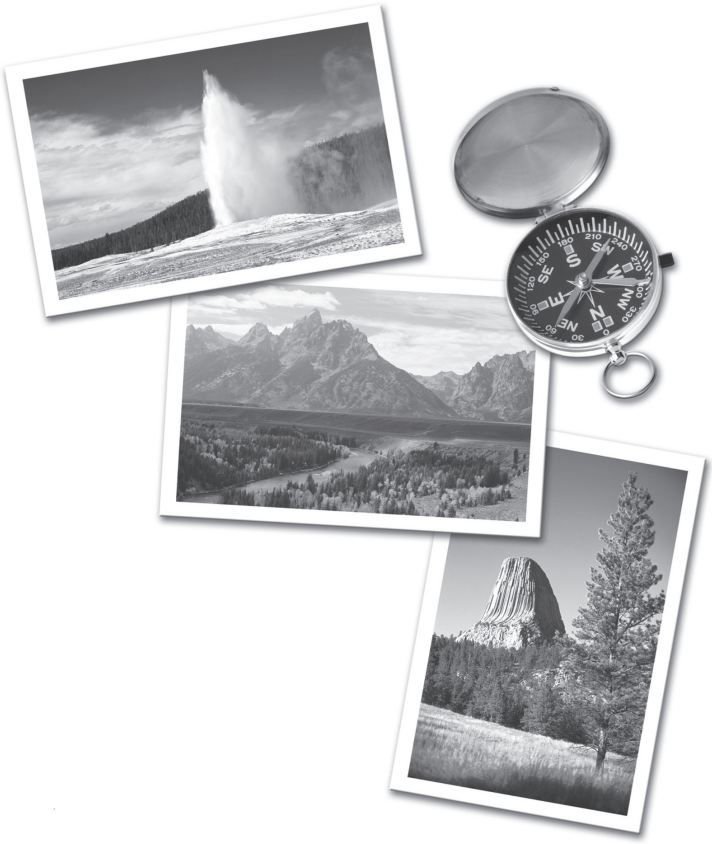
Technical Manual

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS–ALTERNATE

Spring 2012 Administration



Wyoming Department of Education

Reading and Mathematics
Grades 3 through 8, and 11
Science Grades 4, 8, and 11

Purpose

This manual provides information to Wyoming educators, parents, guardians, test coordinators and interested citizens about the development, implementation, scoring, and technical attributes of the Performance Assessments for Wyoming Students–Alternate (PAWS–ALT). One of the primary goals of any assessment system is improved learning through informed instruction. This is a challenging, but attainable, goal that will require the commitment and dedication of all those involved: state agency personnel, local administrators, teachers, parents, guardians and students.

Information is included about the PAWS–ALT that will help educators and schools better understand the purpose and components of the Wyoming Alternate Assessment System, participation criteria, the administration of the PAWS–ALT, uses of the assessment, and interpretation of the results. It is intended that the information presented in this manual will enable schools and educators to make informed assessment-based decisions in order to improve instruction, which will lead to improved student learning and outcomes.

The Wyoming Department of Education

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1.1 Introduction

Wyoming has high academic expectations of all students. The goal of reading, mathematics, and science instruction of students with the most significant cognitive disabilities is the acquisition of important skills to enable these students to achieve high academic expectations and to access the general academic curriculum. Wyoming's alternate assessment, Proficiency Assessments for Wyoming Students – Alternate (PAWS–ALT), is designed for a small number of students with the most significant cognitive disabilities. It is part of a statewide instructionally supportive assessment system which complies with the requirements of the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

The primary goal of the PAWS–ALT is the determination of student subject mastery against grade-level extended Wyoming Academic Content Standards and Academic Benchmarks in reading, mathematics, and science. In order to achieve this goal, the assessment design is intended to:

- Produce evidence from which valid inferences about students' academic achievement can be drawn through the provision of a wide range of accommodations during test administration.
- Make the assessment accessible to students with the most significant cognitive disabilities so that the students can demonstrate their mastery of academic knowledge and skills.
- Guide the development of challenging instructional activities appropriate for this student group based on the extended Wyoming Academic Content Standards for the grade in which the student is enrolled.

