

**2014-15**  
**Wisconsin Alternate Assessment for  
Students with Disabilities**

**Technical Report**

**Submitted  
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**CTB/McGraw-Hill  
Monterey, California**

**Wisconsin Department of Public Instruction  
Madison, Wisconsin**



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## **Executive Summary—Science**

The 2014–15 Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Technical Report documents the processes and procedures implemented in support of the 2014 fall administration of the WAA-SwD. The technical report shows how the applied processes and procedures, as well as the results, relate to the issues of validity and reliability, the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014), and the federal Peer Review process detailed in *Standards and Assessments Peer Review Guidance* (United States Department of Education [USDOE], 2007). This report demonstrates that the fall 2014 administration of the WAA-SwD adhered to the appropriate standards and practices of educational assessment, and ultimately, this report serves to document evidence that supports the argument that valid inferences about Wisconsin student performance can be derived from the assessment.

The WAA-SwD is an element of the Wisconsin Student Assessment System (WSAS) and is administered to any eligible student with significant disabilities when the local Individualized Education Program (IEP) team determines that the student should not participate in the Wisconsin Knowledge and Concepts Examination (WKCE) with or without accommodations. The purpose of the WAA-SwD is to provide information about student academic achievement and to allow school district staff to use test results to improve educational programs. The WAA-SwD is designed to meet the requirements of the No Child Left Behind Act (NCLB), the Individuals with Disabilities Education Improvement Act (IDEA), and the Wisconsin Statutes and is intended to provide students, parents, teachers, and schools with information about how students are progressing in relation to the Wisconsin Model Academic Standards through the Wisconsin Extended Grade Band Standards.

### ***Administration***

The administration of the 2014–15 WAA-SwD occurred from October 27, 2014 through November 7, 2014. Each test administration occurs on an individual student basis where a teacher marks the student’s response directly on the answer document submitted for scoring. The assessment administration is not timed and can be conducted over several days in order to accommodate the students and minimize fatigue.

### ***Student Population***

Students assessed with the WAA-SwD typically have significant challenges related to cognitive functioning, adaptive behavior, and 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 be eligible for participation in the WAA-SwD.

To determine whether students meet the eligibility criteria, local IEP teams must review the participation checklist, included here as Appendix A and discussed in more detail in the Population section of this document.

Within the context of the 2014–15 Science administration, student counts were 777 in grade 4, 837 in grade 8, and 815 in grade 10. These numbers are comparable to the 2013–14 administration which included 814 students in grade 4, 910 in grade 8, and 762 students in grade 10.

## ***Operational Analyses***

The WAA-SwD uses raw score reporting for each item and for overall assessment. Standard setting activities were conducted in 2008 and were based on test forms that are similar in regard to test content and psychometric properties to those used in the 2014–15 assessment administration, details of which are provided in the section on Test Development. Items undergo classical item analyses yearly in order to ensure that the item performance is not dramatically altered from year to year, which could suggest item exposure or other issues that would raise concerns about item suitability and year-to-year comparability of scores. Any item that displays problematic classical statistics or dramatic changes across years is carefully reviewed to determine the appropriateness of continuing to include the item in scoring and reporting. Within the context of the 2014–15 WAA-SwD administration, no items required suppression due to classical statistics or due to changes in item performance over time. This report contains information regarding the statistics for each item and the forms overall for both this administration and for longitudinal comparisons.

## ***Results***

In general, longitudinal results indicate that the overall percentage of students with proficiency levels of *WAA-SwD Proficient* or higher (that is, including *WAA-SwD Advanced*) have, on average, remained similar since the 2013–14 administration.

## **Overview**

### ***Introduction***

The WAA-SwD is administered to any student with significant disabilities when the local IEP team determines that the student should not participate in the WKCE with or without accommodations, and that the student meets the participation guidelines detailed in Appendix A.

The 2014–15 WAA-SwD was administered to students in grades 4, 8, and 10 in Science. The test forms and administration guidelines for the current administration were similar to those used in the administrations since 2007–08, the initial year of administration of this assessment. The current test administration window opened October 27, 2014, and closed November 7, 2014, for all grades.

The work involved in the development of the curriculum standards, test forms, administration, scoring, standard setting, and analyses are all important steps in the process of developing a valid assessment system. This document serves to capture the time and effort devoted to the WAA-SwD in relation to the importance, reliability, and validity of the assessment as part of the WSAS. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014) gives guidance in Standards 4.6 and 4.8 that is of particular relevance to alternate assessments and the uniqueness of the “intended test takers.” They read:

When appropriate to documenting the validity of test score interpretations for intended uses, relevant experts external to the testing program should review the test specifications to evaluate their appropriateness for intended use of the test scores and fairness for intended test takers. The purpose of the review, the process by which the review is conducted, and the results of the review should be documented. The qualifications, relevant experiences, and demographic characteristics of expert judges should also be documented.

The test review process should include empirical analyses, and/or the use of expert judges to review items and scoring criteria. When expert judges are used, their qualifications, relevant experiences, and demographic characteristics should be documented, along with the instructions and training in the item review process that the judges receive (AERA, APA, & NCME, 2014).

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

In addition to guidance from the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014), 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 report covers evidence in Section 4—Technical Quality of the Guidance, including Critical Elements 4.1 (validity), 4.2 (reliability), 4.3 (fairness and accessibility), 4.5 (administration, scoring, analysis, and reporting), and 4.6 (accommodations). For other Critical Elements, Appendix B details the chapters in the *Standards and Assessments Peer Review Guidance* (USDOE, 2007) and the corresponding sections.

### ***Purpose of the WAA-SwD***

Beginning in the 2005–06 school year, the federal NCLB Act required all states to test all students in reading and mathematics in grades 3–8 and once in high school (grade 10 under Wisconsin law § 118.30). Based on the NCLB legislation, student performance, reported in terms of performance categories, is used to determine the adequate yearly progress of students at the school, district, and state levels. Beginning in the 2007–08 school year, states must also administer science assessments at least once in grades 3–5, once in grades 6–9, and once in grades 10–12.

The 2004 reauthorization of IDEA and Wisconsin § 115.77 requires participation of students with disabilities in state- and district-wide assessments. Specifically, IDEA stipulates in section 612, part A, number 16:

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

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

### ***Use of the Assessment Information***

The WAA-SwD provides achievement information serving multiple purposes to schools and students. In addition to providing results for use in state and federal accountability programs, WAA-SwD results may be used as one of many tools that provide parents and guardians with information about the academic performances of their children. Additional interventions should be used only in conjunction with other related achievement information.

## **Population**

### ***Description of Students***

Students assessed with the WAA-SwD typically have significant challenges related to cognitive functioning, adaptive behavior, and 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 be eligible for participation in the WAA-SwD.

### ***Student Eligibility Criteria***

When determining whether a student who is eligible for special education services should participate in the WAA-SwD or the WKCE, the student's IEP team must determine whether the student meets all of the criteria from the participation checklist in Appendix A. When the IEP team concurs that all four criteria accurately characterize a student's current educational situation, 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 focus on knowledge and skills specified in the Extended Grade Band Standards.
2. The student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.
4. The student's difficulty with the regular curriculum demands is primarily due to the disability and not due to excessive absences unrelated to the disability or social, cultural, or environmental factors.

### ***Population Characteristics***

In accordance with federal regulations regarding the capture and reporting of student race and ethnicity information, the Wisconsin Department of Public Instruction (DPI) changed to the approved federal reporting system in the 2010–11 school year. This results in the following options for students. Students must first identify as either: 1) Hispanic or Latino or 2) Not Hispanic or Latino. Additionally, students must then select one or more of the following: 1) American Indian or Alaska Native, 2) Asian, 3) Black or African American, 4) Native Hawaiian or Other Pacific Islander, and 5) White. The DPI is applying a bridging strategy in order to convert this information back to the existing five categories. Given the change in reporting of race and ethnicity information by students and parents and the subsequent bridging of data by the DPI, there is potential for differences within the existing five categories as reported here in comparison to other and prior data aggregations. Where longitudinal differences appear that are likely related to the new coding, a footnote will be applied to alert a reader to the likely reason for the differences.

Demographic data were collected for the WAA-SwD and are reported in Tables 1–3<sup>1</sup>. As can be seen in Figure 1, participation is similar (less than 10%) at each grade level. This is an expected result given that students are required to take Science for the WAA-SwD or Science for the

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<sup>1</sup> Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with Family Education Rights & Privacy Act (FERPA) regulations. This rule is instituted throughout all tables, figures, and reporting.

WKCE. Minor differences seen within a grade level are likely due to the number of invalid answer documents that differ by grade level, an issue explored in more depth in the section on Scoring.

As seen in Table 1, approximately two-thirds of test takers were male. The participation rates for male test takers ranged from 62.09% (grade 10) to 69.24% (grade 4). Correspondingly, the participation rates for female test takers ranged from 30.50% (grade 4) to 37.55% (grade 10).<sup>2</sup> The majority of test takers across all grade levels were of White (not of Hispanic origin) ethnicity, ranging from 58.69% (grade 4) to 69.33% (grade 10). A small percentage (ranging from 4.05% in grade 10 to 6.69% in grade 4) of students taking the WAA-SwD were classified as English language learners or not English language proficient. 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. Nearly half of all test takers (ranging from 37.79% in grade 10 to 43.89% in grade 4) were classified as economically disadvantaged.

Primary disability information was captured from student records. These data can be found in Table 2. Figure 2 also captures the data to more easily illustrate the primary disabilities that are reported. Most students fall into the Cognitive Disability category, followed by the Autism and Other Health Impairment categories. It should be noted that all students assessed with the WAA-SwD have a disability. It should also be noted that Table 2 includes a category of students indicated as Not IDEA Eligible or No Disability. However, the DPI believes that this is simply a coding error, as all students assessed with the WAA-SwD have a disability.

Data were also collected on the types of accommodations provided to students during testing. While the test requires 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 Table 3. As Figure 3 displays, the majority of student records across all grade levels (77.35% in grade 4 to 84.79% in grade 10) indicate “No Accommodation Used.” The most frequently used accommodation is “Used Another DPI-Approved Accommodation” with between 9.68% (grade 8) and 16.73% (grade 4) of students using this accommodation.

## **Standards**

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

The 2014–15 WAA-SwD forms in science consisted of custom selected-response (SR) and constructed-response (CR) 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.

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<sup>2</sup> Note that there are minor differences in percentages due to rounding and/or missing data.

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 Science. The WAA-SwD Extended Grade Band Standards are available for viewing on the internet at:

<http://sped.dpi.wi.gov/sites/default/files/imce/sped/pdf/waa-extstd-sci.pdf>

A committee of DPI staff, general educators, special educators, and content specialists from across the state convened 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 during 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 measured 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 was on achievement that aligned with extended standards linked to grade-level content. Together, this system of standards and descriptors was designed to provide meaningful opportunity to students with significant cognitive disabilities to progress toward state standards that are linked to grade-level expectations.

## **Test Design**

### ***Format***

Science content was developed with unique items for each grade level; thus, no science items were shared between grade levels.

The test design was such that there were 36 items in science for every grade level. The number of items allowed 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.

All items in 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).

## ***Blueprint***

The test items appeared in a single form for each grade level. Table 4 illustrates the test design for the 2014–15 administration, where the total number of items (displayed by SR and CR item types) and maximum points, grade level, and standard are provided.

It is important to note that some items were revised or replaced between the administrations from 2007–08 through the current 2014–15 administration (more details can be found in the Test Development: Item Selection and Form Development section of this report). These changes were implemented to reflect the findings of the post-administration alignment study (more information regarding the alignment studies can be found later in this report in the Test Development: Item Development section). The target test blueprints (the goals for form assembly) are reported in Appendix C. The actual test blueprints for the current administration are presented in Appendix D.

Table 5 captures the information on the number of items and score points for all forms by grade level. It is important to recognize that for the WAA-SwD all 1-point items are SR items, while all 2- or 3-point items are CR items.

## **Test Development**

### ***Item Development***

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

For the 2007–08 administration, CTB worked closely with the DPI to develop items in alignment with the test blueprint and alternate assessment standards and 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 edits suggested at the Content and Bias Review meeting and during subsequent reviews by the DPI.

Test development staff from the DPI and educators from Wisconsin reviewed the items written in preparation for the 2008–09 and 2009–10 test administrations.<sup>3</sup> Items were reviewed for content accuracy, grade-level appropriateness, extended depth of knowledge, bias, and sensitivity. The majority of items were developed as SR items with three answer choices provided. For 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 style of CR items varied 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 were employed to review items for item bias, also referred to as item fairness. Once items were developed, they had to pass a series of reviews and analyses prior to being selected as part of the item pool. This content and bias review had two purposes: 1) to ensure the items were grade-level appropriate and 2) to ensure that any sensitivity issues were identified and addressed. Grade-level experts who know how content is taught in the classroom evaluated grade-level appropriateness.

<sup>3</sup> There were no new items written for the 2010–11, 2011–12, 2012–13, 2013–14, or 2014–15 administrations; all items had appeared on at least one previous WAA-SwD form.

Sensitivity reviews ensured that items were free of offensive, disturbing, or inappropriate language, artwork, or content.

Prior to the first administration of the WAA-SwD, content, sensitivity, and bias reviews of all items developed for the initial administration were conducted by internal and external experts. A Content and Bias Review meeting was held in August 2007 to incorporate the input of 36 Wisconsin educators on the items in 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),<sup>4</sup> bias, and sensitivity of the items. Participants used criteria provided by CTB and worked in teams by grade 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 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 titled *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. Norman 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* (Webb, 2008c), *Alignment Analysis of Extended Reading Standards and Assessments: Wisconsin Grades 3–8 and 10* (Webb, 2008a), and *Alignment Analysis of Extended Science Grade Band Standards and Alternate Assessments: Wisconsin Grades 4, 8 and 10* (Webb, 2008b).

The alignment studies identified a number of areas where the test forms could be modified to improve the alignment and overall content of the WAA-SwD. In preparation for the administrations from 2008–09 to the current 2014–15 administration, the DPI reviewed the recommendations from the alignment study and identified where new items were needed and also identified where items from the item bank could be added to a test form.

### ***Item Selection and Form Development***

The test forms administered in 2007–08 served as a guide for the development of the forms developed each subsequent year, with a goal of making the forms as similar as possible across administration years.

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

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

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

The 2014–15 test administration included only operational items. For this administration, the DPI worked to ensure complete alignment of items and forms; this involved revising items and adding different items to some forms. The DPI conducted this work in response to the alignment study. Details regarding item performance can be found in in this report in the section on Analyses and Results.

Appendix E identifies the changes in the forms over time, across administrations, and from the initial/baseline administration (January 2008) to the current administration (November 2014). The table includes the number of operational items in common between the two administrations, the number of new operational items that were previously administered (this administration could have been as a field test or operational item in any previous administration), the number of new operational items that were not previously administered, the number of operational items altered/revised between administrations, the number of new field test items, and the number of items with revised reporting categories. For the comparison from the baseline to the current administration, the number and percentage of operational items in common between the two administrations are presented, as the purpose of this comparison is to see the overall change in the forms from the original form used in standard setting to the current form.

The extent and variety of changes vary across grades and administrations. From the baseline form to the current form, the least degree of change occurred in grade 10 where 92% of the operational items are in common between the two administrations, while the greatest change occurred in grade 8 where 75% of the items are in common between the two administrations.

### ***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.

### **Test Administration**

The WAA-SwD is designed to be administered one-on-one to eligible students. The 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 allowed the administrator to make approved accommodations for each student and allowed each student to view and manipulate answer choices without distraction from item text or response rubrics. The test administration was guided by the manual entitled *Directions for Test Administration*, contained in Appendix F.

For all grades, 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 attempt all items.

### ***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 by 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, 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 power point (<http://oea.dpi.wi.gov/assessment/WAA/trainings>) included group discussions, question/answer sessions, and a practice test administration with other participants. The DPI also provided educators with online training, a manipulatives guidelines document, and sample test items for all grade levels (<http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/Teacher%20Test%20Book%20SamplesFINAL.pdf>). Once trained, the participants were responsible for training test administrators within their schools and districts.

For the 2014–15 test administration, the DPI provided an updated presentation, an updated Test Administration Manual, a slide presentation, a manipulatives guidelines document, and sample test items for all grade levels. District Assessment Coordinators and test administrators used these training materials as the primary guidance regarding test administration procedures, while the DPI staff served as a secondary resource for answering questions about the test administration.

### ***Administration Schedule***

The 2014–15 WAA-SwD test administration window opened on October 27, 2014, and closed November 7, 2014. Test administrators were allowed to schedule the assessment for any time during the administration window. Administrators were advised that testing sessions were to occur at times when the students were most alert and responsive and that students were to be given as much time as needed to complete the test.

### ***Accommodations***

Accommodations were allowed for individual students participating in the WAA-SwD, provided accommodations were both documented in a current IEP and used during routine instruction. When making decisions on accommodations for the WAA-SwD, IEP teams were directed to refer to the Assessment Matrix (<http://oea.dpi.wi.gov/sites/default/files/imce/oea/accomswd.pdf>). 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.<sup>5</sup> 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 Table 3 and in Figure 3, where it is evident that the majority of

<sup>5</sup> It is important to note that more than one accommodation may be indicated for a student; as such, sample sizes are not necessarily equal to the total sample size, and percentages may not sum to 100%.

students, in all grade levels, required no additional accommodations in order to participate in the WAA-SwD assessment.

### **Scoring**

A scoring rubric was applied to all student responses and is shown in Table 6. 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. There is one 3-point CR item appearing in grade 10. For 3-point CR items, there is one correct response (3 points), one response that is partially correct but contains some errors (2 points), one response that is less partially correct and contains more errors (1 point), and an incorrect response (0 points). For 2-point CR items, there is one correct response (2 points), one response that is partially correct but contains some errors (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 ensure each student's score (and the overall reporting) was based on valid item responses. It is critical that the information reported is trustworthy and supports valid interpretations. 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 reasons why answer documents may be deemed invalid. The answer document itself can be marked as invalid in two ways: 1) the parent opts out by requesting that a bubble be marked on the student's answer document or 2) the test administrator makes multiple marks on all five of the first five items. Parental opt-out is when the student's parent indicates to the school that the student may not be tested. The multiple marking of bubbles mimics a rule employed with the WKCE assessment, by which a teacher can invalidate a student's answer document. Answer documents are also deemed to be invalid when there are no valid responses for any of the items. 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 7 shows information regarding the answer documents deemed to be invalid for scoring and reporting. The percentage of invalid answer documents was 0.13% (grade 4), 0.12% (grade 8), and 0.73% (grade 10). The majority of those invalidations were from parental opt-out, followed by invalid answer documents.

### **Standard Setting**

Student performance on the assessment is described in terms of performance levels. The purpose of setting standards on a test scale is to enhance its validity argument by increasing the interpretability of students' 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 distinguish students into four performance levels: *WAA-SwD Minimal Performance*, *WAA-SwD Basic*, *WAA-SwD Proficient*, and *WAA-SwD Advanced*, with *WAA-SwD Advanced* representing the highest level of achievement.

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

A complete description of the standard setting for WAA-Science 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: Performance Level Data” section.

## **Analyses and Results**

This section describes the item and total-test level statistics. Due to the relatively small sample sizes at each grade and the nature of student score distributions, raw score statistics are calculated. These include raw scores at the total-test level and at each standard; no statistical test scaling or equating of test scores within or across assessment years is conducted. Interpretations of year-to-year score comparability are based with limitation on common content design and an expectation of similar instructional practices year to year across the participating schools.

### ***Item Level Statistics***

Each test was reviewed in terms of classical raw score statistics. Specifically, each CR item’s frequency distribution (number of students at each score level), each item’s  $p$ -value (proportion of students choosing the correct answer for SR items and the average proportion of the maximum score that students earned on each CR item), and item-total test correlations (how correlated a score each individual item is with the total test score) were reviewed.

The frequency distributions for CR items are found in Table 8. In general, the greatest percentage of students received full credit (2 or 3 points) on the CR items.

Item  $p$ -values and item-total correlations are presented in Table 9. 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 a  $p$ -value 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 content or format 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.

As can be seen in Table 9, the  $p$ -values across all grades were within the boundaries generally considered to be acceptable. There were three operational WAA-SwD items within the 2014–15 administration with  $p$ -values equal to or greater than 0.90, all in grade 8 (0.90 and 0.91). There were no items with a  $p$ -value less than 0.30.

Acceptable item-total test correlations are usually in the range of 0.30 and above, where 0.15 is generally considered a critical cut-off. The item-total test correlations were generally within acceptable ranges. Across all grade levels, there was one item with item-total test correlations less than 0.30, in grade 10 (0.18), and there were no items with item-total test correlations below the critical threshold of 0.15. These items underwent a careful review, ultimately being deemed appropriate for the WAA-SwD assessment.

Table 10 illustrates summative information for the items in terms of  $p$ -values and item-total test correlations by grade level.

### ***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 answer correctly. This proportion can be considered an average  $p$ -value across items within a specific standard. Average  $p$ -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 classified according to the proportion of students responding correctly to items within each standard. This type of analysis also shows the most difficult standards for the tested population. The results for the 2014–15 forms are found in Table 11. In general, mean  $p$ -values by standard range from 0.70 (grade 8, Science Inquiry) to 0.86 (grade 8, Science Connections and the Nature of Science), demonstrating a balance of difficulty across the standards.

### ***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 number of items and points by grade and standard can be found in Table 4, as .

It is seen in Figure 4 that, as a group, males slightly outperformed females, based upon mean scores, in all grades. Figure 5 illustrates by grade the differences in mean raw scores across ethnicities. Black (not of Hispanic origin) students tended to have the highest mean scores in grades 4 and 10, while American Indian/Alaska Native tended to have the highest mean scores in grade 8.

Figure 6 illustrates the mean raw score differences by English language proficiency. Students were classified as either English language proficient or as English language learners. English language proficient students include students who were formerly English language learners and are now proficient in the English language, as well as students who are fully English language proficient and were never classified as English language learners. In general, students classified as English language learners had mean scores that were very similar to English language proficient students. As seen in Table 1, just 4.05% (grade 10) to 6.69% (grade 4) of the total sample were classified as English language learners.

Figure 7 illustrates the differences in mean raw scores between economically disadvantaged and not economically disadvantaged students. Across all grade levels, economically disadvantaged students had higher mean scores than not economically disadvantaged students.

Table 2 provides descriptive statistics for the WAA-SwD on the basis of the primary disability for students. This text summary provides information only for those groups with sample sizes greater than 100; this is done to help ensure generalizability of the findings. There were just

three disability categories with more than 100 students: Autism, Cognitive Disability, and Other Health Impairment (in grade 4 only). In grades 8 and 10, there were only two categories with more than 100 students: Autism and Cognitive Disabilities. The Cognitive Disability subgroup had higher mean scores as compared to the Autism subgroup. In grade 4, the Cognitive Disability subgroups scored higher than the Other Health Impairment subgroup, with the subgroup Autism receiving the lowest mean score.

Table 3 provides descriptive statistics on the additional accommodations provided to students for the WAA-SwD assessment<sup>6</sup>. As previously noted and illustrated in Figure 3, the majority of students, over 77%, received no additional accommodations on the WAA-SwD assessment. As such, the remaining subgroups were small, comprising less than 23% 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 1–3 and 12. 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 Table 13 and are illustrated in Figure 8. The tables and figures illustrate that, for the total group, approximately half as many of students across grade levels received the minimum score, ranging from 3.99% (grade 4) to 5.89% (grade 10), than received the maximum score, ranging from 9.08% (grade 10) to 9.52% (grade 4). The distribution of data for all grades exhibited a negative skew.