1.2 Background

All students, including all students with disabilities, are to participate in the Wyoming Assessment System. Students with disabilities must participate in the state assessment in one of the following formats as determined by their IEP team or 504 team:

- Proficiency Assessments for Wyoming Students (PAWS) without accommodations
- Proficiency Assessments for Wyoming Students (PAWS) with standard accommodations
- Proficiency Assessments for Wyoming Students—Alternate (PAWS–ALT)

Students who participate in the PAWS–ALT are those whose IEP teams have determined that their achievement levels (proficiencies) will be measured against Alternate Academic Achievement Standards, as determined by their IEP teams. Alternate Academic Achievement Standards define grade-level performance descriptions that are reduced in breadth, depth, and complexity as compared to the Achievement Standards used to determine proficiency levels of students who participate in the general assessment—the PAWS. Reasons for and consequences of participation in the PAWS–ALT must be discussed, explained, documented on the student's IEP, and additionally communicated to parents and guardians who are not in attendance at the IEP meeting.

1.3 Overview of the PAWS–ALT Design and Components

The PAWS–ALT has been designed to measure the academic skills of Wyoming students through an examination and ongoing study of student cognition and styles of learning, observation of student work, and inferences drawn from results of the assessment. An understanding of these relationships can lead to effective teaching, learning, and assessment of students with significant cognitive disabilities.

The PAWS–ALT includes content area assessments in reading and mathematics in grades 3–8 and 11, and in science in grades 4, 8, and 11. Each content assessment of the PAWS–ALT is comprised of ten Student Performance Events (SPE), nine operational items and one field test item, per subject. The PAWS–ALT presents the student with an assessment approach through which he or she can meaningfully demonstrate what they have learned in relation to the grade-level extended Wyoming Academic Content Standards for students with the most significant cognitive disabilities.

1.3.1 Extended Wyoming Academic Standards

Wyoming has worked diligently to address the instructional and assessment needs of students with the most significant cognitive disabilities by promoting access to a grade-level academic curriculum that is both meaningful and appropriate for this population. To this end, Wyoming has adapted, or "extended," the Wyoming Content and Performance Standards to reflect a set of academic expectations by which these students will be assessed. These extended content standards, known as the extended Wyoming Academic Content Standards and Academic Benchmarks, are clearly linked to the State's grade-level Wyoming Content and Performance Standards and cover academic content that is reduced in breadth, depth, and complexity while remaining purposeful and appropriately challenging for this population. The extended Wyoming Academic Content Standards specify the essential learning all students must master. The extended Wyoming Academic Benchmarks are specific to each grade and further define the knowledge and skills in grades kindergarten through 8 and grade 11 in reading and mathematics. In science, extended Wyoming Academic Benchmarks are specific to grade spans (K–4, 5–8, and 9–12).

The extended Wyoming Academic Benchmarks, though less complex, define ways all students access the general curriculum. Teachers ensure that students achieve mastery by using a range of instructional strategies they select based on students' needs, individual learning characteristics, and communication levels, using grade-level appropriate materials to provide access to the general education curriculum based on the grade-level extended Wyoming Academic Benchmarks.

1.3.2 The Student Performance Events (SPE)

The Student Performance Events (SPE) is made up of distinct performance tasks in each content area (reading and mathematics in grades 3–8 and 11, and science in grades 4, 8, and 11). The SPE allows students to demonstrate knowledge and skills on performance tasks that are aligned to the extended Wyoming Academic Content Standards and Academic Benchmarks. The items for the SPE are written to address specific identified skills by means of a scripted format and include provided stimulus materials. The Test Administrator and a Second Scorer both score the student's responses and record the results on separate Demographic Data Page/SPE Score Sheets. Each SPE item lists stimulus and/or response materials that are needed to administer the item. For all content areas, each item lists materials that are needed to correctly assess the student on the specific Academic Benchmark being measured by the item. Each task is intended to elicit a specific academic behavior or response on the part of the student. The number of points earned by the student's correct response is related to the level of standardized support provided by the Test Administrator.