### **Performance Level Data**

Table 14 details the final cut scores for each performance level by grade, along with the associated impact data (percentages of students in each performance level). To view the impact data in a graphical form, refer to Figure 9. The combination of the two highest performance levels, *WAA-SwD Proficient* and *WAA-SwD Advanced*, is shown in Figure 10. Across all grades, the combined percentage of students in the two highest performance levels ranges from 73.36% (grade 4) to 79.57% (grade 8).

Table 15 also details the impact data for the total group by grade level, as well as the subgroups of gender, ethnicity, English language proficiency status, and socioeconomic status. In grades 8 and 10, a greater percentage of males are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* as compared to females. When reviewing the data on English language proficiency status, it is seen that the performance level distribution is very similar for both groups of students who were or were not English language proficient in grade 4. In grade 8, a slightly greater percentage of not English language proficient students are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*. And in grade 10, a greater percentage of English language proficient students are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*, as compared to non English proficient students. When reviewing the data by socioeconomic status, it is seen that across all grade levels, a greater percentage of economically disadvantaged students are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* as compared to not economically disadvantaged students.

Table 16 details data by grade level by students' primary disability. This text summary provides information for only those groups with sample sizes greater than 100; this is done to help ensure

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<sup>6</sup> It is important to note that more than one accommodation may be indicated for a student; as such, sample sizes are not necessarily equal to the total sample size, and percentages may not sum to 100%.

generalizability of the findings. In grade 4, there were only three disability categories with more than 100 students : Autism, Cognitive Disability, and Other Health Impairment. There were only two disability categories in grades 8 and 10, Autism and Cognitive Disability.

Table 17 details data by grade level for the accommodations provided to test takers. As previously noted, the majority of students, over 77%, received no additional accommodations on the WAA-SwD assessment.

## **Reliability**

Reliability is a central concept within educational assessment, and there is a large body of literature surrounding this concept. Relevant literature includes Haertel's (2006) chapter on reliability in *Educational Measurement 4<sup>th</sup> edition*, Feldt and Brennan's (1993) chapter on reliability in *Educational Measurement 3<sup>rd</sup> edition*, and the chapter on reliability and errors of measurement in part 1 of *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014).

Reliability can be defined as the consistency of assessment scores. 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, even if the assessment were repeated, an individual's responses to test items may vary from one occasion to another, even under strictly controlled situations. This variation in responses reflects 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 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 standardized administration for all students.

Systematic errors are measurement errors that 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 a scenario that may result in a systematic error would be a situation when students who need accommodations are not provided with them. Without the accommodations, the students would not be able to demonstrate their true ability on the assessment and would instead score lower on the assessment. For this reason, it is important to provide students with disabilities the appropriate accommodations to take the assessment in a manner that allows them to demonstrate their true ability. Other systematic errors that can possibly impact results include undue distractions, confusing instructions, and bias in rating performance by the test administrator.

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

**Item-specific reliability** is measured by calculating the point biserial correlation for SR items, 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 score and the score on the group of items remaining on the test overall. The correlation provides a source of information of how consistently students perform on a given item in relation to their performance on the rest of the test measuring a single overall construct.

On traditional assessments, the acceptable point biserial is around 0.30 or higher and no less than 0.15. Any items with point biserial values less than 0.30 should be reviewed from a content perspective to ensure that the items actually contribute to the overall construct of the assessment and do not assess skills that do 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 of 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 approximation is computed as one divided by the square root of the quantity of the sample size minus one.

Table 10 summarizes the point biserials (and  $p$ -values) for each grade. The point biserial values range from 0.18 (grade 10) to 0.79 (grades 4 and 10). All items with correlations below 0.30 were carefully reviewed to ensure that the items actually contributed to the overall construct of the assessment.

**Total-test reliability** measures consider the level of consistency of performance on 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 alpha ( $\alpha$ ) (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  $\alpha$  (Cronbach, 1951) index of internal consistency. The calculation for Cronbach's  $\alpha$  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 1–3 and 12 provide the Cronbach's alpha coefficients for all grades in the 2014–15 WAA-SwD test administration. As is evident in the tables and text below, the coefficients are generally quite high.

It is important to note that while the theoretical range for the reliability coefficient is from 0.00 to 1.00, there is potential for the coefficient to range from negative infinity to 1.00 when applied in practice (Nichols, 1999). As explained by Nichols (1999), the value of the coefficient will be negative when “the sum of the individual item variances is greater than the scale variance.” For the WAA-SwD, the scale variance is simply that of the raw scores. For homogenous subgroups with small variance, the individual item variance is likely reduced, given the high probability of all individuals in the subgroup responding similarly to each of the items.

There are a number of factors that influence reliability coefficients, including group variation, time limits, and test length. When the individuals participating in an assessment are diverse, the reliability estimates increase, while a more homogeneous group will produce lower reliability estimates (Crocker & Algina, 1986). Given the diverse population of students who participate in

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

At the total group level, summarized in Table 12, the reliabilities are quite high—0.96 for all grades. These 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 nearly every score point for each grade level) and relatively flat distributions contribute to the very high reliabilities. (See Table 13 and Figure 8 for frequency distributions and percentages of scores.)

At the subgroup level, the ranges are also quite high in general. Across all grade levels for the gender, ethnicity, English language proficiency, and socioeconomic status subgroups (Table 1), all reliability values are at or above 0.91.

An examination of the primary disability subgroups, shown in Table 2, generally illustrates acceptable reliability values. Some of the lowest values for subgroups are for the Specific Learning Disability and Emotional Behavioral Disability subgroups, where most values are quite low and are likely related to the small sample sizes and high scores achieved by these two subgroups of students. When examining the values for all primary disability subgroups, it is found that, for all grades, more than half the values are greater than 0.90. There are two values between 0.80 and 0.89. The values lower than 0.80 are for subgroups with fewer than fifty students and/or where the mean scores are quite high with little variability, indicating that the low reliability values are likely due to homogeneity of scores for these smaller groups. The lowest reliabilities was Specific Learning Disability (N=27, reliability 0.47) in grade 8. It is also important to ensure that the reliability coefficients are similar for subgroups of students using additional accommodations. As shown in Table 3, for those students requiring no additional accommodations, the reliability values are at or above 0.95 across all grades. For those students requiring additional accommodations, all the reliability values across grades are at or above 0.88.

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 formula

$$SEM = SD_{TS}(\sqrt{1 - \hat{\alpha}}),$$

where  $SD_{TS}$  is the standard deviation of the total score and  $\hat{\alpha}$  is Cronbach's  $\alpha$  (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 1–3 and are summarized at the total group level in Table 12. At the total group level, the SEM values range from 1.96 (grade 4) to 2.15 (grade 10).

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 on the classification of students into performance levels (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 18 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 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 receive on a parallel form, and the expectation is that the probability would be high. PC ranges from 0.82 (grades 8 and 10) to 0.83 (grade 4). Probability of misclassification (PM) is  $1 - PC$ . The consistency and accuracy indices from this year are similar to those from last year.

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. The average Chance is 0.40 and ranges from 0.38 (grade 4) to 0.43 (grade 10). This is similar to the 2013–14 WAA-SwD forms.

Cohen’s kappa (kappa) provides the same type of reliability, or agreement, statistic as described previously, representing the agreement of the classifications between two parallel forms with the consideration of the probability of a correct classification by chance,  $(PC - \text{Chance}) / (1 - \text{Chance})$ . In general, the value of kappa is lower than the value of PC because the probability of a correct classification by chance is larger than zero. This is true of the WAA-SwD data in Table 18. The average kappa is 0.70, and ranges from 0.68 (grade 10) to 0.72 (grade 4). These values are similar to the corresponding results obtained from the 2013-14 WAA-SwD forms.

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. PA ranges from 0.87 (grade 8) to 0.88 (grades 4 and 10). These, too, are similar to the 2013-14 WAA-SwD statistics. Finally, Table 18 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 the central concept in the evaluation of an assessment. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014) define validity as “the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests” (p. 11). 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 that challenges) its validity, including design, content specifications, item development, psychometric quality, and inferences made from the results.

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

The purpose of the assessment, described in the Overview section 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 also used for the purposes of accountability and adequate yearly progress (AYP). As stated by Linn (2008), "Tests are used as policy tools to hold teachers and school administrators accountable for student learning and as levers to change instruction in the classroom" (p. 4). The DPI uses various assessment data in AYP reporting and in various programmatic and policy-level decisions. Specific to student-level outcomes, the WAA-SwD documents student performance in science, as defined by the standards. To ensure that test scores allow interpretations appropriate for this purpose, the content of the test must be carefully matched to the specified standards. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014) states:

Important validity evidence can be obtained from an analysis of the relationship between the content of a test and the construct it is intended to measure. Evidence based on test content can include logical or empirical analyses of the adequacy with which the test content represents the content domain and of the relevance of the content domain to the proposed interpretation of test scores. Evidence based on content can also come from expert judgments of the relationship between parts of the test and the construct. (p.14)

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 and ensured the items assessed the content standards and were mapped accordingly. The Test Development section of this report contains more information specific to these reviews. The reviews also helped to ensure fair and unbiased items so that items functioned similarly for members of different ethnic, gender, and disability groups.

In addition, the WAA-SwD science content area has gone through an alignment study under the direction of Dr. Norman Webb. As a result of the study, it was decided the first goal would be to focus on improving alignment and categorical concurrence. New items were developed to be field-tested to fill alignment gaps, and some operational items each year were revised, removed, or replaced in the current 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 the 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 score's interpretation is also evidenced by establishing that the population of students for which the assessment is designed is well-targeted and that those students participated in the assessment. The WAA-SwD is given to students with significant disabilities if the local IEP team determines that the students are unable to participate in the WKCE even with accommodations. Given the high-stakes nature of the WAA-SwD and the requirements of NCLB and peer review evidence, as well as the need for eligibility criteria data, it is important to note the WAA-SwD participants and the data on their performance. The number of students in various subgroups who participated and each group's summary statistics are presented in Table 1 (specific to gender, ethnicity, English language proficiency, and socioeconomic status), Table 2 (specific to primary disabilities reported), and Table 3 (specific to accommodations provided in order for students to access the WAA-SwD assessment).

It is important that students' scores represent a range of scores. Total raw score results, including the means, standard deviations, and the number of students at the minimum and maximum scores for each grade level for the total groups are found in Table 12, and raw score frequency distributions by grade are found in Table 13 and Figure 8. 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 12 summarizes the reliability and SEM values at the total group level, and Tables 1–3 provide values for the subgroups. 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 helpful 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.<sup>7</sup> It is important to be cautious about making longitudinal comparisons with any assessment that is only on the raw score scale, as is the case with the WAA-SwD. To support cautious comparisons, the forms across years were created to align to the same blueprint each year and limited item changes were made. More detailed information regarding these changes was provided previously in the sections on Test Design and Test Development.

Stability in population is also helpful in comparability across time. To assist, Figure 11 illustrates the number of students participating in the WAA-SwD. Stability in performance is important as

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

well, and a review of the raw score means and standard deviations at the total group level by grade illustrated in Table 19 across years indicates mild fluctuations. The mean differences are also illustrated graphically in Figure 12. Over time, there have been slight increases and decreases in various grades. However, the general rates of participation and, just as importantly, the rates by subgroup, across years have remained fairly stable. These are shown in Table 20 and Figure 13.

Over time, it would be expected that there would also be only minimal differences in item statistics, such as  $p$ -values (item difficulty) and item-total test correlations, assuming that the test population remains stable. There were some WAA-SwD items that were revised, while others were removed and replaced across the administrations; this has occurred for all grades, and as such, the reader is cautioned regarding longitudinal interpretations for the modified forms.

The  $p$ -values for each year and the average differences can be found in Table 21 and were found to be adequately stable, as are the item-total test correlations and differences across years found in Table 22.

Particularly important for accountability are the impact data, or the percentage of students in each performance level, across years. The impact data for 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, 2013–14, and 2014–15, as well as the differences, are provided in Table 23. From 2013–14 to 2014–15, the overall pass rates (the percentage of students from the combined WAA-SwD Proficient and WAA-SwD Advanced levels) were most different in grade 10 (1.74% decrease).

The greatest difference in the impact data from 2007–08 to 2008–09 was that 7.10% more students in grade 8 were classified as *WAA-SwD Advanced*. From 2008–09 to 2009–10, the greatest difference is observed at grade 8, where there was a 3.81% increase in the percentage of students classified as *WAA-SwD Proficient*. From 2009–10 to 2010–11, the greatest difference was observed at grade 4, where there was a 4.88% decrease in the percentage of students in the combined category of *WAA-SwD Proficient* and *WAA-SwD Advanced*. From 2010–11 to 2011–12, the greatest difference was observed at grade 10, where there was a 6.45% increase in the percentage of students classified as *WAA-SwD Advanced*. From 2011–12 to 2012–13, the greatest difference was observed at grade 4, where there was a 2.61% increase in the percentage of students classified as *WAA-SwD Basic*. From 2012–13 to 2013–14, the greatest difference was observed at grade 8, where there was a 3.60% decrease in the percentage of students classified as *WAA-SwD Minimal Performance*. From 2013–14 to 2014–15, the greatest difference was observed at grade 10, where there was a 7.10% decrease in the percentage of students classified as *WAA-SwD Advanced*. From 2007–08 to 2014–15, the greatest difference was observed at grade 8, where there was a 7.25% decrease in the percentage of students classified as *WAA-SwD Basic*.

## **Summary Recommendations**

Results and key findings of the Fall 2014 WAA-SwD test administration are presented throughout the body of this report. Some issues of a technical nature that may warrant further attention in subsequent administrations are presented below.

1) During the initial development of the WAA-SwD, items were developed according to a number of criteria. These criteria included content, extended depth of knowledge, and proficiency level. These criteria were used to establish the target blueprints for the exam. Most of these targets were successfully met prior to the first administration of the exam. However,

there are instances where test blueprints have not been fully met. It is recommended that additional items be developed so that complete alignment with the target blueprint becomes a reality.

2) Once a sufficient number of items exists so that target blueprints can be met at all grade levels, the DPI should consider revisiting the cut scores that were established in 2008 and take the necessary steps to verify that these cut scores remain appropriate. Possible methods to consider include conducting a standard setting similar to the method used in 2008 or a more limited cut score review.

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## **Tables 1–23**

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**Table 1**  
**Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status**

Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
4		TOTAL	777	100.00%	27.94	10.12	74	31	0.96	1.96
	Gender	Female	237	30.50%	27.74	10.35	24	9	0.96	1.97
		Male	538	69.24%	28.01	10.04	50	22	0.96	1.96
	Ethnicity	Asian/Pacific Islander	47	6.05%	26.32	10.85	6	3	0.96	2.04
		Black (not of Hispanic Origin)	148	19.05%	28.34	9.67	8	5	0.96	1.92
		Hispanic	99	12.74%	27.00	10.83	4	6	0.97	2.00
		American Indian/Alaska Native	16	2.06%	27.88	11.03	2	1	0.97	1.84
		White (not of Hispanic Origin)	456	58.69%	28.22	10.06	54	16	0.96	1.95
	ELP	English Language Proficient	725	93.31%	27.95	10.12	68	28	0.96	1.96
		Not English Language Proficient	52	6.69%	27.83	10.28	6	3	0.96	1.99
	SES	Economically Disadvantaged	341	43.89%	29.16	9.75	40	13	0.96	1.85
		Not Economically Disadvantaged	436	56.11%	26.99	10.31	34	18	0.96	2.05

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

**Table 1**  
**Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status**  
**(continued)**

Grade	Variable	Subgroup	Sample Size	%	Raw Score		N	N	Coefficient Alpha	Standard Error of Measurement
					Mean	SD	Students at Max Score	Students at Min Score		
8		TOTAL	837	100.00%	29.83	10.15	77	32	0.96	2.08
	Gender	Female	299	35.72%	29.45	10.60	30	13	0.96	2.07
		Male	533	63.68%	30.02	9.93	47	19	0.96	2.08
	Ethnicity	Asian/Pacific Islander	20	2.39%	29.05	10.09	4	0	0.95	2.20
		Black (not of Hispanic Origin)	150	17.92%	31.82	8.10	13	4	0.94	2.00
		Hispanic	89	10.63%	28.48	10.36	9	3	0.95	2.23
		American Indian/Alaska Native	19	2.27%	32.79	8.08	2	0	0.94	1.90
		White (not of Hispanic Origin)	549	65.59%	29.38	10.68	49	25	0.96	2.07
	ELP	English Language Proficient	791	94.50%	29.75	10.29	71	32	0.96	2.07
		Not English Language Proficient	46	5.50%	31.17	7.29	6	0	0.91	2.20
SES	Economically Disadvantaged	361	43.13%	31.25	9.60	36	10	0.96	1.94	
	Not Economically Disadvantaged	476	56.87%	28.75	10.43	41	22	0.96	2.17	

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**Table 1**  
**Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status**  
**(continued)**

Grade	Variable	Subgroup	Sample Size	%	Raw Score		N	N	Coefficient Alpha	Standard Error of Measurement
					Mean	SD	Students at Max Score	Students at Min Score		
10		TOTAL	815	100.00%	29.59	10.99	74	48	0.96	2.15
	Gender	Female	306	37.55%	28.81	11.90	27	24	0.97	2.12
		Male	506	62.09%	30.09	10.39	47	24	0.96	2.16
	Ethnicity	Asian/Pacific Islander	23	2.82%	23.96	13.44	1	3	0.97	2.37
		Black (not of Hispanic Origin)	134	16.44%	30.71	11.30	15	11	0.97	1.95
		Hispanic	72	8.83%	29.82	11.05	7	4	0.96	2.15
		American Indian/Alaska Native	11	1.35%	29.36	15.29	2	2	0.99	1.68
		White (not of Hispanic Origin)	565	69.33%	29.59	10.66	49	28	0.96	2.18
	ELP	English Language Proficient	782	95.95%	29.66	10.94	72	45	0.96	2.15
		Not English Language Proficient	33	4.05%	28.00	12.17	2	3	0.97	2.21
SES	Economically Disadvantaged	308	37.79%	32.31	9.56	41	16	0.96	1.90	
	Not Economically Disadvantaged	507	62.21%	27.94	11.47	33	32	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.

**Table 2**  
**Descriptive Statistics by Disability**

Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
				Mean	SD				
4	Autism	171	22.01%	26.22	10.19	7	6	0.96	2.15
	Cognitive Disability	322	41.44%	28.55	10.02	39	13	0.96	1.88
	Deaf-Blind	–	–	–	–	–	–	–	–
	Emotional Behavioral Disability	10	1.29%	34.60	3.89	3	0	0.86	1.43
	Hearing Impairment	3	–	–	–	–	–	–	–
	Specific Learning Disability	33	4.25%	35.15	2.20	8	0	0.69	1.22
	Other Health Impairment	114	14.67%	26.88	11.03	9	7	0.97	2.00
	Orthopedic Impairment	18	2.32%	21.50	13.51	0	3	0.98	2.08
	Speech or Language Impairment	11	1.42%	32.64	3.41	1	0	0.74	1.74
	Traumatic Brain Injury	8	–	–	–	–	–	–	–
	Visual Impairment	1	–	–	–	–	–	–	–
	Significant Developmental Delay	–	–	–	–	–	–	–	–
	Not IDEA Eligible or No Disability	60	7.72%	29.27	8.01	5	0	0.94	2.00
	Not Specified	26	3.35%	25.54	10.12	1	0	0.95	2.17

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

**Table 2**  
**Descriptive Statistics by Disability (continued)**

Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
				Mean	SD				
	Autism	171	20.43%	26.34	10.15	11	6	0.95	2.38
	Cognitive Disability	391	46.71%	31.10	8.92	32	9	0.95	2.02
	Deaf-Blind	–	–	–	–	–	–	–	–
	Emotional Behavioral Disability	7	–	–	–	–	–	–	–
	Hearing Impairment	3	–	–	–	–	–	–	–
	Specific Learning Disability	27	3.23%	37.74	1.48	9	0	0.47	1.08
	Other Health Impairment	93	11.11%	31.41	10.98	14	6	0.97	1.77
8	Orthopedic Impairment	17	2.03%	20.12	14.44	1	3	0.98	2.26
	Speech or Language Impairment	4	–	–	–	–	–	–	–
	Traumatic Brain Injury	11	1.31%	31.18	12.62	1	1	0.98	1.64
	Visual Impairment	2	–	–	–	–	–	–	–
	Significant Developmental Delay	–	–	–	–	–	–	–	–
	Not IDEA Eligible or No Disability	69	8.24%	29.54	11.05	6	4	0.97	2.04
	Not Specified	42	5.02%	26.17	11.78	3	3	0.96	2.31

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

**Table 2**  
**Descriptive Statistics by Disability (continued)**

Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
				Mean	SD				
10	Autism	136	16.69%	28.79	10.49	13	5	0.95	2.31
	Cognitive Disability	394	48.34%	29.43	11.35	31	28	0.97	2.12
	Deaf-Blind	–	–	–	–	–	–	–	–
	Emotional Behavioral Disability	16	1.96%	36.56	2.13	3	0	0.56	1.41
	Hearing Impairment	3	–	–	–	–	–	–	–
	Specific Learning Disability	19	2.33%	37.11	2.02	4	0	0.63	1.24
	Other Health Impairment	85	10.43%	31.36	10.90	11	4	0.97	1.86
	Orthopedic Impairment	10	1.23%	22.80	14.63	2	2	0.97	2.41
	Speech or Language Impairment	–	–	–	–	–	–	–	–
	Traumatic Brain Injury	6	–	–	–	–	–	–	–
	Visual Impairment	1	–	–	–	–	–	–	–
	Significant Developmental Delay	–	–	–	–	–	–	–	–
	Not IDEA Eligible or No Disability	95	11.66%	28.72	11.03	5	6	0.96	2.30
	Not Specified	50	6.14%	27.44	10.94	3	3	0.95	2.43

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

**Table 3**  
**Descriptive Statistics by Accommodation**

Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
				Mean	SD				
4	Used Translation	9	–	–	–	–	–	–	–
	Signed Test Questions and Content to Student	3	–	–	–	–	–	–	–
	Used Braille	2	–	–	–	–	–	–	–
	Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	18	2.32%	19.56	9.43	0	2	0.92	2.63
	Used Objects or Manipulatives	28	3.60%	14.61	12.61	0	5	0.97	2.17
	Used Another DPI-Approved Accommodation	130	16.73%	27.87	9.32	6	4	0.95	2.04
	No Accommodation Used	601	77.35%	28.64	9.85	68	22	0.96	1.91
8	Used Translation	6	–	–	–	–	–	–	–
	Signed Test Questions and Content to Student	11	1.31%	28.18	7.07	0	0	0.88	2.49
	Used Braille	–	–	–	–	–	–	–	–
	Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	23	2.75%	16.09	10.49	1	3	0.93	2.69
	Used Objects or Manipulatives	15	1.79%	21.73	9.38	0	0	0.92	2.72
	Used Another DPI-Approved Accommodation	81	9.68%	26.07	12.07	7	5	0.97	2.25
	No Accommodation Used	709	84.71%	30.88	9.46	69	24	0.95	2.01

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

**Table 3**  
**Descriptive Statistics by Accommodation (continued)**

Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
				Mean	SD				
	Used Translation	3	–	–	–	–	–	–	–
	Signed Test Questions and Content to Student	8	–	–	–	–	–	–	–
	Used Braille	2	–	–	–	–	–	–	–
10	Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	18	2.21%	17.33	10.92	0	2	0.94	2.74
	Used Objects or Manipulatives	14	1.72%	14.00	14.02	0	4	0.97	2.24
	Used Another DPI-Approved Accommodation	93	11.41%	27.51	12.05	7	8	0.96	2.28
	No Accommodation Used	691	84.79%	30.31	10.53	67	37	0.96	2.10

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

**Table 4**  
**Science Test Design: Number of Items and Score Points per Standard per Grade and Maximum Score Possible**

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

**Table 5**  
**Science Test Design: Summary of Number of Items and Score Points per Grade per Content and Maximum Score Points Possible**

Grade	Total Number of Items	Number of Items with a Maximum Score of			Max Score
		1	2	3	
4	36	35	1	0	37
8	36	33	3	0	39
10	36	34	1	1	39

**Table 6**  
**Scoring Rubric for SR, CR 3-Point Items, and CR 2-Point Items**

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

**Table 7**  
**Summary of Invalidations**

Grade					Invalidation Bubbles Available on Answer Document			
	Total Invalid		Invalid Answer Document		Teacher Double Marked 5 of First 5 Bubbles		Parental Opt Out	
	N	%	N	%	N	%	N	%
4	1	0.13%	0	0.00%	0	0.00%	1	0.13%
8	1	0.12%	0	0.00%	0	0.00%	1	0.12%
10	6	0.73%	0	0.00%	0	0.00%	6	0.73%

**Table 8**  
**Frequency Distributions of CR Items**

Grade	Item Number	% of Students Obtaining Score Level			
		0	1	2	3
4	17	17.89%	26.51%	55.08%	–
	7	10.89%	5.86%	82.66%	–
8	14	25.72%	31.46%	41.75%	–
	17	8.01%	25.00%	65.91%	–
10	11	10.53%	5.51%	82.01%	–
	13	17.75%	17.01%	14.81%	48.23%

**Table 9**  
**Item Level Statistics**

Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
	1	1	0.82	0.68
	2	1	0.79	0.71
	3	1	0.85	0.74
	4	1	0.74	0.57
	5	1	0.66	0.64
	6	1	0.63	0.58
	7	1	0.87	0.67
	8	1	0.51	0.47
	9	1	0.87	0.72
	10	1	0.76	0.74
	11	1	0.47	0.34
	12	1	0.81	0.75
	13	1	0.84	0.76
	14	1	0.85	0.79
	15	1	0.78	0.67
	16	1	0.82	0.67
	17	2	0.69	0.71
4	18	1	0.78	0.67
	19	1	0.83	0.73
	20	1	0.77	0.68
	21	1	0.75	0.72
	22	1	0.78	0.67
	23	1	0.81	0.72
	24	1	0.85	0.75
	25	1	0.84	0.74
	26	1	0.75	0.71
	27	1	0.66	0.62
	28	1	0.82	0.75
	29	1	0.82	0.68
	30	1	0.85	0.72
	31	1	0.84	0.73
	32	1	0.42	0.43
	33	1	0.85	0.73
	34	1	0.68	0.68
	35	1	0.74	0.61
	36	1	0.74	0.64

**Table 9**  
**Item Level Statistics (continued)**

Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
	1	1	0.82	0.69
	2	1	0.74	0.66
	3	1	0.60	0.56
	4	1	0.87	0.69
	5	1	0.71	0.69
	6	1	0.72	0.45
	7	2	0.86	0.78
	8	1	0.75	0.61
	9	1	0.78	0.69
	10	1	0.76	0.72
	11	1	0.70	0.61
	12	1	0.85	0.69
	13	1	0.89	0.67
	14	2	0.58	0.61
	15	1	0.91	0.67
	16	1	0.83	0.64
	17	2	0.79	0.69
8	18	1	0.73	0.62
	19	1	0.90	0.67
	20	1	0.78	0.67
	21	1	0.90	0.72
	22	1	0.71	0.63
	23	1	0.57	0.44
	24	1	0.74	0.75
	25	1	0.60	0.54
	26	1	0.85	0.64
	27	1	0.86	0.74
	28	1	0.71	0.58
	29	1	0.77	0.74
	30	1	0.83	0.76
	31	1	0.87	0.71
	32	1	0.77	0.71
	33	1	0.50	0.33
	34	1	0.88	0.67
	35	1	0.85	0.64
	36	1	0.88	0.70

**Table 9**  
**Item Level Statistics (continued)**

Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
	1	1	0.75	0.59
	2	1	0.84	0.79
	3	1	0.82	0.67
	4	1	0.75	0.71
	5	1	0.78	0.65
	6	1	0.87	0.70
	7	1	0.73	0.66
	8	1	0.77	0.65
	9	1	0.75	0.59
	10	1	0.81	0.71
	11	2	0.87	0.79
	12	1	0.88	0.71
	13	3	0.65	0.71
	14	1	0.52	0.18
	15	1	0.85	0.70
	16	1	0.64	0.51
	17	1	0.81	0.73
10	18	1	0.83	0.61
	19	1	0.77	0.65
	20	1	0.80	0.74
	21	1	0.67	0.57
	22	1	0.79	0.74
	23	1	0.84	0.74
	24	1	0.80	0.71
	25	1	0.82	0.77
	26	1	0.83	0.79
	27	1	0.87	0.70
	28	1	0.84	0.78
	29	1	0.67	0.58
	30	1	0.63	0.60
	31	1	0.72	0.55
	32	1	0.74	0.68
	33	1	0.79	0.68
	34	1	0.79	0.73
	35	1	0.81	0.75
	36	1	0.84	0.67

**Table 10**  
**Summary of *P*-Values and Point Biserial by Grade**

Grade	<i>P</i> -Value (Item Difficulty)			Point Biserial (Item Test Correlation)		
	High	Mean	Low	High	Mean	Low
4	0.87	0.76	0.42	0.79	0.67	0.34
8	0.91	0.77	0.50	0.78	0.65	0.33
10	0.87	0.78	0.52	0.79	0.67	0.18

**Table 11**  
**Standards Level Statistics, Ordered by Mean Difficulty**

Grade	Code	Critical Concept Title	P-Value				Point Biserial			
			High	Mean	Low	SD	High	Mean	Low	SD
4	A/B	Science Connections and the Nature of Science	0.85	0.71	0.42	0.15	0.73	0.63	0.43	0.11
	C	Science Inquiry	0.84	0.74	0.47	0.13	0.74	0.63	0.34	0.15
	D	Physical Science	0.84	0.75	0.51	0.12	0.76	0.65	0.47	0.11
	E	Earth and Space	0.85	0.76	0.63	0.09	0.75	0.68	0.58	0.07
	F	Life and Environment	0.85	0.80	0.69	0.07	0.79	0.74	0.71	0.03
	G/H	Science Applications and Science in Personal/Social Perspectives	0.87	0.80	0.66	0.08	0.75	0.69	0.64	0.04
8	C	Science Inquiry	0.88	0.70	0.50	0.14	0.75	0.62	0.33	0.15
	F	Life and Environment	0.89	0.73	0.57	0.13	0.72	0.62	0.44	0.11
	D	Physical Science	0.91	0.76	0.70	0.08	0.69	0.65	0.58	0.04
	E	Earth and Space	0.85	0.79	0.72	0.05	0.69	0.61	0.45	0.08
	G/H	Science Applications and Science in Personal/Social Perspectives	0.89	0.81	0.60	0.11	0.73	0.66	0.54	0.07
	A/B	Science Connections and the Nature of Science	0.90	0.86	0.82	0.03	0.78	0.74	0.69	0.03
10	E	Earth and Space	0.84	0.73	0.52	0.13	0.79	0.61	0.18	0.22
	G/H	Science Applications and Science in Personal/Social Perspectives	0.87	0.76	0.64	0.10	0.74	0.65	0.51	0.09
	C	Science Inquiry	0.84	0.76	0.65	0.07	0.78	0.70	0.59	0.06
	D	Physical Science	0.83	0.76	0.67	0.06	0.77	0.62	0.55	0.08
	F	Life and Environment	0.87	0.81	0.75	0.05	0.79	0.70	0.65	0.05
	A/B	Science Connections and the Nature of Science	0.86	0.82	0.79	0.03	0.79	0.72	0.67	0.05

**Table 12**  
**Total Group Statistics, Including Reliability**

Grade	Sample Size	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
		Mean	SD				
4	777	27.94	10.12	74	31	0.96	1.96
8	836	29.85	10.14	77	32	0.96	2.08
10	817	29.56	11.02	74	49	0.96	2.15

**Table 13**  
**Raw Score Frequency Distributions**

Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	0	31	3.99%	31	3.99%
	1	0	0.00%	31	3.99%
	2	4	0.52%	35	4.51%
	3	5	0.64%	40	5.15%
	4	5	0.64%	45	5.79%
	5	3	0.39%	48	6.18%
	6	4	0.52%	52	6.69%
	7	5	0.64%	57	7.34%
	8	5	0.64%	62	7.98%
	9	3	0.39%	65	8.37%
	10	9	1.16%	74	9.52%
	11	6	0.77%	80	10.30%
	12	9	1.16%	89	11.45%
	13	2	0.26%	91	11.71%
	14	4	0.52%	95	12.23%
	15	7	0.90%	102	13.13%
	16	9	1.16%	111	14.29%
4	17	9	1.16%	120	15.44%
	18	11	1.42%	131	16.86%
	19	14	1.80%	145	18.66%
	20	9	1.16%	154	19.82%
	21	10	1.29%	164	21.11%
	22	13	1.67%	177	22.78%
	23	16	2.06%	193	24.84%
	24	14	1.80%	207	26.64%
	25	12	1.54%	219	28.19%
	26	20	2.57%	239	30.76%
	27	13	1.67%	252	32.43%
	28	24	3.09%	276	35.52%
	29	28	3.60%	304	39.13%
	30	21	2.70%	325	41.83%
	31	32	4.12%	357	45.95%
	32	33	4.25%	390	50.19%
	33	54	6.95%	444	57.14%
	34	83	10.68%	527	67.83%
	35	79	10.17%	606	77.99%

**Table 13**  
**Raw Score Frequency Distributions (continued)**

Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
4	36	97	12.48%	703	90.48%
	37	74	9.52%	777	100.00%

**Table 13**  
**Raw Score Frequency Distributions (continued)**

Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
8	0	32	3.82%	32	3.82%
	1	4	0.48%	36	4.30%
	2	1	0.12%	37	4.42%
	3	4	0.48%	41	4.90%
	4	3	0.36%	44	5.26%
	5	3	0.36%	47	5.62%
	6	2	0.24%	49	5.85%
	7	1	0.12%	50	5.97%
	8	3	0.36%	53	6.33%
	9	2	0.24%	55	6.57%
	10	3	0.36%	58	6.93%
	11	4	0.48%	62	7.41%
	12	4	0.48%	66	7.89%
	13	4	0.48%	70	8.36%
	14	10	1.20%	80	9.56%
	15	8	0.96%	88	10.51%
	16	10	1.20%	98	11.71%
	17	8	0.96%	106	12.66%
	18	14	1.67%	120	14.34%
	19	12	1.43%	132	15.77%
	20	10	1.20%	142	16.97%
	21	12	1.43%	154	18.40%
	22	11	1.31%	165	19.71%
	23	6	0.72%	171	20.43%
	24	14	1.67%	185	22.10%
	25	17	2.03%	202	24.13%
	26	18	2.15%	220	26.28%
	27	17	2.03%	237	28.32%
	28	14	1.67%	251	29.99%
	29	19	2.27%	270	32.26%
	30	23	2.75%	293	35.01%
	31	30	3.58%	323	38.59%
	32	37	4.42%	360	43.01%
	33	43	5.14%	403	48.15%
	34	60	7.17%	463	55.32%
35	49	5.85%	512	61.17%	

**Table 13**  
**Raw Score Frequency Distributions (continued)**

Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
8	36	56	6.69%	568	67.86%
	37	103	12.31%	671	80.17%
	38	89	10.63%	760	90.80%
	39	77	9.20%	837	100.00%

**Table 13**  
**Raw Score Frequency Distributions (continued)**

Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
10	0	48	5.89%	48	5.89%
	1	5	0.61%	53	6.50%
	2	1	0.12%	54	6.63%
	3	3	0.37%	57	6.99%
	4	1	0.12%	58	7.12%
	5	0	0.00%	58	7.12%
	6	2	0.25%	60	7.36%
	7	2	0.25%	62	7.61%
	8	2	0.25%	64	7.85%
	9	3	0.37%	67	8.22%
	10	4	0.49%	71	8.71%
	11	8	0.98%	79	9.69%
	12	4	0.49%	83	10.18%
	13	6	0.74%	89	10.92%
	14	5	0.61%	94	11.53%
	15	9	1.10%	103	12.64%
	16	8	0.98%	111	13.62%
	17	14	1.72%	125	15.34%
	18	8	0.98%	133	16.32%
	19	5	0.61%	138	16.93%
	20	9	1.10%	147	18.04%
	21	6	0.74%	153	18.77%
	22	10	1.23%	163	20.00%
	23	10	1.23%	173	21.23%
	24	13	1.60%	186	22.82%
	25	10	1.23%	196	24.05%
	26	17	2.09%	213	26.14%
	27	16	1.96%	229	28.10%
	28	20	2.45%	249	30.55%
	29	18	2.21%	267	32.76%
	30	15	1.84%	282	34.60%
	31	18	2.21%	300	36.81%
	32	37	4.54%	337	41.35%
	33	37	4.54%	374	45.89%
	34	37	4.54%	411	50.43%
35	59	7.24%	470	57.67%	

**Table 13**  
**Raw Score Frequency Distributions (continued)**

Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
10	36	66	8.10%	536	65.77%
	37	98	12.03%	634	77.79%
	38	107	13.13%	741	90.92%
	39	74	9.08%	815	100.00%

**Table 14**  
**Cut Scores and Percent of Students in Each Performance Level—Total Group**

		Cut Scores								Percent of Students in Each Performance Level				
Grade	N	WAA-SwD Minimal Performance		WAA-SwD Basic		WAA-SwD Proficient		WAA-SwD Advanced		WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
		Low	High	Low	High	Low	High	Low	High					
4	777	0	14	15	24	25	31	32	37	12.23%	14.41%	19.31%	54.05%	73.36%
8	837	0	13	14	23	24	33	34	39	8.36%	12.07%	27.72%	51.85%	79.57%
10	815	0	11	12	25	26	32	33	39	9.69%	14.36%	17.30%	58.65%	75.95%

**Table 15**  
**Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status**

Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
4		TOTAL	777	12.23%	14.41%	19.31%	54.05%	73.36%
	Gender	Female	237	12.66%	13.50%	19.83%	54.01%	73.84%
		Male	538	12.08%	14.87%	18.96%	54.09%	73.05%
	Ethnicity	Asian/Pacific Islander	47	17.02%	8.51%	31.92%	42.55%	74.47%
		Black (not of Hispanic Origin)	148	10.14%	14.19%	19.60%	56.08%	75.68%
		Hispanic	99	13.13%	17.17%	15.15%	54.55%	69.70%
		American Indian/Alaska Native	16	12.50%	12.50%	12.50%	62.50%	75.00%
		White (not of Hispanic Origin)	456	12.06%	14.47%	18.86%	54.61%	73.47%
	ELP	English Language Proficient	725	12.28%	14.35%	19.31%	54.07%	73.38%
		Not English Language Proficient	52	11.54%	15.39%	19.23%	53.85%	73.08%
	SES	Economically Disadvantaged	341	9.97%	12.61%	15.84%	61.58%	77.42%
		Not Economically Disadvantaged	436	13.99%	15.83%	22.02%	48.17%	70.18%

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

**Table 15**  
**Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status (continued)**

Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
8		TOTAL	837	8.36%	12.07%	27.72%	51.85%	79.57%
	Gender	Female	299	9.70%	11.71%	27.76%	50.84%	78.60%
		Male	533	7.69%	12.38%	27.58%	52.35%	79.93%
	Ethnicity	Asian/Pacific Islander	20	5.00%	20.00%	35.00%	40.00%	75.00%
		Black (not of Hispanic Origin)	150	4.00%	8.67%	30.67%	56.67%	87.33%
		Hispanic	89	8.99%	20.23%	23.60%	47.19%	70.79%
		American Indian/Alaska Native	19	5.26%	10.53%	10.53%	73.68%	84.21%
		White (not of Hispanic Origin)	549	9.84%	11.66%	27.69%	50.82%	78.51%
	ELP	English Language Proficient	791	8.72%	11.76%	27.56%	51.96%	79.52%
		Not English Language Proficient	46	2.17%	17.39%	30.44%	50.00%	80.44%
	SES	Economically Disadvantaged	361	6.09%	11.63%	19.39%	62.88%	82.27%
		Not Economically Disadvantaged	476	10.08%	12.40%	34.03%	43.49%	77.52%

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

**Table 15**  
**Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status (continued)**

Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
10		TOTAL	815	9.69%	14.36%	17.30%	58.65%	75.95%
	Gender	Female	306	11.77%	14.05%	16.67%	57.52%	74.18%
		Male	506	8.50%	14.23%	17.59%	59.68%	77.27%
	Ethnicity	Asian/Pacific Islander	23	26.09%	8.70%	30.44%	34.78%	65.22%
		Black (not of Hispanic Origin)	134	9.70%	8.21%	14.93%	67.16%	82.09%
		Hispanic	72	9.72%	12.50%	18.06%	59.72%	77.78%
		American Indian/Alaska Native	11	18.18%	9.09%	.	72.73%	72.73%
		White (not of Hispanic Origin)	565	8.67%	16.28%	17.70%	57.35%	75.04%
	ELP	English Language Proficient	782	9.59%	14.32%	17.26%	58.82%	76.09%
		Not English Language Proficient	33	12.12%	15.15%	18.18%	54.55%	72.73%
	SES	Economically Disadvantaged	308	6.17%	7.79%	12.99%	73.05%	86.04%
		Not Economically Disadvantaged	507	11.83%	18.34%	19.92%	49.90%	69.82%

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

**Table 16**  
**Percent of Students by Grade in Each Performance Level by Disability**

Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
			WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
4	Autism	171	15.21%	16.37%	26.32%	42.11%	68.42%
	Cognitive Disability	322	11.18%	14.29%	15.84%	58.70%	74.53%
	Deaf-Blind	–	–	–	–	–	–
	Emotional Behavioral Disability	10	–	10.00%	–	90.00%	90.00%
	Hearing Impairment	3	–	–	–	–	–
	Specific Learning Disability	33	–	–	9.09%	90.91%	100.00%
	Other Health Impairment	114	15.79%	14.04%	20.18%	50.00%	70.18%
	Orthopedic Impairment	18	27.78%	16.67%	22.22%	33.33%	55.56%
	Speech or Language Impairment	11	–	–	27.27%	72.73%	100.00%
	Traumatic Brain Injury	8	–	–	–	–	–
	Visual Impairment	1	–	–	–	–	–
	Significant Developmental Delay	–	–	–	–	–	–
	Not IDEA Eligible or No Disability	60	8.33%	13.33%	21.67%	56.67%	78.33%
	Not Specified	26	11.54%	26.92%	23.08%	38.46%	61.54%

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

**Table 16**  
**Percent of Students by Grade in Each Performance Level by Disability (continued)**

Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
			WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
8	Autism	171	11.11%	20.47%	36.26%	32.16%	68.42%
	Cognitive Disability	391	5.63%	10.23%	29.16%	54.99%	84.14%
	Deaf-Blind	–	–	–	–	–	–
	Emotional Behavioral Disability	7	–	–	–	–	–
	Hearing Impairment	3	–	–	–	–	–
	Specific Learning Disability	27			3.70%	96.30%	100.00%
	Other Health Impairment	93	8.60%	8.60%	13.98%	68.82%	82.80%
	Orthopedic Impairment	17	35.29%	5.88%	41.18%	17.65%	58.82%
	Speech or Language Impairment	4	–	–	–	–	–
	Traumatic Brain Injury	11	18.18%	–	–	81.82%	81.82%
	Visual Impairment	2	–	–	–	–	–
	Significant Developmental Delay	–	–	–	–	–	–
	Not IDEA Eligible or No Disability	69	10.15%	11.59%	23.19%	55.07%	78.26%
	Not Specified	42	14.29%	19.05%	35.71%	30.95%	66.67%

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

**Table 16**  
**Percent of Students by Grade in Each Performance Level by Disability (continued)**

Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
			WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
10	Autism	136	8.82%	19.12%	22.06%	50.00%	72.06%
	Cognitive Disability	394	10.91%	12.18%	18.53%	58.38%	76.90%
	Deaf-Blind	–	–	–	–	–	–
	Emotional Behavioral Disability	16	–	–	6.25%	93.75%	100.00%
	Hearing Impairment	3	–	–	–	–	–
	Specific Learning Disability	19	–	–	–	100.00%	100.00%
	Other Health Impairment	85	8.24%	9.41%	9.41%	72.94%	82.35%
	Orthopedic Impairment	10	20.00%	30.00%	20.00%	30.00%	50.00%
	Speech or Language Impairment	–	–	–	–	–	–
	Traumatic Brain Injury	6	–	–	–	–	–
	Visual Impairment	1	–	–	–	–	–
	Significant Developmental Delay	–	–	–	–	–	–
	Not IDEA Eligible or No Disability	95	9.47%	18.95%	17.90%	53.68%	71.58%
	Not Specified	50	12.00%	24.00%	16.00%	48.00%	64.00%

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

**Table 17**  
**Percent of Students by Grade in Each Performance Level by Accommodation**

Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
			WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
4	Used Translation	9	–	–	–	–	–
	Signed Test Questions and Content to Student	3	–	–	–	–	–
	Used Braille	2	–	–	–	–	–
	Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	18	16.67%	50.00%	33.33%	–	33.33%
	Used Objects or Manipulatives	28	53.57%	17.86%	21.43%	7.14%	28.57%
	Used Another DPI-Approved Accommodation	130	10.00%	14.62%	23.85%	51.54%	75.39%
	No Accommodation Used	601	11.15%	13.15%	18.14%	57.57%	75.71%
8	Used Translation	6	–	–	–	–	–
	Signed Test Questions and Content to Student	11	–	36.36%	27.27%	36.36%	63.64%
	Used Braille	–	–	–	–	–	–
	Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	23	34.78%	39.13%	17.39%	8.70%	26.09%
	Used Objects or Manipulatives	15	13.33%	40.00%	33.33%	13.33%	46.67%
	Used Another DPI-Approved Accommodation	81	14.82%	22.22%	25.93%	37.04%	62.96%
	No Accommodation Used	709	6.77%	8.89%	28.63%	55.71%	84.34%

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

**Table 17**  
**Percent of Students by Grade in Each Performance Level by Accommodation (continued)**

Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
			WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
10	Used Translation	3	–	–	–	–	–
	Signed Test Questions and Content to Student	8	–	–	–	–	–
	Used Braille	2	–	–	–	–	–
	Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	18	27.78%	44.44%	22.22%	5.56%	27.78%
	Used Objects or Manipulatives	14	50.00%	21.43%	14.29%	14.29%	28.57%
	Used Another DPI-Approved Accommodation	93	12.90%	18.28%	18.28%	50.54%	68.82%
	No Accommodation Used	691	8.39%	13.03%	17.22%	61.36%	78.58%

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

**Table 18**  
**Classification Consistency and Accuracy**

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
4	0.83	0.17	0.38	0.72	0.88	0.05	0.07
8	0.82	0.18	0.39	0.70	0.87	0.07	0.06
10	0.82	0.18	0.43	0.68	0.88	0.05	0.08