The Test Administrator is required to begin the presentation of each item at the beginning of the script, which requires a correct, independent student response with no support to earn the highest possible score. If a student cannot respond to a task as it is presented, the script directs the teacher to give specific, standardized support to the student. The student is provided support to the point where the teacher assists the student in completing the task with hand-over-hand assistance and/or step-by-step directions. At the point where the student responds correctly, the teacher will move on to the next item. The items utilize a system of least prompting in order to provide all students an opportunity to access the specific skill. This system of prompting, as traditionally utilized for students with severe disabilities, employs procedures to promote skill acquisition. In the design of the SPE items, a similar approach is used in order to maximize the opportunity for students to demonstrate their highest level of skill acquisition to a Test Administrator in a manner consistent with instruction. A hierarchy of prompts moving from no prompting (performs independently), to least intrusive, to most intrusive amounts of assistance, is utilized to measure the level of student performance on each item.

1.3.3 State Policy on Student Participation

The PAWS–ALT is one assessment in a statewide instructionally supportive assessment system that complies with Wyoming Statute § 21-2-304 (a) (v) which describes the requirements of the Wyoming Statewide Assessment System, with the requirements of the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Students who participate in the PAWS–ALT are those whose achievement levels (proficiencies) will be measured against Alternate Achievement Standards, as determined by their IEP teams. Alternate Achievement Standards define performance levels for each assessed grade that are reduced in breadth, depth, and complexity as compared to the Achievement Standards used to determine proficiency levels of students who participate in the general assessment—the PAWS. Reasons for and consequences of participation in the PAWS–ALT must be discussed with parents/guardians and documented on the student's IEP.

The Wyoming Department of Education (WDE) has developed and updated participation requirements to aid Local Education Agencies (LEA) and Individualized Education Program (IEP) teams in their determination of individual student participation in the Wyoming state assessment system. The IEP team can guide and inform their decision-making process by evaluating the following criteria. These criteria are not provided to serve as a checklist but rather as points of discussion by the IEP team, including parents/guardians, to determine a student's eligibility in the alternate assessment and to discuss the consequences of the student's participation in the Wyoming state assessment system. Participation criteria do not include program setting, category of disability, percentage of time in the general and/or education setting, or the developmental or mental age of the student.

Table 1: Participation Criteria for the PAWS–ALT

Criteria to Determine Participation in the PAWS–ALT
The student's access to the Wyoming Content and Performance Standards is provided by the grade-level linked, extended Academic Content Standards for students with the most significant cognitive disabilities standards, which are reduced in breadth and depth at less complex levels with extensively modified instruction.
AND
Decisions are made by each student's IEP team by persons who are most familiar with the student's individual needs, not an administrative decision.
AND
The student demonstrates a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.
AND
The student's proficiency levels are appropriately measured against Alternate Academic Achievement Standards.
AND
The student's IEP goals and objectives are based upon the grade-level linked, extended Academic Content Standards which are reduced in breadth, depth, and complexity as compared to the Wyoming Content and Performance Standards.
AND
The student's IEP goals and objectives are based upon the grade-level linked, extended Academic Content Standards and define appropriate level of challenge given the student's present levels of performance, historical data, and rate of progress.
AND
Proficiency determined by Alternate Achievement Standards does not under challenge the student or limit the educational opportunity of the student.
AND
The student cannot participate in the PAWS with or without accommodations, as appropriate, based on his or her IEP.
AND
The request for alternate assessment for each student is to ensure the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.

2 PAWS–ALT Design and Development

2.1 Test Administration Overview

2.1.1 April – August, 2011: Item Development

Once the determination was made regarding the quantities and types of items to be developed for inclusion on the spring 2012 test form, item writer training was conducted. Training consisted of two phases. Phase I training was accessed online independently by writers and editors between April 27 and May 4, 2011 (http://wy.ziptrain.com/). This phase consisted of a training overview, SPE PowerPoint presentations, and information about administration of SPE items. Phase II training was conducted by Questar's Item Development Project Manager, Lisa Moore. Training was conducted on May 5, 2011. Prior to the training session, the project manager worked with the WDE to develop an updated version of the item writer's manual. This manual, the 2012 PAWS–ALT Student Performance Events Item Specifications and Item Writers' Guide, which contained links to the extended grade-level Wyoming Academic Content Standards and Academic Benchmarks and guidelines emphasizing the use of Universal Design principles, was sent to the writers prior to the training session. The writers also received specific information regarding their item-writing assignments and templates to use for writing the individual test items. The item writer training session was presented inside a synchronous virtual classroom accessed via the Internet, allowing the item writers and editors, Questar's project manager, and WDE assessment staff to interact with each other and with the training materials in "real" time.