**Table 19**  
**Longitudinal Total Group Means and Standard Deviations by Grade**

Grade	2007–2008 Raw Score		2008–2009 Raw Score		2009–2010 Raw Score		2010–2011 Raw Score		2011–2012 Raw Score		2012–2013 Raw Score		2013–2014 Raw Score		2014–2015 Raw Score	
	Mean	SD														
4	26.42	12.40	27.67	11.14	28.33	10.24	27.32	11.09	27.59	11.05	27.73	10.52	27.64	10.46	27.94	10.12
8	27.84	12.54	29.06	12.05	29.28	11.52	29.45	11.5	29.45	11.49	29.22	11.62	29.98	10.34	29.85	10.14
10	27.92	12.72	29.22	12.16	29.31	11.80	29.12	11.99	30.86	10.43	30.52	10.81	30.55	10.73	29.56	11.02

**Table 19**  
**Longitudinal Total Group Means and Standard Deviations by Grade (continued)**

Grade	Difference between 2008–2009 and 2007–2008		Difference between 2009–2010 and 2008–2009		Difference between 2010–2011 and 2009–2010		Difference between 2011–2012 and 2010–2011		Difference between 2012–2013 and 2011–2012		Difference between 2013–2014 and 2012–2013		Difference between 2014–2015 and 2013–2014		Difference between 2014–2015 and 2007–2008	
	Mean	SD														
4	1.24	-1.26	0.66	-0.90	-1.01	0.85	0.27	-0.04	0.14	-0.53	-0.08	-0.07	0.30	-0.34	1.52	-2.28
8	1.22	-0.49	0.22	-0.53	0.18	-0.02	-0.01	-0.01	-0.23	0.14	0.76	-1.28	-0.13	-0.20	2.01	-2.40
10	1.30	-0.55	0.09	-0.36	-0.19	0.19	1.74	-1.56	-0.34	0.38	0.03	-0.08	-0.99	0.29	1.64	-1.70

**Table 20**  
**Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability**

		Grade 4							
Variable	Subgroup	2007– 2008	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2014– 2015
Gender	Female	33.81%	37.42%	33.29%	32.72%	35.64%	33.66%	33.54%	30.50%
	Male	65.87%	62.58%	66.71%	67.28%	64.36%	66.35%	66.46%	69.24%
Ethnicity	Asian/Pacific Islander	2.89%	2.63%	4.03%	2.21%	3.05%	5.31%	3.32%	6.05%
	Black (not of Hispanic Origin)	23.08%	18.27%	16.94%	17.53%	20.99%	19.06%	21.25%	19.05%
	Hispanic	7.05%	8.14%	9.24%	10.17%	7.74%	10.74%	12.65%	12.74%
	American Indian/Alaska Native	1.12%	1.63%	1.42%	1.84%	1.64%	3.50%	2.58%	2.06%
	White (not of Hispanic Origin)	65.06%	69.34%	68.37%	68.26%	66.35%	61.40%	60.20%	58.69%
Primary Disability	Autism	16.99%	17.90%	21.56%	21.32%	22.16%	27.99%	23.96%	22.01%
	Cognitive Disability	46.96%	46.81%	47.39%	45.10%	49.94%	44.51%	47.05%	41.44%
	Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Emotional Behavioral Disability	0.96%	2.00%	3.20%	1.23%	1.64%	1.69%	1.60%	1.29%
	Hearing Impairment	0.48%	0.75%	0.47%	0.74%	0.35%	0.60%	0.00%	0.39%
	Specific Learning Disability	1.92%	5.26%	2.84%	5.03%	4.46%	4.34%	4.91%	4.25%
	Other Health Impairment	10.90%	13.77%	11.14%	12.75%	15.24%	14.36%	15.11%	14.67%
	Orthopedic Impairment	1.92%	2.13%	2.73%	1.96%	1.29%	2.77%	2.83%	2.32%
	Speech or Language Impairment	1.28%	2.25%	2.01%	0.86%	2.35%	1.81%	2.58%	1.42%
	Traumatic Brain Injury	0.80%	0.38%	0.71%	1.10%	1.41%	0.84%	0.98%	1.03%
	Visual Impairment	0.00%	0.25%	0.24%	0.37%	0.35%	0.48%	0.25%	0.13%
	Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%	0.00%
	Not IDEA Eligible or No Disability	0.00%	4.63%	5.21%	6.99%	0.70%	0.36%	0.12%	7.72%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document. The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

**Table 20**  
**Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability (continued)**

		Grade 4							
Variable	Subgroup	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2014–15 and 2013–14	Difference between 2014–15 and 2007–08
Gender	Female	3.61%	-4.13%	-0.57%	2.92%	-1.98%	-0.12%	-3.04%	-3.31%
	Male	-3.29%	4.13%	0.57%	-2.92%	1.99%	0.11%	2.78%	3.37%
Ethnicity	Asian/Pacific Islander	-0.26%	1.40%	-1.82%	0.84%	2.26%	-1.99%	2.73%	3.16%
	Black (not of Hispanic Origin)	-4.81%	-1.33%	0.59%	3.46%	-1.93%	2.19%	-2.20%	-4.03%
	Hispanic	1.09%	1.10%	0.93%	-2.43%	3.00%	1.91%	0.09%	5.69%
	American Indian/Alaska Native	0.51%	-0.21%	0.42%	-0.20%	1.86%	-0.92%	-0.52%	0.94%
	White (not of Hispanic Origin)	4.28%	-0.97%	-0.11%	-1.91%	-4.95%	-1.20%	-1.51%	-6.37%
Primary Disability	Autism	0.91%	3.66%	-0.24%	0.84%	5.83%	-4.03%	-1.95%	5.02%
	Cognitive Disability	-0.15%	0.58%	-2.29%	4.84%	-5.43%	2.54%	-5.61%	-5.52%
	Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Emotional Behavioral Disability	1.04%	1.20%	-1.97%	0.41%	0.05%	-0.09%	-0.31%	0.33%
	Hearing Impairment	0.27%	-0.28%	0.27%	-0.39%	0.25%	-0.60%	0.39%	-0.09%
	Specific Learning Disability	3.34%	-2.42%	2.19%	-0.57%	-0.12%	0.57%	-0.66%	2.33%
	Other Health Impairment	2.87%	-2.63%	1.61%	2.49%	-0.88%	0.75%	-0.44%	3.77%
	Orthopedic Impairment	0.21%	0.60%	-0.77%	-0.67%	1.48%	0.06%	-0.51%	0.40%
	Speech or Language Impairment	0.97%	-0.24%	-1.15%	1.49%	-0.54%	0.77%	-1.16%	0.14%
	Traumatic Brain Injury	-0.42%	0.33%	0.39%	0.31%	-0.57%	0.14%	0.05%	0.23%
	Visual Impairment	0.25%	-0.01%	0.13%	-0.02%	0.13%	-0.23%	-0.12%	0.13%
	Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%	-0.12%	0.00%
	Not IDEA Eligible or No Disability	4.63%	0.58%	1.78%	-6.29%	-0.34%	-0.24%	7.60%	7.72%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document. The race/ethnicity data collection was revised for the 2010–11 school year.

Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

**Table 20**  
**Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability (continued)**

		Grade 8							
Variable	Subgroup	2007– 2008	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2014– 2015
Gender	Female	36.68%	36.63%	38.15%	38.08%	35.81%	36.88%	35.82%	35.72%
	Male	63.20%	63.37%	61.85%	61.92%	64.19%	63.12%	64.18%	63.68%
Ethnicity	Asian/Pacific Islander	3.30%	2.48%	3.30%	4.25%	4.09%	2.86%	4.51%	2.39%
	Black (not of Hispanic Origin)	20.81%	16.46%	17.49%	17.85%	19.46%	18.90%	17.91%	17.92%
	Hispanic	8.12%	7.18%	6.97%	8.49%	8.80%	9.05%	10.77%	10.63%
	American Indian/Alaska Native	0.89%	1.73%	0.89%	1.75%	2.11%	1.83%	1.43%	2.27%
	White (not of Hispanic Origin)	66.37%	72.15%	71.36%	67.67%	65.43%	67.24%	65.39%	65.59%
Primary Disability	Autism	15.86%	15.35%	16.22%	15.36%	18.09%	18.67%	23.08%	20.43%
	Cognitive Disability	50.76%	58.66%	58.05%	54.81%	56.51%	57.50%	55.17%	46.71%
	Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Emotional Behavioral Disability	1.90%	1.98%	1.65%	1.62%	2.97%	2.29%	2.31%	0.84%
	Hearing Impairment	0.38%	0.87%	0.76%	0.25%	0.37%	0.46%	0.00%	0.36%
	Specific Learning Disability	3.81%	4.46%	3.55%	4.99%	5.08%	4.24%	4.62%	3.23%
	Other Health Impairment	8.38%	7.55%	8.75%	10.86%	12.89%	12.72%	10.00%	11.11%
	Orthopedic Impairment	2.79%	3.09%	2.03%	2.00%	2.23%	2.06%	2.53%	2.03%
	Speech or Language Impairment	0.25%	0.74%	0.63%	1.00%	0.37%	0.12%	0.33%	0.48%
	Traumatic Brain Injury	0.38%	0.62%	0.25%	0.75%	0.87%	0.92%	0.77%	1.31%
	Visual Impairment	0.38%	0.37%	0.38%	0.13%	0.25%	0.34%	0.44%	0.24%
	Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Not IDEA Eligible or No Disability	0.00%	4.08%	4.31%	6.24%	0.25%	0.46%	0.33%	8.24%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document. The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

**Table 20**  
**Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability (continued)**

		Grade 8							
Variable	Subgroup	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2014–15 and 2013–14	Difference between 2014–15 and 2007–08
Gender	Female	-0.05%	1.52%	-0.07%	-2.27%	1.07%	-1.06%	-0.10%	-0.96%
	Male	0.17%	-1.52%	0.07%	2.27%	-1.07%	1.06%	-0.50%	0.48%
Ethnicity	Asian/Pacific Islander	-0.82%	0.82%	0.95%	-0.16%	-1.23%	1.65%	-2.12%	-0.91%
	Black (not of Hispanic Origin)	-4.35%	1.03%	0.36%	1.61%	-0.56%	-0.99%	0.01%	-2.89%
	Hispanic	-0.94%	-0.21%	1.52%	0.31%	0.25%	1.72%	-0.14%	2.51%
	American Indian/Alaska Native	0.84%	-0.84%	0.86%	0.36%	-0.28%	-0.40%	0.84%	1.38%
	White (not of Hispanic Origin)	5.78%	-0.79%	-3.69%	-2.24%	1.81%	-1.85%	0.20%	-0.78%
Primary Disability	Autism	-0.51%	0.87%	-0.86%	2.73%	0.58%	4.41%	-2.65%	4.57%
	Cognitive Disability	7.90%	-0.61%	-3.24%	1.70%	0.99%	-2.33%	-8.46%	-4.05%
	Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Emotional Behavioral Disability	0.08%	-0.33%	-0.03%	1.35%	-0.68%	0.02%	-1.47%	-1.06%
	Hearing Impairment	0.49%	-0.11%	-0.51%	0.12%	0.09%	-0.46%	0.36%	-0.02%
	Specific Learning Disability	0.65%	-0.91%	1.44%	0.09%	-0.84%	0.38%	-1.39%	-0.58%
	Other Health Impairment	-0.83%	1.20%	2.11%	2.03%	-0.17%	-2.72%	1.11%	2.73%
	Orthopedic Impairment	0.30%	-1.06%	-0.03%	0.23%	-0.17%	0.47%	-0.50%	-0.76%
	Speech or Language Impairment	0.49%	-0.11%	0.37%	-0.63%	-0.25%	0.21%	0.15%	0.23%
	Traumatic Brain Injury	0.24%	-0.37%	0.50%	0.12%	0.05%	-0.15%	0.54%	0.93%
	Visual Impairment	-0.01%	0.01%	-0.25%	0.12%	0.09%	0.10%	-0.20%	-0.14%
	Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Not IDEA Eligible or No Disability	4.08%	0.23%	1.93%	-5.99%	0.21%	-0.13%	7.91%	8.24%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document. The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

**Table 20**  
**Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability (continued)**

		Grade 10							
Variable	Subgroup	2007– 2008	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2014– 2015
Gender	Female	38.93%	38.07%	36.57%	36.71%	36.84%	37.73%	36.09%	37.55%
	Male	60.67%	61.93%	63.43%	63.29%	62.77%	62.27%	63.91%	62.09%
Ethnicity	Asian/Pacific Islander	3.22%	3.59%	3.60%	2.85%	4.24%	3.79%	4.86%	2.82%
	Black (not of Hispanic Origin)	16.91%	14.34%	17.51%	13.23%	15.40%	16.06%	17.98%	16.44%
	Hispanic	6.31%	7.17%	7.31%	7.39%	8.73%	8.36%	9.45%	8.83%
	American Indian/Alaska Native	1.75%	1.85%	1.08%	2.08%	1.80%	1.96%	2.36%	1.35%
	White (not of Hispanic Origin)	70.60%	73.05%	70.38%	74.45%	69.06%	69.71%	65.35%	69.33%
Primary Disability	Autism	11.68%	13.84%	15.95%	14.66%	19.64%	17.76%	17.85%	16.69%
	Cognitive Disability	53.56%	61.06%	58.75%	59.27%	61.10%	61.36%	58.53%	48.34%
	Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.13%	0.00%
	Emotional Behavioral Disability	1.21%	1.61%	2.40%	1.69%	1.93%	1.70%	2.36%	1.96%
	Hearing Impairment	0.54%	0.25%	0.36%	0.39%	0.39%	0.26%	0.26%	0.37%
	Specific Learning Disability	2.95%	4.08%	3.36%	3.37%	3.34%	4.96%	4.20%	2.33%
	Other Health Impairment	3.76%	6.30%	6.48%	6.36%	7.83%	9.27%	13.26%	10.43%
	Orthopedic Impairment	2.69%	2.60%	2.04%	2.46%	1.67%	2.61%	1.58%	1.23%
	Speech or Language Impairment	0.13%	0.12%	0.12%	0.39%	0.90%	0.39%	0.13%	0.00%
	Traumatic Brain Injury	0.81%	1.11%	0.60%	0.65%	0.64%	0.91%	0.92%	0.74%
	Visual Impairment	0.13%	0.25%	0.36%	0.26%	0.26%	0.13%	0.13%	0.12%
	Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Not IDEA Eligible or No Disability	0.00%	5.93%	6.24%	7.65%	1.93%	0.26%	0.13%	11.66%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document. The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

**Table 20**  
**Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability (continued)**

		Grade 10							
Variable	Subgroup	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2014–15 and 2013–14	Difference between 2014–15 and 2007–08
Gender	Female	-0.86%	-1.50%	0.14%	0.13%	0.89%	-1.64%	1.46%	-1.38%
	Male	1.26%	1.50%	-0.14%	-0.52%	-0.50%	1.64%	-1.82%	1.42%
Ethnicity	Asian/Pacific Islander	0.37%	0.01%	-0.75%	1.39%	-0.45%	1.07%	-2.04%	-0.40%
	Black (not of Hispanic Origin)	-2.57%	3.17%	-4.28%	2.17%	0.66%	1.92%	-1.54%	-0.47%
	Hispanic	0.86%	0.14%	0.08%	1.34%	-0.37%	1.09%	-0.62%	2.52%
	American Indian/Alaska Native	0.10%	-0.77%	1.00%	-0.28%	0.16%	0.40%	-1.01%	-0.40%
	White (not of Hispanic Origin)	2.45%	-2.67%	4.07%	-5.39%	0.65%	-4.36%	3.98%	-1.27%
Primary Disability	Autism	2.16%	2.11%	-1.29%	4.98%	-1.88%	0.09%	-1.16%	5.01%
	Cognitive Disability	7.50%	-2.31%	0.52%	1.83%	0.26%	-2.83%	-10.19%	-5.22%
	Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.13%	-0.13%	0.00%
	Emotional Behavioral Disability	0.40%	0.79%	-0.71%	0.24%	-0.23%	0.66%	-0.40%	0.75%
	Hearing Impairment	-0.29%	0.11%	0.03%	0.00%	-0.13%	0.00%	0.11%	-0.17%
	Specific Learning Disability	1.13%	-0.72%	0.01%	-0.03%	1.62%	-0.76%	-1.87%	-0.62%
	Other Health Impairment	2.54%	0.18%	-0.12%	1.47%	1.44%	3.99%	-2.83%	6.67%
	Orthopedic Impairment	-0.09%	-0.56%	0.42%	-0.79%	0.94%	-1.03%	-0.35%	-1.46%
	Speech or Language Impairment	-0.01%	0.00%	0.27%	0.51%	-0.51%	-0.26%	-0.13%	-0.13%
	Traumatic Brain Injury	0.30%	-0.51%	0.05%	-0.01%	0.27%	0.01%	-0.18%	-0.07%
	Visual Impairment	0.12%	0.11%	-0.10%	0.00%	-0.13%	0.00%	-0.01%	-0.01%
	Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Not IDEA Eligible or No Disability	5.93%	0.31%	1.41%	-5.72%	-1.67%	-0.13%	11.53%	11.66%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document. The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

**Table 21**  
**Longitudinal Summary of *P*-Values by Grade**

		High <i>P</i> -Value															
				Difference													
				between													
				2008–		2009–		2010–		2011–		2012–		2013–		2014–	
				2009		2010		2011		2012		2013		2014		2015	
				and													
Grade	2007–	2008–	2009–	2010–	2011–	2012–	2013–	2014–	2007–	2008–	2009–	2010–	2011–	2012–	2013–	2014–	2014–
	2008	2009	2010	2011	2012	2013	2014	2015	2008	2009	2010	2011	2012	2013	2014	2014	2008
4	0.85	0.87	0.88	0.85	0.84	0.88	0.87	0.87	0.01	0.01	-0.02	-0.01	0.03	-0.01	0.00	0.02	
8	0.87	0.88	0.90	0.90	0.88	0.89	0.90	0.91	0.01	0.02	0.00	-0.02	0.03	0.01	0.01	0.04	
10	0.86	0.87	0.88	0.87	0.90	0.89	0.90	0.87	0.00	0.01	-0.01	0.02	0.00	0.01	-0.03	0.01	

**Table 21**  
**Longitudinal Summary of *P*-Values by Grade (continued)**

									Mean <i>P</i> -Value								
									Difference	Difference	Difference	Difference	Difference	Difference	Difference	Difference	Difference
									between	between	between	between	between	between	between	between	between
									2008–	2009–	2010–	2011–	2012–	2013–	2014–	2014–	
									2009	2010	2011	2012	2013	2014	2015	2015	
									and	and	and	and	and	and	and	and	
Grade	2007–	2008–	2009–	2010–	2011–	2012–	2013–	2014–	2007–	2008–	2009–	2010–	2011–	2012–	2013–	2013–	2007–
	2008	2009	2010	2011	2012	2013	2014	2015	2008	2009	2010	2011	2012	2013	2014	2014	2008
4	0.74	0.77	0.78	0.75	0.75	0.76	0.75	0.76	0.03	0.01	-0.03	0.01	0.00	-0.01	0.01	0.02	
8	0.75	0.76	0.78	0.78	0.76	0.77	0.78	0.77	0.02	0.01	0.00	-0.01	0.02	0.01	-0.01	0.02	
10	0.76	0.78	0.78	0.77	0.8	0.8	0.8	0.78	0.02	0.00	-0.01	0.03	0.00	-0.01	-0.02	0.02	

Some items appearing in the test forms at all grade level have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

**Table 21**  
**Longitudinal Summary of *P*-Values by Grade (continued)**

									Low <i>P</i> -Value							
Grade	2007– 2008	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2014– 2015	Difference							
									between 2008– 2009 and 2007– 2008	between 2009– 2010 and 2008– 2009	between 2010– 2011 and 2009– 2010	between 2011– 2012 and 2010– 2011	between 2012– 2013 and 2011– 2012	between 2013– 2014 and 2012– 2013	between 2014– 2015 and 2012– 2013	between 2014– 2015 and 2007– 2008
4	0.42	0.40	0.44	0.45	0.43	0.44	0.45	0.42	-0.02	0.04	0.02	-0.03	0.03	0.01	-0.03	0.00
8	0.52	0.51	0.51	0.53	0.52	0.49	0.51	0.50	-0.01	0.00	0.02	-0.01	-0.01	0.02	-0.01	-0.02
10	0.48	0.54	0.50	0.51	0.55	0.56	0.52	0.52	0.06	-0.04	0.01	0.03	-0.03	-0.04	0.00	0.04

Some items appearing in the test forms at all grade level have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

**Table 22**  
**Longitudinal Summary of Point Biserials by Grade**

									High Point Biserial							
Grade	2007– 2008	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2014– 2015	Difference							
									between 2008– 2009 and 2007– 2008	between 2009– 2010 and 2008– 2009	between 2010– 2011 and 2009– 2010	between 2011– 2012 and 2010– 2011	between 2012– 2013 and 2011– 2012	between 2013– 2014 and 2012– 2013	between 2014– 2015 and 2013– 2014	between 2014– 2015 and 2007– 2008
4	0.84	0.80	0.76	0.80	0.81	0.78	0.79	0.79	-0.04	-0.04	0.04	0.00	-0.03	0.01	0.00	-0.05
8	0.82	0.83	0.80	0.82	0.82	0.84	0.78	0.78	0.02	-0.03	0.02	0.00	0.01	-0.05	0.00	-0.04
10	0.85	0.82	0.81	0.84	0.80	0.82	0.81	0.79	-0.02	-0.01	0.02	-0.04	0.02	-0.01	-0.02	-0.06

Some items appearing in the test forms at all grade level have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

**Table 22**  
**Longitudinal Summary of Point Biserials by Grade (continued)**

									Mean Point Biserial							
Grade	2007– 2008	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2014– 2015	Difference							
									between 2008– 2009 and 2007– 2008	between 2009– 2010 and 2008– 2009	between 2010– 2011 and 2009– 2010	between 2011– 2012 and 2010– 2011	between 2012– 2013 and 2011– 2012	between 2013– 2014 and 2012– 2013	between 2014– 2015 and 2013– 2014	between 2014– 2015 and 2007– 2008
4	0.72	0.71	0.68	0.70	0.71	0.67	0.68	0.67	-0.01	-0.03	0.03	0.01	-0.04	0.01	-0.01	-0.05
8	0.70	0.72	0.68	0.69	0.71	0.71	0.66	0.65	0.01	-0.04	0.01	0.02	0.00	-0.05	-0.01	-0.05
10	0.71	0.71	0.70	0.72	0.68	0.68	0.69	0.67	0.00	-0.01	0.02	-0.03	0.00	0.01	-0.02	-0.04

Some items appearing in the test forms at all grade level have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

**Table 22**  
**Longitudinal Summary of Point Biserials by Grade (continued)**

									Low Point Biserial								
									Difference	Difference	Difference	Difference	Difference	Difference	Difference	Difference	Difference
									between	between	between	between	between	between	between	between	between
									2008–	2009–	2010–	2011–	2012–	2013–	2014–	2014–	2014–
									2009	2010	2011	2012	2013	2014	2015	2015	2015
									and	and	and	and	and	and	and	and	and
Grade	2007–	2008–	2009–	2010–	2011–	2012–	2013–	2014–	2007–	2008–	2009–	2010–	2011–	2012–	2013–	2014–	2014–
	2008	2009	2010	2011	2012	2013	2014	2015	2008	2009	2010	2011	2012	2013	2014	2014	2007–
									2008	2009	2010	2011	2012	2013	2014	2014	2008
4	0.48	0.38	0.41	0.46	0.41	0.38	0.36	0.34	-0.11	0.04	0.04	-0.05	-0.02	-0.02	-0.02	-0.14	
8	0.49	0.40	0.37	0.41	0.42	0.39	0.40	0.33	-0.09	-0.03	0.04	0.01	-0.03	0.01	-0.07	-0.16	
10	0.26	0.25	0.22	0.23	0.23	0.17	0.19	0.18	-0.01	-0.03	0.02	0.00	-0.06	0.02	-0.01	-0.08	

Some items appearing in the test forms at all grade level have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

**Table 23**  
**Longitudinal Summary of Impact Data by Grade**

2007–08						2008–09				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
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%

2009–10						2010–11				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
4	12.80%	11.61%	18.25%	57.35%	75.59%	14.58%	14.71%	16.54%	54.17%	70.71%
8	12.04%	9.13%	25.10%	53.74%	78.83%	11.74%	10.49%	22.22%	55.56%	77.78%
10	11.63%	13.07%	14.63%	60.67%	75.30%	12.32%	12.58%	15.95%	59.14%	75.10%

**Table 23**  
**Longitudinal Summary of Impact Data by Grade (continued)**

2011–12						2012–13				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
	WAA-SwD Minimal Performance	WAA- SwD Basic	WAA- SwD Proficient	WAA- SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA- SwD Basic	WAA- SwD Proficient	WAA- SwD Advanced	WAA-SwD Proficient & Advanced Combined
4	15.01%	10.79%	19.34%	54.87%	74.21%	13.99%	13.39%	18.70%	53.92%	72.62%
8	12.64%	9.29%	22.43%	55.64%	78.07%	12.94%	8.94%	24.74%	53.38%	78.12%
10	8.22%	11.68%	14.51%	65.60%	80.10%	9.79%	11.62%	13.84%	64.75%	78.59%

2013–14						2014–15				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Grade	WAA-SwD Minimal Performance	WAA- SwD Basic	WAA- SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA- SwD Basic	WAA- SwD Proficient	WAA- SwD Advanced	WAA-SwD Proficient & Advanced Combined
4	13.39%	13.88%	19.66%	53.07%	72.73%	12.23%	14.41%	19.31%	54.05%	73.36%
8	9.34%	9.89%	25.93%	54.84%	80.77%	8.36%	12.07%	27.72%	51.85%	79.57%
10	8.53%	13.78%	11.94%	65.75%	77.69%	9.69%	14.36%	17.30%	58.65%	75.95%

**Table 23**  
**Longitudinal Summary of Impact Data by Grade (continued)**

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

Difference between 2010–11 and 2009–10						Difference between 2011–12 and 2010-11				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
4	1.79%	3.10%	-1.70%	-3.18%	-4.88%	0.42%	-3.92%	2.80%	0.70%	3.50%
8	-0.31%	1.36%	-2.87%	1.82%	-1.06%	0.90%	-1.19%	0.21%	0.08%	0.29%
10	0.69%	-0.49%	1.33%	-1.53%	-0.20%	-4.11%	-0.90%	-1.45%	6.45%	5.01%

**Table 23**  
**Longitudinal Summary of Impact Data by Grade (continued)**

Difference between 2012–2013 and 2011–2012						Difference between 2013–2014 and 2012–2013				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA- SwD Basic	WAA- SwD Proficient	WAA- SwD Advanced	WAA- SwD Proficient & Advanced Combined
4	-1.01%	2.61%	-0.65%	-0.94%	-1.59%	-0.60%	0.49%	0.96%	-0.85%	0.11%
8	0.31%	-0.36%	2.31%	-2.26%	0.05%	-3.60%	0.96%	1.19%	1.46%	2.65%
10	1.58%	-0.06%	-0.67%	-0.85%	-1.51%	-1.26%	2.16%	-1.90%	1.00%	-0.90%

Difference between 2014–2015 and 2013–2014						Difference between 2014–2015 and 2007–2008				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
4	-1.16%	0.53%	-0.36%	0.98%	0.63%	-6.52%	3.51%	2.64%	0.36%	3.01%
8	-0.98%	2.18%	1.79%	-2.99%	-1.20%	-7.25%	1.66%	2.08%	3.50%	5.58%
10	1.16%	0.58%	5.36%	-7.10%	-1.74%	-3.87%	0.80%	1.46%	3.08%	4.54%

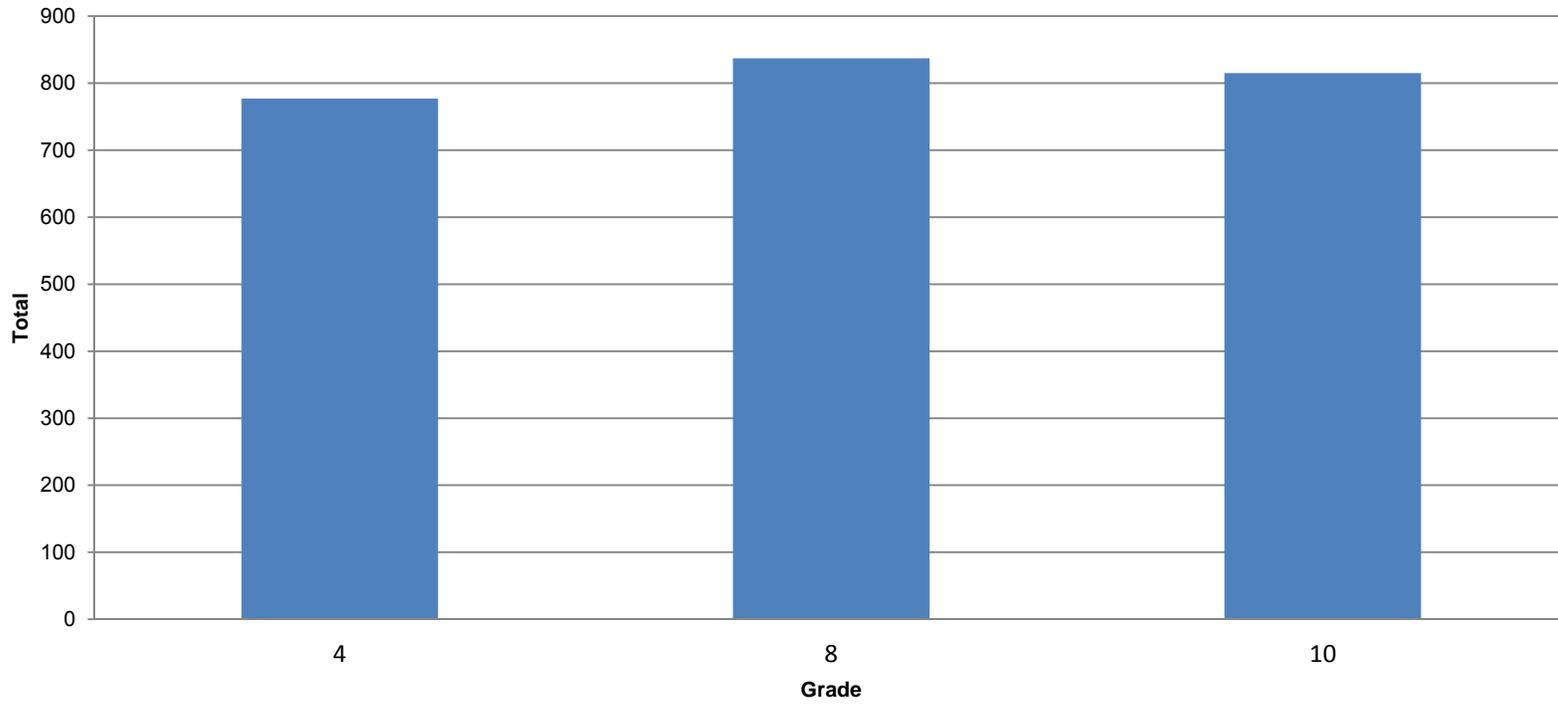
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## Figures 1–13

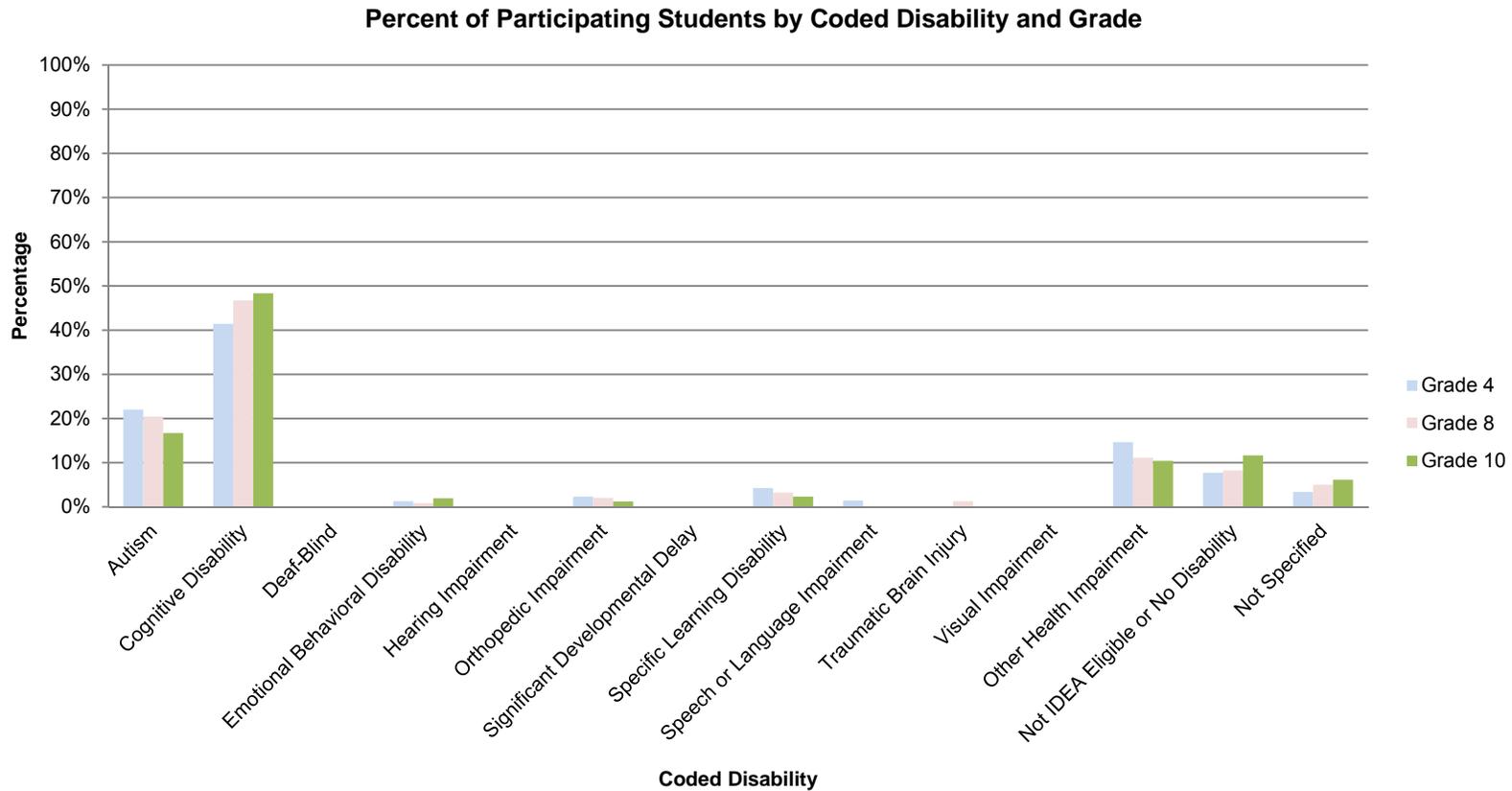
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**Figure 1. Total Number of Students Participating in WAA-SwD 2014–2015 by Grade**

**Total Number of Student Participating in WAA-SwD 2014-15 by Grade**

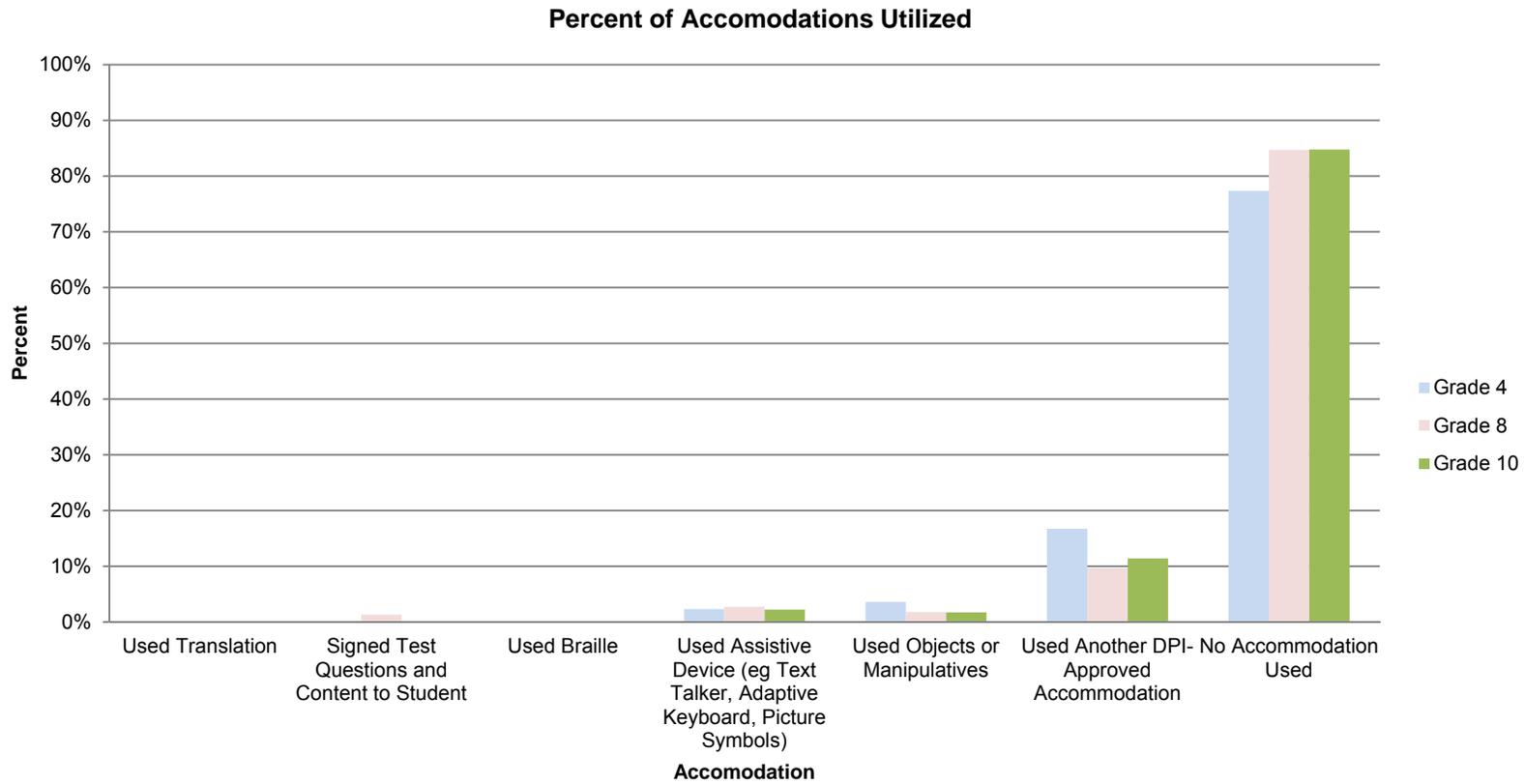


**Figure 2. Percent of Participating Students by Coded Disability**

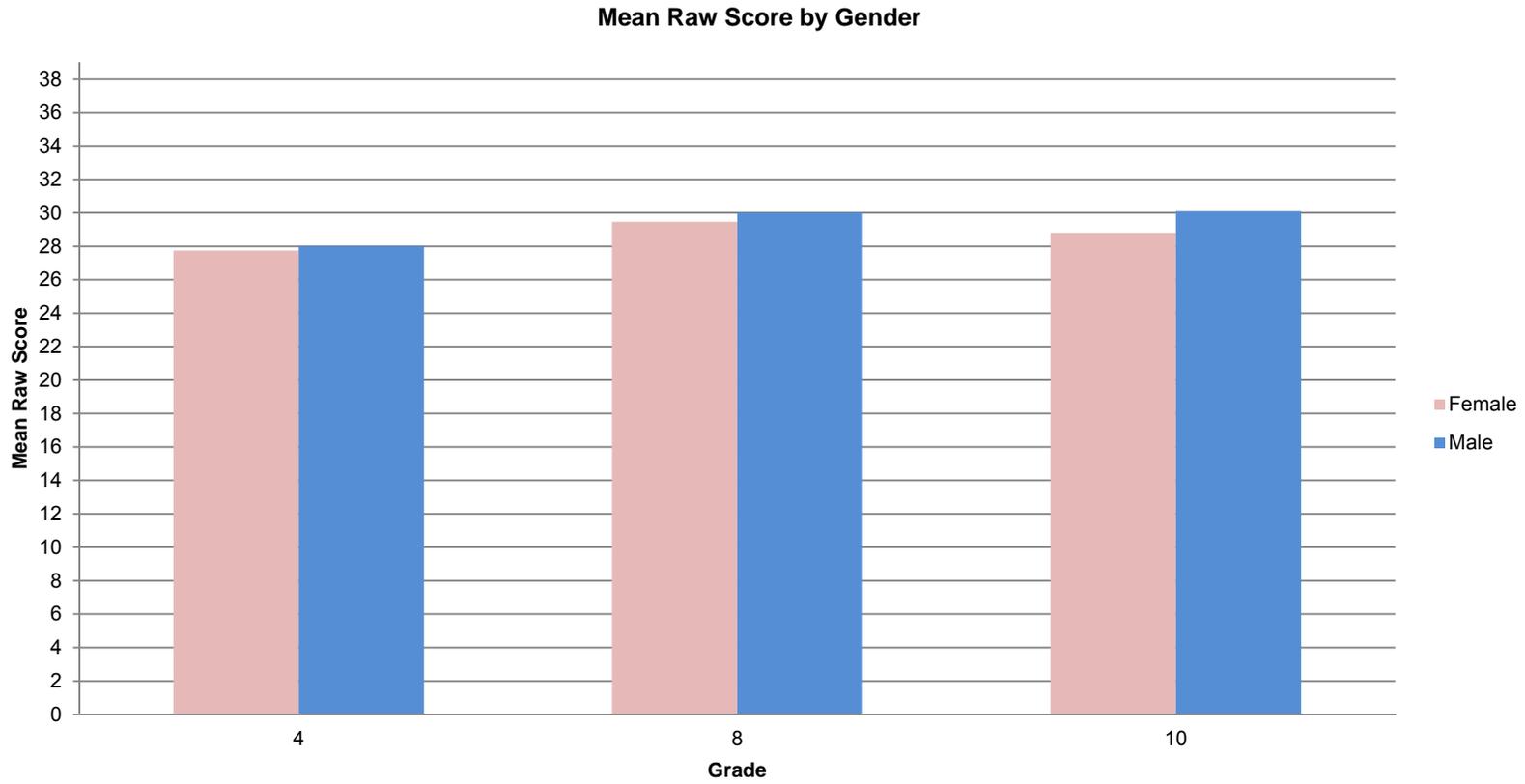


Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

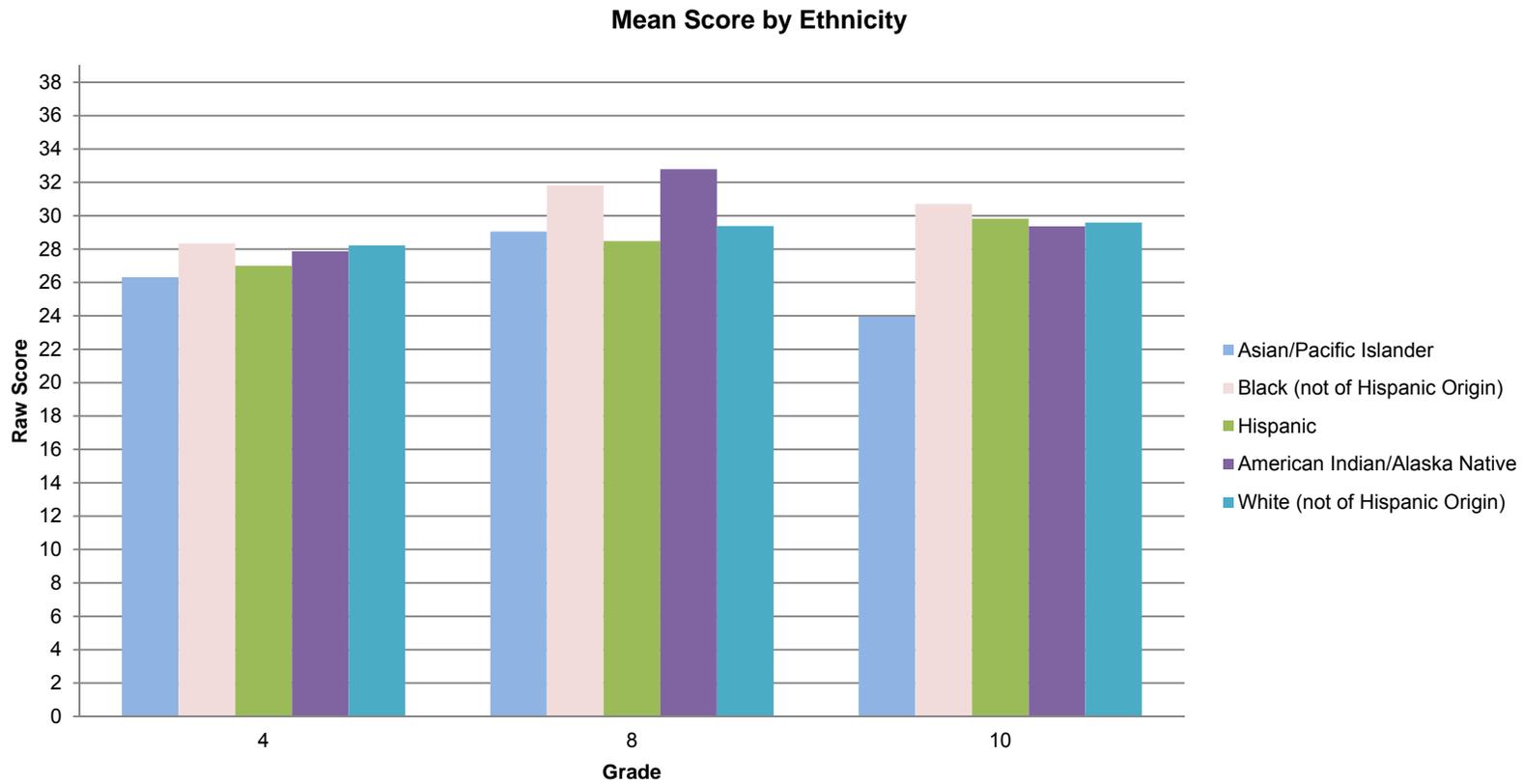
**Figure 3. Percent of Accommodations Utilized**