The training session consisted of an overview of the project, a detailed description of the expectations of the WDE for quality items, a presentation of the item specifications and Wyoming Academic Content Standards and Academic Benchmarks, item submission and review processes, and the development schedule. There was also a general overview regarding Universal Design for Assessment, cognitive levels, content appropriateness, and types of potential biases.

The item writers and editors for all PAWS–ALT subject areas were selected with consideration given to their experience with the grade level and subject area for which items were written, as well as their prior experience working with special education students. Item writers and editors are highly educated (e.g., M. Ed., B.A.) and experienced independent contractors, most of whom are current or former teachers. Each writer and editor was required to sign a confidentiality agreement before commencing work on PAWS–ALT. Once item writing training was completed, item writers began writing items as assigned. Items were transferred electronically to editors for review. The test items were password protected to maintain test security.

The Questar Item Development Project Manager was in regular communication with her team of subject-area writers as their work progressed and as any questions arose. As items were reviewed and edited internally, writers were given prompt and regular feedback on the quality of their efforts. Item writers were encouraged to ask questions regarding the interpretation of item specifications or standards and expectations. Once the items were edited, formatted, and reviewed by the Questar Item Development Project Manager, they were submitted for WDE's review, further editing, and final approval prior to the committee Item Review meeting.

2.1.2 August, 2011 – January 2012: Item and Bias Review, Test Construction, and Administration Training

In July, 2011, the WDE began recruiting participants to review the newly created PAWS–ALT test items for reading, mathematics, writing, and science. The Item Content Review meeting took place on August 9, 2011, and the Bias and Sensitivity Review took place on August 10, 2011. Both meetings took place in Lander, Wyoming.

A total of 19 educators and administrators participated in the Item Content Review activity, and 13 educators and administrators participated in the Bias/Sensitivity Review activity. Participants were grouped into content committees. There was one committee of math/science teachers and one committee of reading teachers. Committee members received background information and training by the WDE and the Questar Item Development Project Manager prior to breaking out into their separate subject-area groups.

A total of 20 items were reviewed by each of the committees: 8 reading items, 9 math items, and 3 science items. A Questar facilitator coordinated each panel's activities throughout the sessions. The facilitator provided committee members with sets of PAWS–ALT field test items, extended Wyoming Academic Content Standards and Academic Benchmarks rubrics for scoring items, and Item Judgment Forms. Committee members reviewed the newly developed items individually, making independent judgments, and then the facilitator led a group discussion regarding the content of each item. Items were evaluated in terms of alignment, quality, grade-appropriateness, and bias. Committee members suggested any revisions, and when group consensus was reached, the Questar facilitator recorded the committee's recommendations. The Content Item Judgment Form contained the following questions for each item:

- Alignment: Does this item measure the Standard/Benchmark/Levels of Complexity it was designed to measure?
- Quality: Is the item well-written and clear?
- Appropriateness: Is the item appropriate (both developmentally and academically) for the population being tested?
- Comments: This column can include any specific comment you have about an item.

The Bias and Sensitivity Judgment Form contained the following questions for each item:

- 1. Is this item sensitive to students of either gender?
- 2. Is this item sensitive to students of every culture?
- 3. Is this item sensitive to students who are not native English speakers?
- 4. Is this item sensitive to students of every religion?
- 5. Is this item sensitive to students of every socio-economic background?
- 6. Is this item sensitive to students of every race?
- 7. Is this item sensitive to students' physicality (i.e., weight, height)?
- 8. Is this item accessible to students from every geographical location of the state?

Committee members discussed and suggested any revisions, and when group consensus was reached, the Questar facilitator recorded the committee's recommendations. After the group made a recommendation regarding each item, every panelist had the opportunity to record additional comments on the Item Judgment Form. Final results of Item Review are included in Appendix A, August 2011 Item Review Meeting.

At the conclusion of the Item Content Review and Bias/Sensitivity Review meetings, participants were given an evaluation form and asked to evaluate the meeting on a scale of 1 to 5, with 5 as the highest rating. (See Appendix B, 2012 PAWS–ALT Item Review Evaluation Form.)