**Figure 4. Mean Raw Score by Gender**



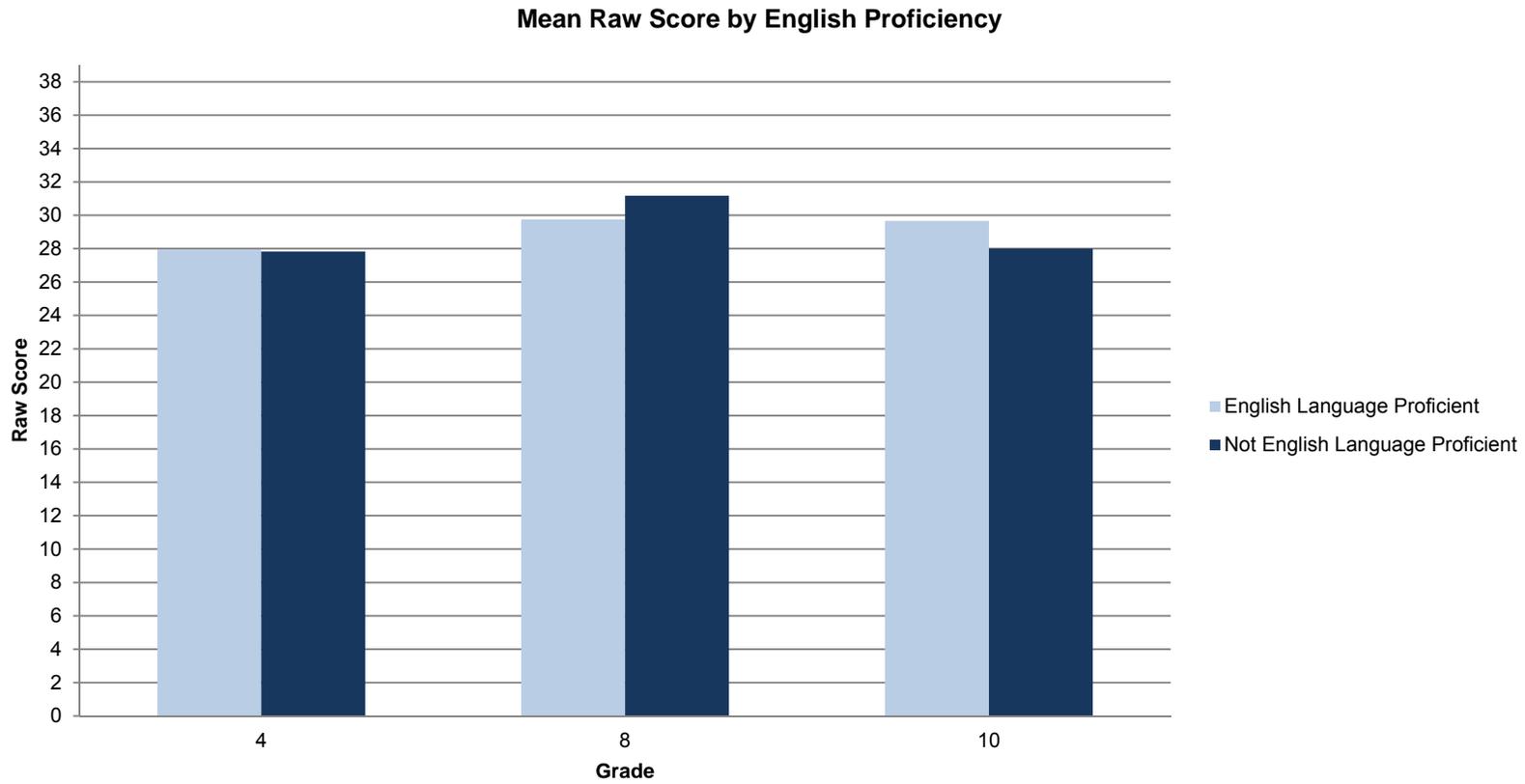
**Figure 5. Mean Raw Score by Ethnicity**



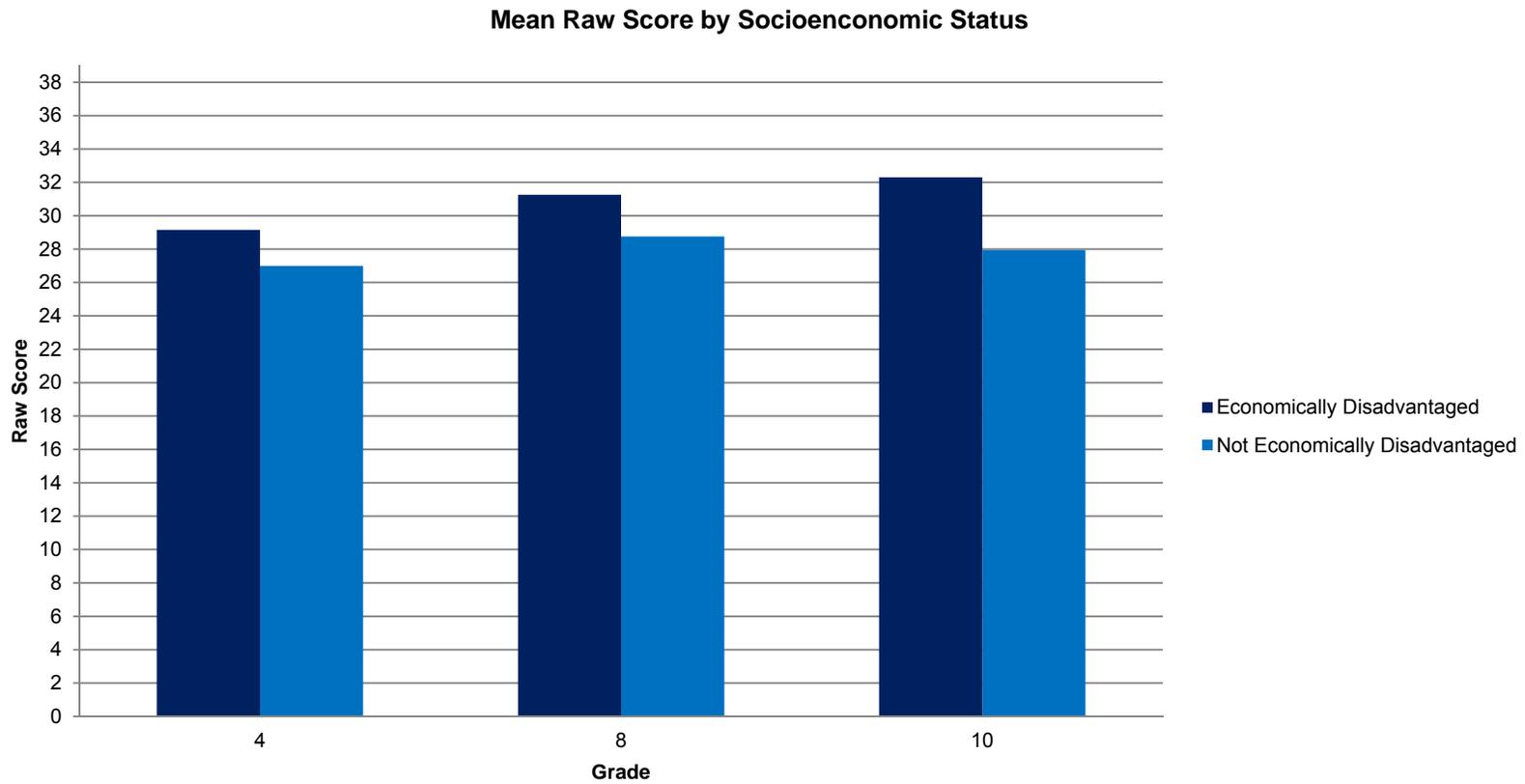
Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Science grade 4 has a maximum possible score of 37.

**Figure 6. Mean Raw Score by English Language Proficiency**

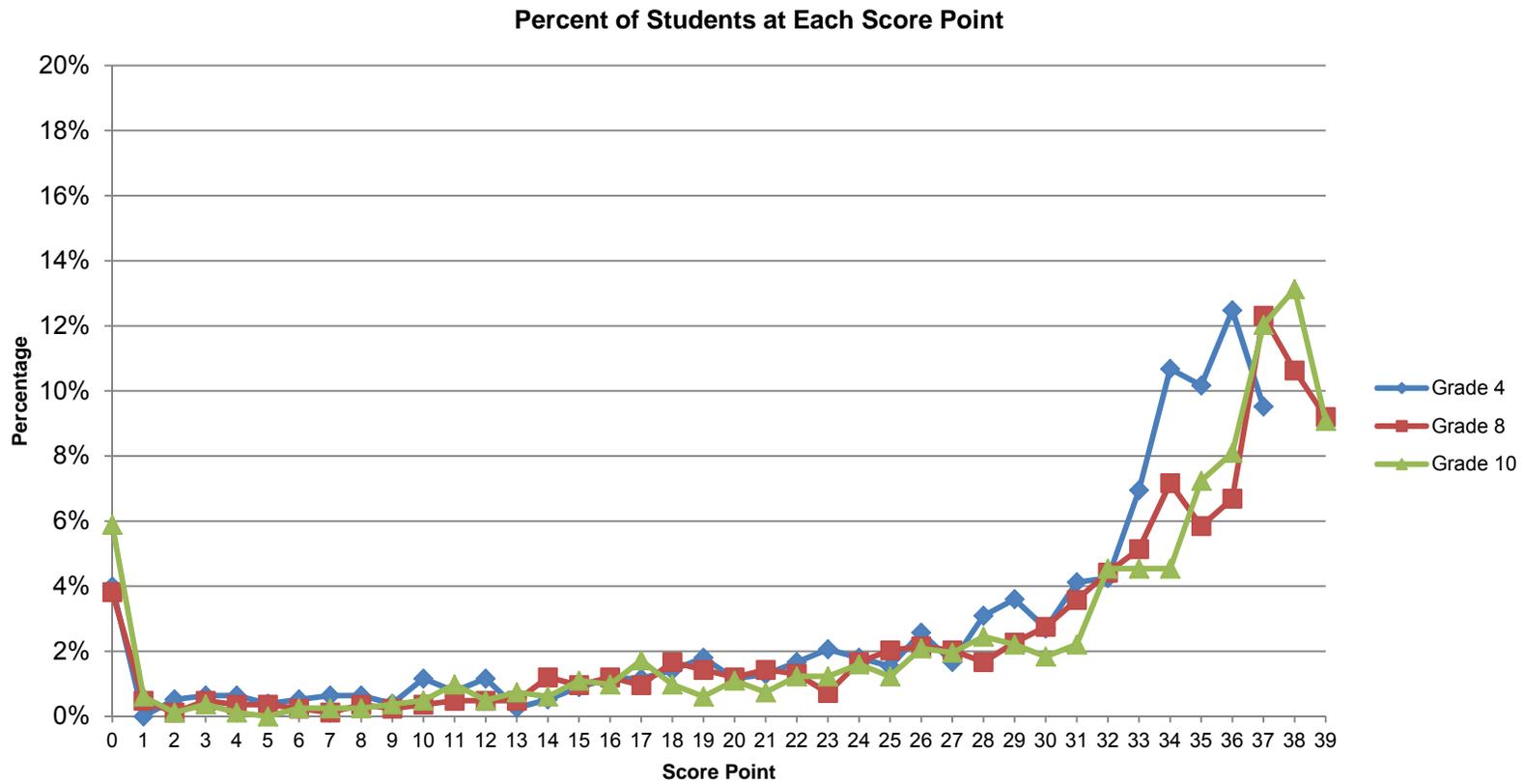


**Figure 7. Mean Raw Score by Socioeconomic Status**



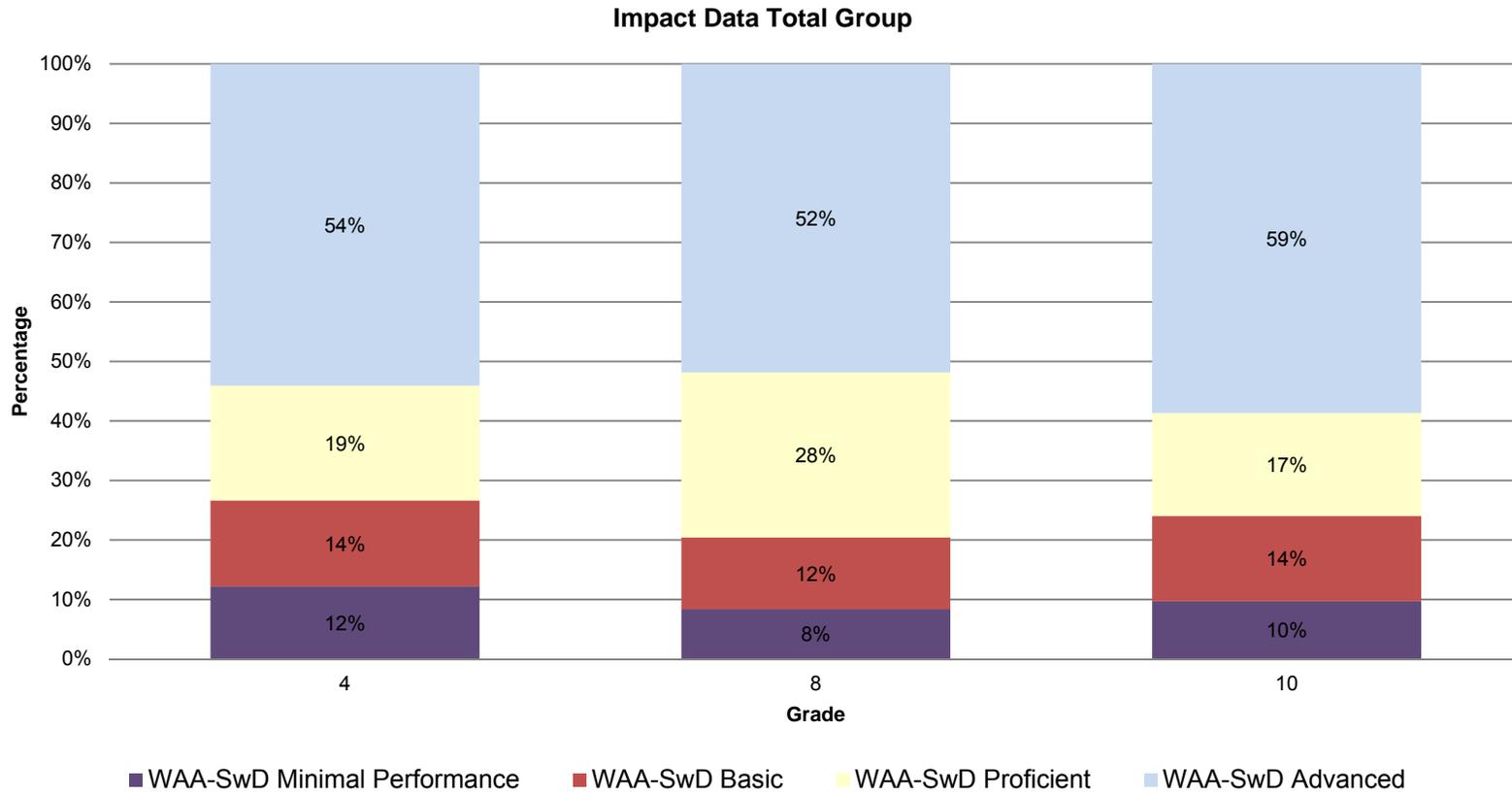
Science grade 4 has a maximum possible score of 37.

**Figure 8. Percent of Students at Each Score Point**

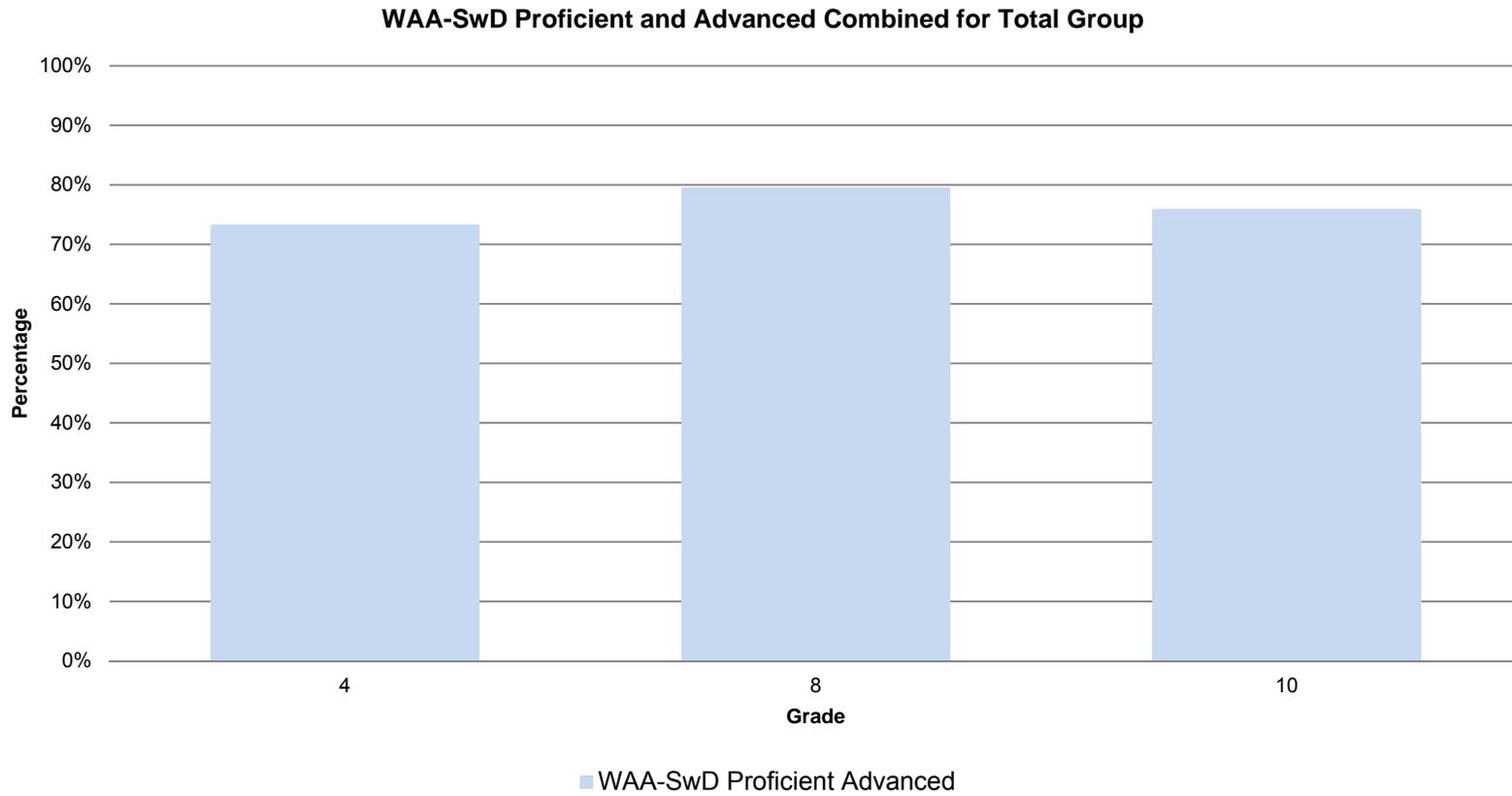


Grade 4 has a maximum possible score of 37.

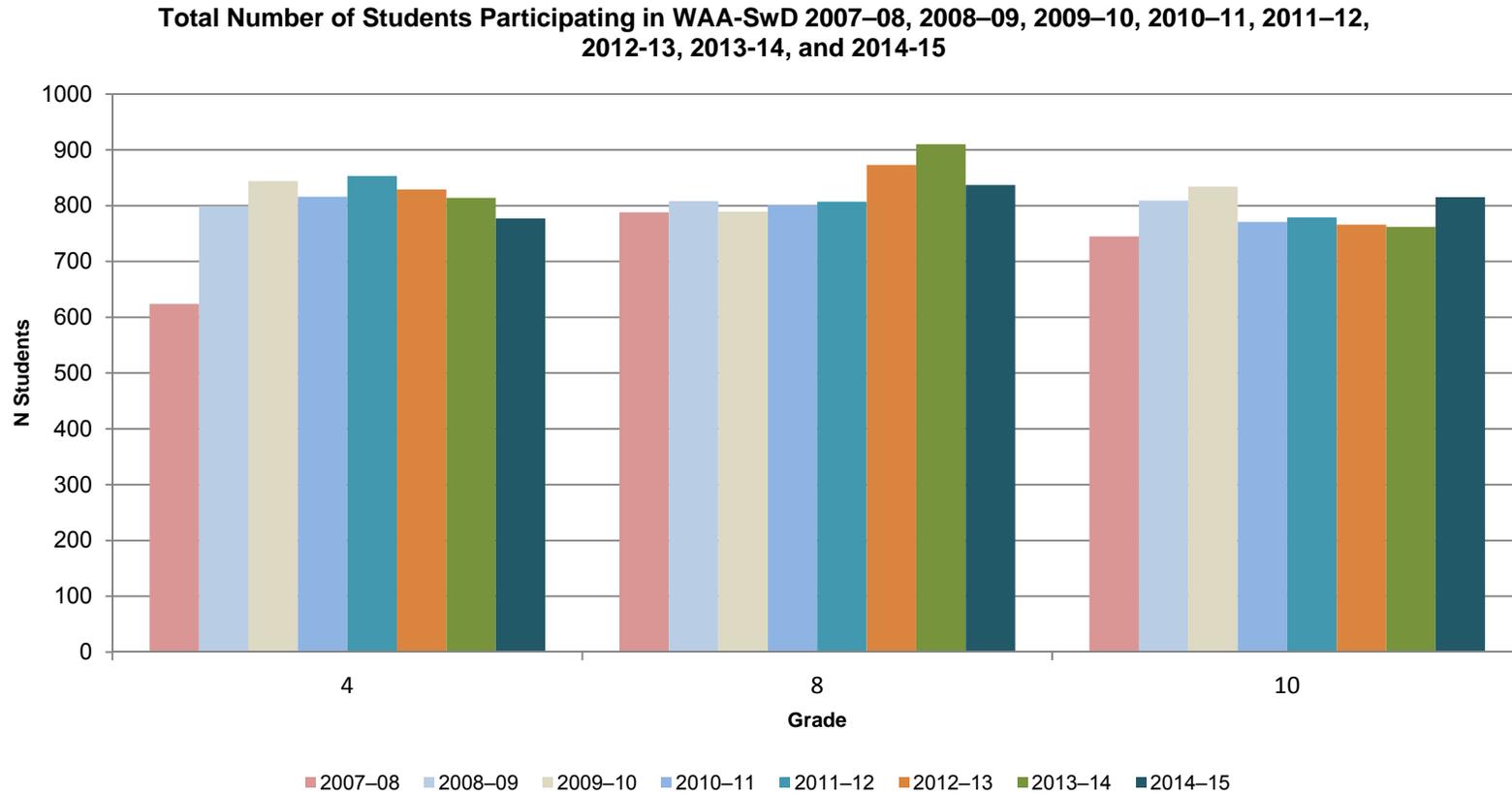
**Figure 9. Impact Data Total Group**



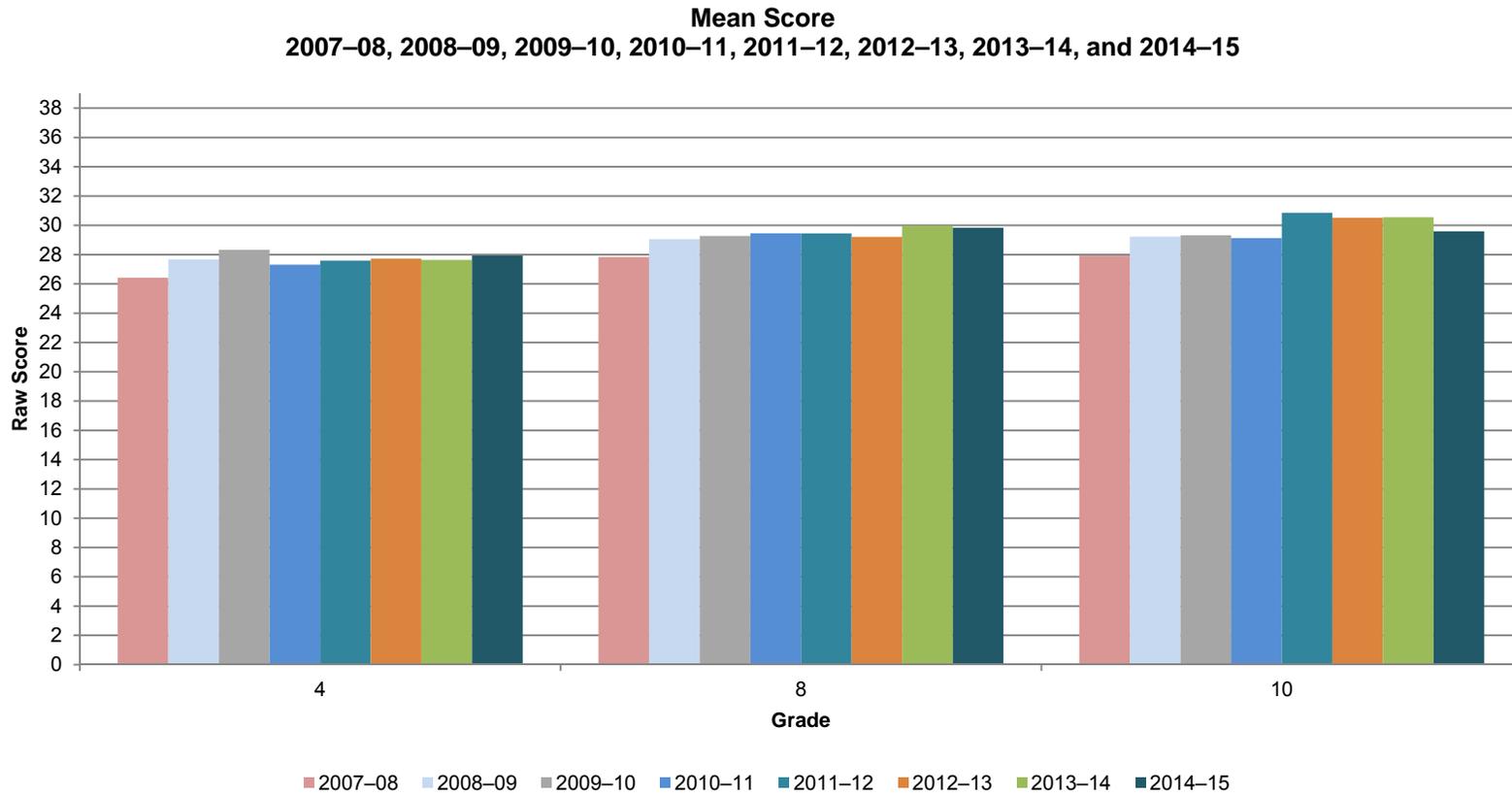
**Figure 10. Impact Data—WAA-SwD Proficient and Advanced Combined for Total Group**