Test Construction

Following the item review meeting, Questar and the WDE completed a review of the committee recommendations. WDE subsequently provided the final determination regarding revising or rejecting the proposed items. Over the next several weeks, Questar worked with WDE to assemble the spring 2012 test forms, using previously developed and administered test items along with newly-developed, committee-reviewed items. The Breadth of Content Standard Coverage document was used to guide the selection of items for each grade and content area (see Appendix C).

Test Administration Training

In order to prepare Wyoming teachers to administer the PAWS–ALT, the WDE provided PAWS–ALT test administration criteria through print and electronic media and in interactive, web-based hands-on training sessions. A series of required trainings provided to Test Administrators and Second Scorers included the completion of two stages of training for both groups (identified as Phase I and Phase II). Second Scorers are required for each administration of the Student Performance Events (SPE) in all content areas. Notification of Phase I and Phase II Training was provided to Test Administrators and Second Scorers through Superintendent's Memos and e-mail correspondence.

Phase I for Test Administrators

Phase I PAWS–ALT 2012 Administration and Scoring Trainings for Test Administrators occurred via webinar January 10th and 18th, 2012 with presentations by the WDE and Questar Assessment, Inc. All Test Administrators were required to attend these trainings in order to be trained on accurate administration and scoring criteria and to participate and receive direct feedback on scoring training activities. Completed participant administration and scoring worksheets from the training activities for the SPE were collected at the close of each of the training sessions.

All materials associated with the Phase I Test Administrator Regional Trainings were later made available on the WDE website. Online completion of Phase I and Administration and Scoring Trainings was required for those Test Administrators who were not able to attend one of the regional trainings. Verification of completion of online Phase I Administration and Scoring Training by Test Administrators was submitted to respective building principals.

Phase II Training for Test Administrators

Phase II Test Administrator training was required and available on the 2012 PAWS–ALT Online Training website. Within the online training website, Test Administrators are designated as Assessors in Training. After they pass required proficiency tests, their status is changed to Qualified Assessors. Assessors in Training were provided with training addressing the PAWS–ALT assessment system and the Student Performance Events, followed by proficiency tests. Test Administrators were required to pass all three proficiency tests with scores of 80% or better. Multiple attempts to pass the tests were provided through the online system. To support Test Administrators as Assessors in Training, fourteen regional Qualified Trainers were trained and made accessible through the online system. Assessors in Training could contact the Qualified Trainers via e-mail to clarify information, obtain guidance, and to have their tests reset in order to have another attempt to complete a proficiency test. Specific to the SPE, multiple training videos containing the administration of sample SPE items across all assessed content areas to students with significant cognitive disabilities were provided. Assessors in Training completed selected response items based on the SPE, including questions about administration and scoring criteria as well as a set of items based on a sample SPE item. The sample item had related questions regarding score point application, appropriateness of prompting/modeling demonstrated in the scenario, interpretation of scores, and the scoring rubric. The responses were collected and analyzed statewide. Additionally, these responses were utilized to determine future training needs and will be used to update the Proficiency and Refresher Tests for the next year's administration. Online completion of Phase II Administration and Scoring Training and successful completion of either the Proficiency Tests (to be completed by first and second year Test Administrators) or the Refresher Test (to be completed by third year or more Test Administrators) were required of all Test Administrators.

Upon successful completion of the required tests, the status of each Test Administrator was changed from "Assessor in Training" to "Qualified Assessor." Verification of completion of this training was provided by the Wyoming Department of Education and was then submitted and kept on record by the respective building principals. Additionally, the PAWS–ALT Online Training website served as a resource for a multitude of documents to support the Wyoming Alternate Assessment System. The State could easily upload documents under the Materials Tab for download by Test Administrators and Second Scorers. The following types of materials were provided: PAWS–ALT Resources, Administration Materials and Forms, Training Information and Materials, and Instructional Resources.

Phase II Training for Second Scorers

Phase II Second Scorer training, which replicated Phase II Test Administrator training as stated above, was required and made available in the same manner to Second Scorers. Second Scorers were required to pass the SPE Proficiency Test. Upon successful completion of the required tests, the status of each Second Scorer was changed from "Assessor in Training" to "Qualified Assessor." Verification of completion of this training was provided by the Wyoming Department of Education and was then submitted and kept on record by the respective building principals.