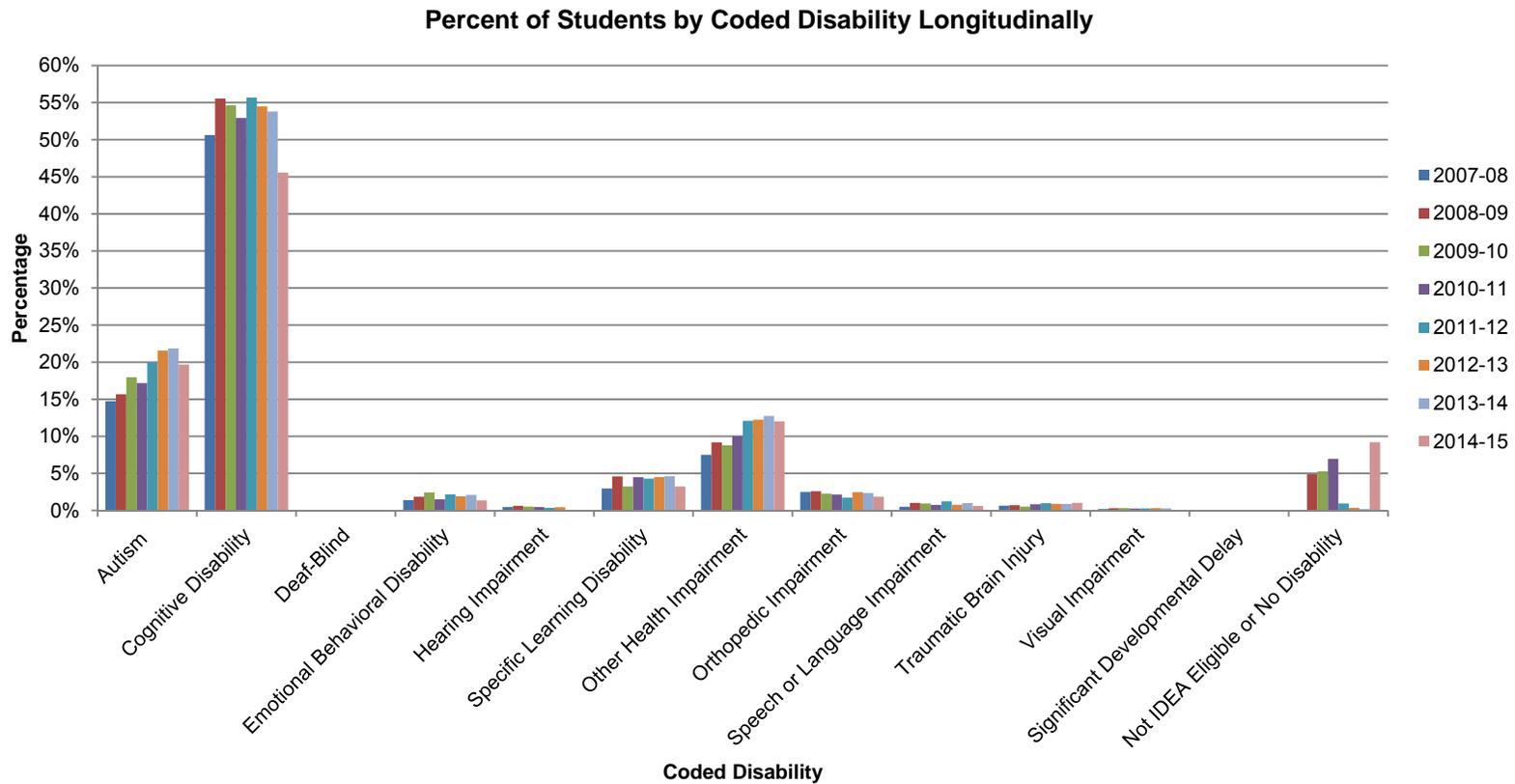
**Figure 11. Total Number of Students Participating in WAA-SwD 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, 2013–14, and 2014–15**



**Figure 12. Mean Score in 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, 2013–14, and 2014–15**



**Figure 13. Percent of Students by Coded Disability Longitudinally**



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

**Appendix A**  
**Wisconsin Alternate Assessment Participation Checklist**

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

Student \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

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

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

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

**ASSUMPTIONS:**

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

**Appendix B****Location of Information for Peer Review Critical Elements**

- **Peer Review Chapter 1**
  1. Overview and Standards
  2. Standards and Test Development
  3. Standards and Analyses and Results
  4. Standards
- **Peer Review Chapter 2**
  1. Standards and Standard Setting
  2. Standards and Standard Setting
  3. Overview, Population, Standards, Standard Setting, and Analyses and Results
  4. none
  5. Standards, Test Design, Test Development, and Standard Setting
  6. Standard Setting
- **Peer Review Chapter 3**
  1. none
  2. none
  3. none
  4. Standards, Test Design, and Test Development
  5. none
  6. Test Design, Test Development, and Analyses and Results
  7. Overview, Population, Standards, Test Design, and Test Development
- **Peer Review Chapter 5**
  1. Test Design, Test Development, and Validity
  2. Standards, Test Design, Analyses and Results, and Validity
  3. Standards, Test Design, Test Development, and Validity
  4. Test Design, Test Development, and Validity
  5. Test Design, Test Development, and Validity
  6. Standard Setting, Analyses and Results, Reliability, and Validity
  7. Test Design, and Test Development
- **Peer Review Chapter 6**
  1. Population, Analyses and Results, Reliability, and Validity
  2. Overview, Population, Test Administration, Analyses and Results, and Reliability
  3. Population, Test Administration, Analyses and Results, and Reliability
  4. none
  5. none

**Appendix C**  
**WAA-SwD Target Test Blueprint**

<b>Grade 4 Science (Target)</b>								
<b>Code</b>	<b>Standard</b>	<b>EGBO</b>	<b>Number of SRs</b>	<b>Number of 2 pt CRs**</b>	<b>Number of items</b>	<b>Max Score</b>	<b>% at EDOK or above min. EDOK</b>	<b>Minimum EDOK</b>
A/B	<b>Science Connections and the Nature of Science</b>		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	<b>Science Inquiry</b>		6	0	6	6	60%	3
C	Science Inquiry	C1 Use basic science vocabulary and tools.						3
D	<b>Physical Science</b>		6	0	6	6	60%	4
D	Physical Science	D1a Recognize differences in physical characteristics of an object.						4
E	<b>Earth and Space Science</b>		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	<b>Life and Environmental Science</b>		5	1	6	7	60%	3
F	Life and Environmental Science	F1a Recognize what plants and animals need to live and grow.						3

Grade 4 Science (Target) (continued)												
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK				
G/H	<b>Science Applications and Science in Social and Personal Perspectives</b>		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.		<table border="1"> <tr> <td>Total Number of OP Items</td> <td>36</td> </tr> </table>		Total Number of OP Items	36	<table border="1"> <tr> <td>Max Points for OP Items</td> <td>37</td> </tr> </table>		Max Points for OP Items	37		
Total Number of OP Items	36											
Max Points for OP Items	37											
***	Each form/standard should have a range of performance levels.											

<b>Grade 8 Science (Target)</b>								
<b>Code</b>	<b>Standard</b>	<b>EGBO</b>	<b>Number of SRs</b>	<b>Number of 2 pt CRs**</b>	<b>Number of items</b>	<b>Max Score</b>	<b>% at EDOK or above min. EDOK</b>	<b>Minimum EDOK</b>
<b>A/B</b>	<b>Science Connections and the Nature of Science</b>		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
<b>C</b>	<b>Science Inquiry</b>		5	1	6	7	60%	4
C	Science Inquiry	C1 Identify simple cause and effect relationships.						4
<b>D</b>	<b>Physical Science</b>		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
<b>E</b>	<b>Earth and Space Science</b>		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

<b>Grade 8 Science (Target) (continued)</b>								
<b>Code</b>	<b>Standard</b>	<b>EGBO</b>	<b>Number of SRs</b>	<b>Number of 2 pt CRs**</b>	<b>Number of items</b>	<b>Max Score</b>	<b>% at EDOK or above min. EDOK</b>	<b>Minimum EDOK</b>
F	<b>Life and Environmental Science</b>		6	0	6	6	60%	4
F	Life and Environmental Science	F1a Identify characteristics of living things.						4
G/H	<b>G/H Science Applications and Science in Social and Personal Perspectives</b>		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.		Total Number of OP Items	36	Max Points for OP Items	39		

<b>Grade 10 Science (Target)</b>									
<b>Code</b>	<b>Standard</b>	<b>EGBO</b>	<b>Number of SRs</b>	<b>Number of 2 pt CRs**</b>	<b>Number of 3 pt CRs**</b>	<b>Number of items</b>	<b>Max Score</b>	<b>% at EDOK or above min. EDOK</b>	<b>Minimum EDOK</b>
<b>A/B</b>	<b>Science Connections and the Nature of Science</b>		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
<b>C</b>	<b>Science Inquiry</b>		5	0	1	6	8	60%	4
C	Science Inquiry	C1 Follow directions to complete basic steps of science inquiry.							4
<b>D</b>	<b>Physical Science</b>		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
<b>E</b>	<b>Earth and Space Science</b>		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

<b>Grade 10 Science (Target) (continued)</b>														
<b>Code</b>	<b>Standard</b>	<b>EGBO</b>	<b>Number of SRs</b>	<b>Number of 2 pt CRs**</b>	<b>Number of 3 pt CRs**</b>	<b>Number of items</b>	<b>Max Score</b>	<b>% at EDOK or above min. EDOK</b>	<b>Minimum EDOK</b>					
F	<b>Life and Environmental Science</b>		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	<b>G/H Science Applications and Science in Social and Personal Perspectives</b>		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.		<table border="1"> <tr> <td>Total Number of OP Items</td> <td>36</td> </tr> </table>		Total Number of OP Items	36	<table border="1"> <tr> <td>Max Points for OP Items</td> <td>39</td> </tr> </table>		Max Points for OP Items	39				
Total Number of OP Items	36													
Max Points for OP Items	39													
***	Each form/standard should have a range of performance levels.													

**Appendix D**  
**WAA-SwD 2014–15 Actual Test Blueprints**

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

<b>Grade 4 Science (continued)</b>								
<b>Code</b>	<b>Standard</b>	<b>EGBO</b>	<b>Number of SRs</b>	<b>Number of 2 pt CRs**</b>	<b>Number of items</b>	<b>Max Score</b>	<b>% at EDOK or above min. EDOK</b>	<b>Minimum EDOK</b>
G/H	<b>Science Applications and Science in Social and Personal Perspectives</b>		6	0	6	6	100%	3
G/H	Science Applications and Science in Social and Personal Perspectives	G-H1 Recognize how science helps your life.	6	0	6	6	100%	3
	** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	36		Max Points for OP Items	37	
	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.						

Grade 8 Science								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	<b>Science Connections and the Nature of Science</b>		5	1	6	7	83%	3
A/B	Science Connections and the Nature of Science	AB-1 Use specific materials to represent science concepts.	5	1	6	7	83%	3
C	<b>Science Inquiry</b>		5	1	6	7	50%	4
C	Science Inquiry	C1 Identify simple cause and effect relationships.	5	1	6	7	50%	4
D	<b>Physical Science</b>		6	0	6	6	83%	3
D	Physical Science	D1a Identify the direction of motion before the object is released.	3	0	3	3	100%	3
D	Physical Science	D1b Identify two or more physical characteristics of a substance.	3	0	3	3	67%	3
E	<b>Earth and Space Science</b>		5	1	6	7	83%	3
E	Earth and Space Science	E1a Identify changes in the earth.	3		3	3	100%	3
E	Earth and Space Science	E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).	2	1	3	4	67%	3
F	<b>Life and Environmental Science</b>		6	0	6	6	17%	4
F	Life and Environmental Science	F1a Identify characteristics of living things.	6	0	6	6	17%	4

Grade 8 Science (continued)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
G/H	<b>G/H Science Applications and Science in Social and Personal Perspectives</b>		6	0	6	6	100%	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.	6	0	6	6	100%	3
** CRs can be aligned to any EGBO within each Standard.			Total Number of OP Items	36		Max Points for OP Items	39	
*** Within a standard, items should be evenly distributed amongst each objective.		*** Each form/standard should have a range of performance levels.						

<b>Grade 10 Science</b>									
<b>Code</b>	<b>Standard</b>	<b>EGBO</b>	<b>Number of SRs</b>	<b>Number of 2 pt CRs**</b>	<b>Number of 3 pt CRs**</b>	<b>Number of items</b>	<b>Max Score</b>	<b>% at EDOK or above min. EDOK</b>	<b>Minimum EDOK</b>
A/B	<b>Science Connections and the Nature of Science</b>		5	1	0	6	7	100%	3
A/B	Science Connections and the Nature of Science	AB-1 Use models to demonstrate knowledge of scientific concepts.	5	1	0	6	7	100%	3
C	<b>Science Inquiry</b>		5	0	1	6	8	50%	4
C	Science Inquiry	C1 Follow directions to complete basic steps of science inquiry.	2	0	1	3	5	100%	4
C	Science Inquiry		3	0	0	3	3	0%	4
D	<b>Physical Science</b>		6	0	0	6	6	100%	3
D	Physical Science	D1a Identify types of energy needed by multiple kinds of organisms.	3	0	0	3	3	100%	3
D	Physical Science	D1b Use principles of force and motion.	3	0	0	3	3	100%	3
E	<b>Earth and Space Science</b>		6	0	0	6	6	100%	3
E	Earth and Space Science	E1a Identify Earth's position within the solar system.	3	0	0	6	6	100%	3
E	Earth and Space Science	E1b Identify a natural disaster and its consequences.	3	0	0	6	6	100%	3

## Grade 10 Science (continued)

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
F	<b>Life and Environmental Science</b>		6	0	0	6	6	100%	3
F	Life and Environmental Science	F1a Recognize that adaptations are part of natural processes.	3	0	0	3	3	100%	3
F	Life and Environmental Science	F1b Recognize that characteristics are transferred from parent(s) to offspring.	3	0	0	3	3	100%	3
G/H	<b>G/H Science Applications and Science in Social and Personal Perspectives</b>		6	0	0	6	6	17%	4
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	100%	3
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	33%	4
	** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	36			Max Points for OP Items	39	
	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.							

## **Appendix E**

### **WAA-SwD Item/Form Changes over Time**

		Number of:					
Science	From	Operational items in common between administrations	New Operational Items		Operational Items		Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations	New Field Test items	
Grade 4 (36 items)	Nov 2013 to Nov 2014	36	0	0	0	0	0
	Nov 2012 to Nov 2013	36	0	0	0	0	0
	Nov 2011 to Nov 2012	36	0	0	0	0	0
	Nov 2010 to Nov 2011	36	0	0	0	0	0
	Nov 2009 to Nov 2010	35	1	0	0	0	0
	Nov 2008 to Nov 2009	36	0	0	0	2	0
	Jan 2008 to Nov 2008	31	0	5	0	2	1
<i>Jan 2008 to Nov 2014</i>		<i>30 (83%)</i>					
Grade 8 (36 items)	Nov 2013 to Nov 2014	36	0	0	0	0	0
	Nov 2012 to Nov 2013	36	0	0	0	0	0
	Nov 2011 to Nov 2012	36	0	0	0	0	0
	Nov 2010 to Nov 2011	36	0	0	0	0	0
	Nov 2009 to Nov 2010	35	1	0	0	0	0
	Nov 2008 to Nov 2009	29	7	0	0	0	0
	Jan 2008 to Nov 2008	32	0	4	0	0	4
<i>Jan 2008 to Nov 2014</i>		<i>27 (75%)</i>					
Grade 10 (36 items)	Nov 2013 to Nov 2014	36	0	0	0	0	0
	Nov 2012 to Nov 2013	36	0	0	0	0	0
	Nov 2011 to Nov 2012	36	0	0	0	0	0
	Nov 2010 to Nov 2011	36	0	0	0	0	0
	Nov 2009 to Nov 2010	36	0	0	0	0	0
	Nov 2008 to Nov 2009	36	0	0	0	0	0
	Jan 2008 to Nov 2008	33	1	2	0	0	2
<i>Jan 2008 to Nov 2014</i>		<i>33 (92%)</i>					

\* Previously administered items were administered in any prior administration.

**Appendix F**  
**WAA-SwD 2014–15 Directions for Test Administration (Test Administration Manual)**

Fall

2014

# Wisconsin Alternate Assessment for Students with Disabilities



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567890

## Directions for Test Administration

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*Reading Reading*  
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*Reading R*



# 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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**THE ASSESSMENT ACCOMMODATIONS MATRIX**

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## Purpose

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

## Participation in the WAA-SwD

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

The WAA-SwD is designed for students with significant cognitive disabilities who cannot participate in the WKCE, even with accommodations. All students must take either the complete WKCE or the complete WAA-SwD — not parts of both. The WKCE is intended for students whose instruction is based upon the Wisconsin Model Academic Standards. The WAA-SwD is intended for students whose instruction is based upon the Extended Grade Band Standards. IEP teams should complete the Participation Guidelines for Alternate Assessment, found at [http://sped.dpi.wi.gov/sped\\_forms06](http://sped.dpi.wi.gov/sped_forms06) when determining which assessment is most appropriate for the student.

# Test Books

There is one test book for each grade level. Students in grades 4, 8, and 10 are assessed in science. Students will be assessed for the grade in which they are currently enrolled. At each grade level, the science is combined into two books: the Teacher Test Book contains the test administrator's protocol, 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 as well as the Student Test Book.

# Manipulatives

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

It is imperative to review the WAA-SwD test prior to test administration to determine appropriate manipulatives that may be used for your students. This decision should be an item-by-item decision made for each individual student. Manipulatives should be the same as what the student uses for daily instruction and must not change what the test item is measuring. For more information, go to <http://oea.dpi.wi.gov/files/oea/pdf/Manipulatives%20guide1415.pdf>.

# Test Administrator Requirements

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

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

## Test Schedules

The WAA-SwD is administered individually to students and is not timed. Therefore, the schedule for administering the assessment is highly individualized. Test administrators may administer the tests anytime within the testing window (October 27–November 7, 2014). Testing sessions should occur at times when the student is most alert and responsive. Students should be provided as much time as needed to complete the test, within the testing window.

Testing Dates  
October 27 through  
November 7, 2014

## Interrupted Sessions

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

# BEFORE TESTING

## Check Your Test Materials

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

### FOR THE TEST ADMINISTRATOR

- Directions for Test Administration* (this manual)
- one Teacher Test Book for every student who 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

## 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 “WSAS Policy & Procedure Manual” section of the *WSAS Guide for District Assessment Coordinators and School Assessment Coordinators*, which is available online at <http://oea.dpi.wi.gov/assessment/WAA/resources>.

# Prepare Your Students

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

## Sample Items

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

# Plan Your Testing Sessions

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

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

## Accommodations

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

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

For more information, please refer to the Assessment Accommodations Matrix, beginning on page 18 of this document.

## Braille Books and Picture Descriptions

Braille editions of the WAA-SwD and picture descriptions are available through DPI for students who are visually impaired. Test administrators are responsible for recording student responses onto a WAA-SwD student Answer Document to be returned for scoring. A separate Test Administration Manual is not necessary for the Braille editions.

## Fill In the Student Information Page

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

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

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

### To be completed by school staff:

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

### STUDENT PRE-ID LABELS

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

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Test administrators should fill in the Student Information Page.

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

6. **WI STUDENT NUMBER:** Write the ten-digit Wisconsin Student Number (WSN) in the spaces provided. Fill in the appropriate circle below each digit. More information on WSNs and a list of WSLs/ISES administrators can be found at [http://lbstat.dpi.wi.gov/lbstat\\_dm-eseadata](http://lbstat.dpi.wi.gov/lbstat_dm-eseadata).
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://oea.dpi.wi.gov/oea/ells> for descriptions of the English Language Proficiency levels.
8. **MOBILITY STATUS:** If the student has NOT been enrolled in the district for 9.25 months, fill in the circle for “NO” on the DISTRICT line. If the student has NOT been enrolled in the school for 9.25 months, fill in the circle for “NO” on the SCHOOL line. “Yes” will be assumed unless “NO” is marked.
9. **LOCAL STUDENT I.D. (recommended):** If your school district has chosen to assign Local Student I.D. numbers, write the number in the spaces provided. If the Local Student I.D. has fewer than ten digits, make sure the last digit of the number falls in the space farthest to the right. Write leading zeros in any remaining spaces. Fill in the appropriate circle below each digit.
10. **OPTIONAL FIELD:** Districts may use this field for their own purposes or leave it blank. This ten-digit numeric field can be used to record additional information about students in the WAA student data file. Among other examples of data that might be recorded in this field are the length of time a student has attended a particular school, the types of services the student has received, or the student's homeroom teacher or guidance counselor.
11. **TESTING STATUS (Parent Opt-Out):** If the parent or guardian requested to excuse this student from participating in the WAA-SwD, fill in the circle for “P” in the “TESTING STATUS” section of the biogrid. All students excused by parent opt-out count as “not tested” students for determining Adequate Yearly Progress (AYP).

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

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

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

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

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

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

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

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

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

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

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

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

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



# Student Pre-ID Label

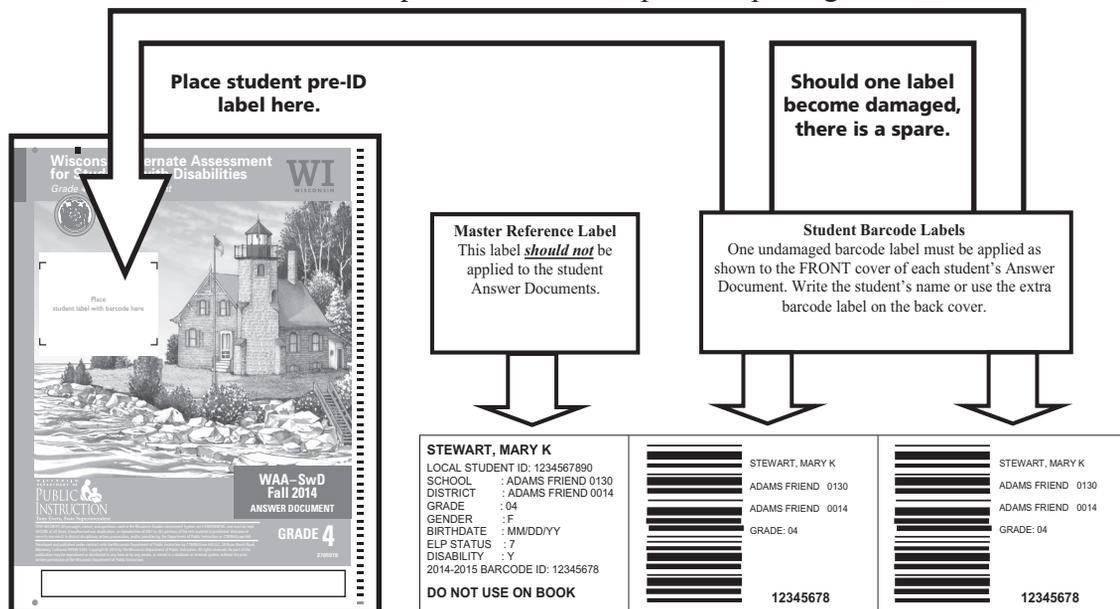
Data from the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) were used to create student demographic pre-ID labels for all students enrolled in grades 4, 8 and 10. The initial shipment of pre-ID labels should arrive at the beginning of the testing window. A second shipment of labels, for students who are new to Wisconsin Public Schools after October 1, should arrive in districts by the end of the testing window. It is critical for reporting and accountability that districts use these labels. Unlike prior years, “bubbling” all test books for the school or district should not be considered a viable option. Bubbling will be necessary only in very rare cases when a label is not available for a new student. WSLS and ISES records may not be completely updated in your district; therefore, you may see data that are inaccurate on the pre-ID label. However, if you can determine that the label is for a student who should be tested on WSAS, you should still use the label. Corrections and updates must be made to your district’s records in the WSLS and ISES databases. Contact your local WSLS/ISES administrator to make changes.

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

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

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

For more information on student pre-ID labels, see [http://oea.dpi.wi.gov/oea\\_dacdata](http://oea.dpi.wi.gov/oea_dacdata).



## Administer the WAA-SwD Test

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

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

The following elements are used throughout the Teacher Test Book.

Sample Item A	
<i>Prepare: Place <b>Sample A</b> in front of the student.</i>	
<p><b>SAY</b> Here is a picture of a bird.</p> <p><i>Point to the bird.</i></p> <p><i>Point to each picture as you read each label aloud:</i></p> <p><b>SAY</b> Brick, Leaf, Feather. Which object is part of the bird?</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     The directions to be read aloud to the student are preceded by a “SAY” icon and are printed in bold type.                 </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Information that is only for the test administrator and is <u>not</u> to be read aloud looks like this.                 </div> <div style="border: 1px solid black; padding: 5px;">                     This is read aloud by the test administrator.                 </div>
<p><b>Student Response:</b></p> <p><input type="checkbox"/> A. Indicates Brick</p> <p><input type="checkbox"/> B. Indicates Leaf</p> <p><input type="checkbox"/> C. Indicates Feather</p> <p><input type="checkbox"/> D. Other</p> <p><input type="checkbox"/> E. No Response</p>	

# Fill In the Student Answer Document

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

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

## Fill In the Student Assessment Report

(back cover of the student Answer Document)

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

### Back Cover of the Student Answer Document

<b>Student Assessment Report</b>			
Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.		
<b>Student Performance Level Survey</b>			
<p><b>Note:</b> Read the Performance Level Descriptors located in the Extended Grade Band Standards before completing this section. This survey is used for research purposes only and will not influence the score of the student for whom you are administering the assessment. The results of this survey are completely confidential and only summary-level data will be reviewed.</p> <p><b>Directions:</b> Based on the Performance Level Descriptors and the test administrator's judgment, this student's performance rating is estimated to be (please mark one rating for each content area tested on the WAA-SwD):</p>			
WAA-SwD Minimal Performance	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center; padding: 2px;">Science</td></tr> <tr><td style="text-align: center; padding: 2px;"><input type="radio"/></td></tr> </table>	Science	<input type="radio"/>
Science			
<input type="radio"/>			
WAA-SwD Basic	<input type="radio"/>		
WAA-SwD Proficient	<input type="radio"/>		
WAA-SwD Advanced	<input type="radio"/>		
<b>WAA-SwD Assessment Accommodation and Supports</b>			
<p><b>Directions:</b> Complete this section for students who participated in the WAA-SwD with one or more of the following accommodations and supports. Mark all that apply.</p>			
Type	Science		
Used translation	<input type="radio"/>		
Signed test questions and content to student	<input type="radio"/>		
Used Braille	<input type="radio"/>		
Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)	<input type="radio"/>		
Used objects or manipulatives	<input type="radio"/>		
Used another DPI-approved accommodation	<input type="radio"/>		
<b>Alternate Assessment Results for Social Studies</b>			
<p><b>Directions:</b> Complete this section for all students with disabilities who participated in the alternate assessment for Social Studies. Results must be based upon DPI Administration Guide and Rating Scales.</p>			
WAA-SwD Minimal Performance	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center; padding: 2px;">Social Studies</td></tr> <tr><td style="text-align: center; padding: 2px;"><input type="radio"/></td></tr> </table>	Social Studies	<input type="radio"/>
Social Studies			
<input type="radio"/>			
WAA-SwD Basic	<input type="radio"/>		
WAA-SwD Proficient	<input type="radio"/>		
WAA-SwD Advanced	<input type="radio"/>		
<div style="border: 1px solid black; width: 100%; height: 100%;"></div>			

## **The Student Performance Level Survey**

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

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

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

## **Accommodations**

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

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

## **Rating Scale**

The proficiency level for Social Studies, for students in grades 4, 8, and 10, are determined through teacher rating scales based upon classroom evidence. This forms are downloadable from the DPI website [http://oea.dpi.wi.gov/oea\\_waatrn](http://oea.dpi.wi.gov/oea_waatrn) and can be completed at any time within the testing window. Scores should be recorded on the back of the student Answer Document in order to be included in the student's report.

# **Assemble Materials for Return**

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

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

## **Marking Tests Invalid**

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

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

**Accommodations for Students with Disabilities on the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for Science and Social Studies**

- All accommodations for a student with a disability must be documented on an IEP or Section 504 plan in the section for statewide assessment. \* Refer to page 5
- All *Allowable Test Practices for All Students* may be documented in an IEP or Section 504 plan in the section for statewide assessment.
- Accommodations should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor the use of accommodations by comparing assessment accommodations received with those stated in IEP or Section 504 plans.

Accommodation Description For Students with Disabilities (D)			WKCE	WAA-SwD
<b>Test Directions</b>				
D 1	Sign language for directions. <sup>1, 10</sup>		✓	✓
D 2	Mark or highlight directions. <sup>1, 2, 3</sup>		✓	N/A: Test administrator reads WAA-SwD aloud.
D 3	Provide printed copy of teacher directions (i.e. bold text following the SAY icon) from the WKCE Test Administration Manual. <sup>1</sup>		✓	N/A: Test administrator reads WAA-SwD aloud.
D 4	Explain or clarify directions. <sup>1</sup>		✓	✓
D 5	Student rereads and/or restates directions. <sup>1</sup>		✓	✓
<b>Content Presentation</b>				
D 6	Turn pages for student.		✓	✓
D 7	Braille; student responses must be transcribed into scorable test book by a licensed teacher of the visually impaired or a certified transcriber. <sup>6, 13</sup>		✓	✓
D 8	DPI-provided WAA-SwD Picture Descriptions; appropriate only for a student who cannot access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. <sup>12</sup>		N/A	✓
D 9	Large-print; student responses must be transcribed into scorable test book. <sup>6, 13</sup>		✓	N/A: WAA-SwD is 18 pt. font, no separate large print edition.
D 10	Extra test book; answers must be recorded in one scorable test book. <sup>13</sup>		✓	N/A: All items are presented to the student so that they view one entire item at a time.
D 11	Sign language for test passages and questions. <sup>10</sup>		✓	✓
D 12	Text talker for test passages and questions. <sup>4</sup>		✓	N/A: Test administrator reads WAA-SwD aloud.
D 13	Student reads aloud to self.		✓	✓
D 14	Test administrator reads test passages and questions aloud. <sup>8</sup>		✓	N/A: Test administrator reads WAA-SwD aloud.
D 15	Student records him/herself reading aloud and plays back recording. <sup>4</sup>		✓	✓
D 16	Audio recording of test passages and questions in English. <sup>4, 8</sup>		✓	N/A: Test administrator reads WAA-SwD aloud.

**THE ASSESSMENT ACCOMMODATIONS AND LINGUISTIC SUPPORTS MATRICES- UPDATED 2014**

Accommodation Description for Students with Disabilities (D)		WKCE	WAA-SwD
<b>Response</b>			
D 17	Manipulatives or 3-D shapes.	✓	✓ Follow guidelines in WAA-SwD Manipulatives Guide. <a href="http://oea.dpi.wi.gov/files/oea/pdf/maniguide.pdf">http://oea.dpi.wi.gov/files/oea/pdf/maniguide.pdf</a>
D 18	Braille output device; transcribe student responses into scorable test book. <sup>4, 6, 13</sup>	✓	✓
D 19	Student indicates responses orally to scribe. <sup>5</sup>	✓	<i>N/A: Test administrator records all student responses.</i>
D 20	Student signs responses to interpreter/scribe. <sup>5, 10</sup>	✓	✓
D 21	Student records responses using an audio or video device: a) Test administrator transcribes student's responses into scorable test book. <sup>6, 13</sup> b) Student watches or listens to his/her recorded responses and transcribes into scorable test book. <sup>4, 6, 13</sup>	✓	<i>N/A: Student is allowed to communicate responses in whichever mode is best for the student. Test administrator records student responses.</i>
D 22	Speech-to-text devices; responses must be transcribed into the scorable test book. <sup>4, 6, 13</sup>	✓	<i>N/A</i>
<b>Setting</b>			
D 23	Student moves, stands, or paces during individual administration.	✓	✓
<b>Timing/Scheduling</b>			
D 24	Extra time; test session must be completed within the same day the student started the session. <sup>7</sup>	✓	<i>N/A: WAA-SwD is an untimed test.</i>

**Linguistic Supports for English Language Learners (ELLs)  
on the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)  
for Science and Social Studies**

- Linguistic supports are allowed for ELL students (i.e. students whose English language proficiency levels are 1 through 5).
- All linguistic supports for an ELL student should be determined by a team of educators, the student, and the students’ parents.
- Linguistic supports should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Linguistic supports should enhance access without changing the skill or construct measured.
- Districts should monitor the use of linguistic supports by comparing assessment supports received with those stated in student plans.

Linguistic Support Description For English Language Learners (L)		WKCE	WAA-SwD
<b>Scripted Oral English :</b> Reading aloud and repeating test items or directions verbatim from test book			
L 1	Read questions and content to student in English. <sup>8</sup>	✓	N/A: Test Administrator reads WAA-SwD.
L 2	Audio recording of test passages and questions in English. <sup>4, 8</sup>	✓	N/A: Test Administrator reads WAA-SwD.
<b>Clarification in English:</b> Unscripted oral explanation of test considered potentially difficult for ELLs to access			
L 3	Simplify, explain, or clarify test directions. <sup>1</sup>	✓	N/A: Directions are incorporated into each item.
L 4	Have student reread and/or restate directions in his/her own words. <sup>1</sup>	✓	N/A: The WAA-SwD is in simplified language.
L 5	Audio recording of test items in English that is simplified for words not related to content or vocabulary. <sup>4, 11</sup>	✓	N/A: The WAA-SwD is in simplified language.
L 6	Read test items in English that is simplified for words not related to content or vocabulary. <sup>11</sup>	✓	N/A: The WAA-SwD is in simplified language.
<b>Oral Response:</b> Student answers test items orally in English			
L 7	Student indicates response in English orally to a scribe. <sup>3</sup>	✓	N/A: Test administrator records all responses.
L 8	Student records responses using an audio or video device. a) Test administrator transcribes student’s responses into WKCE test book. b) Student watches or listens to his/her recorded responses and transcribes into WKCE test book. <sup>4, 6</sup>	✓	N/A: Test administrator records all responses.

**THE ASSESSMENT ACCOMMODATIONS AND LINGUISTIC SUPPORTS MATRICES- UPDATED 2014**

Linguistic Support Description for <i>English Language Learners (L)</i>		WKCE	WAA-SwD
<b>Dual Language Reference Material:</b> Support material in English and native language, not intended to define words or provide answers for student			
L 9	Provide bilingual word-to-word (no definition) translation.	✓	N/A: <i>Not appropriate for students taking the WAA-SwD.</i>
<b>Written Translation:</b> Professionally translated written accommodation scripts provided to student			
L 10	Qualified translator provides written translation of directions in student's native language. For Spanish, use DPI-provided WKCE translation scripts. <sup>1, 9</sup>	✓	N/A: <i>Directions are incorporated into each item.</i>
L 11	Qualified translator provides written translation of test items into student's native language. Student responses must be in scorable test book. For Spanish, use DPI-provided WKCE translation scripts. <sup>9, 13</sup>	✓	✓ Translate only the script following the "SAY" icon. <i>Note: WAA-SwD translation scripts not provided.</i>
<b>Scripted Oral Translation - Only DPI-Provided Scripts:</b> Reading aloud professionally translated, DPI-provided scripts of test items and/or directions			
L 12	Read aloud DPI-provided Spanish or Hmong translations of test directions in the Test Administration Manual ( <a href="http://oea.dpi.wi.gov/assessment/WKCE/resources">http://oea.dpi.wi.gov/assessment/WKCE/resources</a> ). <sup>1, 8</sup>	✓	N/A: <i>WAA-SwD translation scripts not provided.</i>
L 13	Read test items aloud using DPI-provided Spanish. <sup>8</sup>	✓	N/A: <i>WAA-SwD translation scripts not provided.</i>
L 14	Provide audio recording of test items using DPI-provided Spanish scripts. <sup>4</sup>	✓	N/A: <i>WAA-SwD translation scripts not provided.</i>
<b>Sight Translation - Languages other than Spanish:</b> Unscripted oral translation of test items and/or directions into student's native language			
L 15	Interpret directions into student's native language. <sup>1, 9</sup>	✓	N/A: <i>Directions are incorporated into each item.</i>
L 16	Simplify, explain, or clarify test directions in student's native language. <sup>1, 9, 11</sup>	✓	N/A: <i>Directions are incorporated into each item.</i>
L 17	Audio recording of directions interpreted into student's native language. <sup>1, 4, 9</sup>	✓	N/A: <i>Directions are incorporated into each item.</i>
L 18	Audio recording of test items interpreted into student's native. <sup>4, 9</sup>	✓	✓
L 19	Interpret test passages and questions into student's native language; student responses must be documented in scorable test book. <sup>9, 13</sup>	✓	✓
<b>Student Response in Native Language:</b> Student responds in his/her native language			
L 20	Student responds (orally or in writing) in his/her native language; translator translates student response into English, and then scribes (oral response) or transcribes (written response) into scorable test book. <sup>5, 6, 9, 13</sup>	✓	✓
<b>Indirect Linguistic Support</b>			
L 21	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. <sup>7</sup>	✓	N/A: <i>WAA-SwD is not a timed test.</i>
L 22	Student reads aloud to self.	✓	✓
<b>Other Accommodations or Linguistic Supports for <i>Students with Disabilities and English Language Learners</i></b>			
Any accommodation or linguistic support not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill being measured.			
<ul style="list-style-type: none"> <li>o All requests for additional accommodations or supports must be made to DPI at <b>least two weeks before the test administration window</b> begins, by completing and submitting the Request for Accommodation Form located at <a href="http://oea.dpi.wi.gov/assessment/forms">http://oea.dpi.wi.gov/assessment/forms</a>.</li> <li>o Requests will be reviewed by a committee to determine whether the request can be approved; approval or non-approval will be returned via fax or email.</li> </ul>			

\*Allowable Accommodations for Students in Unique Circumstances

Some students who do *not* have an IEP or 504 plan, due to unique circumstances at the time of testing, may be able to demonstrate their learning more accurately through the use of accommodations on an **as needed basis only**. In these unique cases, please follow the guidelines outlined in the matrix for Students with Disabilities; call DPI's Office of Student Assessment with any questions at (608) 267-1072. Examples of unique circumstances:

- o A student with a broken arm may need a scribe or be able to use a word processor to record responses.<sup>4</sup>
- o A student who forgot to wear eyeglasses may need a visual magnification device.

**ALLOWABLE TEST PRACTICES**

In addition to the accommodations and linguistic supports allowed for Students with Disabilities and English Language Learners, the test practices listed below are allowed for all students and should be used on an as needed basis during *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)* testing. Although these practices are allowed for all students, districts should make determinations of appropriate test practices based upon **individual** student needs and day-to-day instructional practices. Some practices are not applicable to the WAA-SwD and are noted below. If a student with disabilities requires the use of one of the following test practices, it may be documented in their IEP or Section 504 plan in the section for statewide assessment.

**Test Directions**

Read directions aloud and reread as needed (*N/A for WAA-SwD: all directions are read aloud*).<sup>1</sup>

Audio recording of directions (*N/A for WAA-SwD: one-to-one administration*).<sup>1,4</sup>

**Content Presentation**

Visual magnification devices. Be careful not to enlarge measurement items.

Audio amplification devices.

Color overlay.

Page markers (e.g. bookmark or straight edge) to maintain place.

Allow student to mark test book in approved locations with a #2 pencil.<sup>2</sup>

Student marks test with a highlighter.<sup>3</sup>

**Response**

Graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that the student will transfer into their test book.

**Setting**

Distraction-free space or alternative location for student (e.g., study carrel, front of room).

Individualized (and supervised) or small group setting (*N/A for WAA-SwD: one-to-one administration*).

Adaptive furniture, special lighting and/or acoustics.

Homebound or hospitalized student takes test at home or in a care facility/hospital with district supervision.

**Timing/Scheduling**

Breaks: allow student to take breaks without exceeding total testing time.<sup>7</sup>

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.

## THE ASSESSMENT ACCOMMODATIONS AND LINGUISTIC SUPPORTS MATRICES- UPDATED 2014

**Explanation of Footnotes** – The footnotes below reference specific accommodations and supports available to students with disabilities and/or English language learners. Only footnotes 1-4 and 7 are allowable for ALL students.

### 1 **Test directions:**

- o Any portion of the WKCE test book where the word “Directions” appears in a shaded/colored box, typically at the top of a page preceding a particular section of test content. In addition, test directions refer to anything that the test administrator reads aloud to the class from the WKCE Test Administration Manual (i.e. bold text following the SAY icon).
- o WKCE item stems and test questions should not be considered directions.
- o Test Directions for the WAA-SwD are incorporated into the teacher test book and are read aloud to the student. These directions must be read verbatim but may be reread if a student needs further clarification.
- o Directions may not be expanded.

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

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

### 3 **Highlighters:**

- o Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
- o 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.
- o 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, or Sanford Pocket Accent (thin-tipped)

**4 Using audio/video or electronic (e.g., word processor or text talker) recordings:** when using audio, video, 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** (student dictates orally to scribe):

- o A scribe may be provided when a student’s documented disability, ELL status, or injury prevents them from writing their answer.
- o 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.
- o A scribe must be impartial and should allow the student adequate time to review and approve the response, if desired.
- o All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.

**6 Transcribing student responses** (student’s answers are documented in a manner other than in the scorable test book [e.g., large-print, Braille version, computer response, etc]): The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a #2 pencil to be scored.

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

**7 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, a student requiring the use of restroom facilities should be escorted by either a test administrator or other school staff. In addition, a student must not be allowed to use any form of wireless communication during these breaks.

### 8 **Test Administrator Read Aloud Accommodation:**

- o Test administrator must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
- o Students may direct test administrator to reread a portion of a passage, test question, or answer choice as needed.

## THE ASSESSMENT ACCOMMODATIONS AND LINGUISTIC SUPPORTS MATRICES- UPDATED 2014

### <sup>9</sup> For students who have test items and/or directions translated into native language:

- A qualified translator and interpreter (see [http://oea.dpi.wi.gov/files/oea/pdf/translator\\_guidelines.pdf](http://oea.dpi.wi.gov/files/oea/pdf/translator_guidelines.pdf)) should have a Bachelor's Degree in Modern Languages or a certification in interpretation or translation. When this is not possible, be sure that a translator or interpreter has the following qualifications:
  - Mastery of the target language and dialect
  - Familiarity with both cultures
  - Extensive general and academic vocabulary in both languages
  - Ability to express thoughts clearly and concisely in both languages
- *Translators* work with the written word, transferring meaning from a source language into a target language. *Interpreters* work with the spoken word, transferring meaning from a source language into a target language.
- Translators and interpreters should participate in all aspects of staff training related to test administration and test security.
- For more information about state provided scripts available in Spanish and bilingual word lists in Spanish and Hmong for the WKCE, please see <http://oea.dpi.wi.gov/assessment/ELL>.
- In order for this support to be most effective, a student should have content-area knowledge in their native language.

### <sup>10</sup> Sign Language and Oral Interpreters

- An interpreter needs to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language [ASL] or English-based Sign Language. The interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
  - E.g. The sign for many math symbols often defines for the student what the item is intending to measure and would therefore invalidate the item.

<sup>11</sup>**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. The WAA-SwD is already in simplified language.

Example (Grade 5 WKCE Released Item) of a simplified English test item:

The sales receipt below shows the groceries that José purchased from the supermarket. What is the estimated cost of José's groceries?

*Simplified English:* The receipt below shows the food that José bought from the store. Estimate how much money José spent on the food.

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

<sup>12</sup>**DPI-provided Picture Descriptions** are descriptions of the graphic found within an item. Picture descriptions are intended to replace, *not* supplement graphics for a student who is blind or is visually impaired who is not able to access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. Ordering information can be found at: <http://oea.dpi.wi.gov/assessment/forms>.

<sup>13</sup>**Scorable Test Books** are the documents that are returned to the test vendor for scoring. For the WKCE, this is the test book itself. For the WAA-SwD, this is the student Answer Document. All student responses must be recorded on these documents in order to be scored.