FUSION PAWS–ALT Community

The Wyoming Education FUSION site is a single sign-on, secure solution designed to enable educators associated with the Wyoming Alternate Assessment System to have access to resources and to provide avenues for communication. Through this site, educators can take advantage of an opportunity to share their knowledge with other educators to promote challenging educational opportunities for students with the most significant cognitive disabilities. The PAWS–ALT Community also provides opportunities for the State to post announcements, what's new and access to a virtual hard drive through which assessment-related and instructional materials were made available. Additionally, PAWS–ALT Test Administrators could blog with one another to exchange ideas.

2.1.3 February – April, 2012: Test Administration

PAWS–ALT materials delivered to schools in early February, 2012 included: the 2012 Complete Guide to the Administration of the PAWS–ALT, the Building Test Coordinator's Manual, Student Performance Events Booklets, and Stimulus Materials Packets. These documents included information about the design, administration and scoring requirements, and monitoring of the 2012 PAWS–ALT as well as the receipt and secure return of all test materials. The SPE administration window was February 20–April 3, 2012.

Questar established a customer service support center during the PAWS–ALT administration. The support center was responsible for answering phone and e-mail correspondence from Wyoming schools and institutions. Specific responsibilities included tracking testing materials shipments and processing additional materials orders. Support was also provided to Test Administrators regarding policy issues and administration criteria by the Wyoming Department of Education.

2.1.4 May, 2012: Scoring

Chapter 3, Scoring the PAWS–ALT, contains information regarding the scoring of the Student Performance Events.

2.1.5 August, 2011: Data Review

Data Review of the items field-tested on the 2011 PAWS–ALT Student Performance Events occurred on August 11, 2011 in Casper, Wyoming. A group of 12 educators from around the state convened to review items in reading, writing, mathematics and science (see Appendix D, 2011–2012 PAWS–ALT Data Review Plan). A presentation by lead psychometrician Dr. Canda Mueller included an overview of the PAWS–ALT development, a statistics review, an overview of Data Review, and a question-and-answer session (see Appendix E, WY PAWS–ALT Data Review Presentation). Next, the reviewers were given three primary documents: a Data Review Data Sheet containing the data associated with the field-tested items, a Data Review Booklet containing the SPE items and Stimulus Cards associated with the field-tested items, and a Judgment Sheet.

The Data Sheets identified the following item statistics: Item Mean, Adjusted Item Mean, p-value, Item-Total Correlation, and Score Distributions. The Data Review Booklets were inclusive of all field test items and corresponding item statistics. The booklets were organized by content area for all grades grouped by content area and corresponding item statistics.

The Data Review Item Judgment Sheet contained the following questions for each item:

- Does the item correctly measure the Extended Academic Standard and Academic Benchmark?
- Is the item worded clearly?
- Is the item difficulty level appropriate?
- Is the item biased toward or against any group (e.g., gender, race, ethnicity, socioeconomic status)?
- Final Recommendation: Use (U), Revise (R), or Do Not Use (DNU)?
- Comments

In summary, a total of 22 SPE items (6 reading, 7 math, 7 writing, 2 science) were presented to the data review committee. Of that number, 20 items were accepted into the item bank by the committee and two items were eliminated by the committee (one writing item and one science item).

2.1.6 July, 2012: Student Score Report Distribution

The 2012 PAWS–ALT Student Reports arrived in the Wyoming districts on July 29, 2012. Two printed reports were provided to the districts along with a copy of the Complete Guide to the 2012 PAWS–ALT Student Report for the school and for each parent or guardian. The guide contains key information about the content and structure of the PAWS–ALT assessment as well as information related to the meaning of the scores contained on the student reports. A PDF of the guide was also made available on the WDE website at www.edu.wyoming.gov, State Assessment, PAWS–ALT. Chapter 5, PAWS–ALT Score Report, and Appendix F provide additional information regarding student reports.

2.2 Administration Criteria of the PAWS–ALT

2.2.1 Student Performance Events (SPE)

The Student Performance Events are organized in grade-specific test booklets. All students are assessed on all items in the content areas in their respective grades. The items are scripted with “SAY” and “DO” statements to guide the teacher through the task administration and to ensure a standardized delivery. The score points associated with each level of student response are embedded within each item stating clear criteria for awarding each score point. The number of points earned by the student’s correct response is related to the level of standardized support provided by the Test Administrator. The Test Administrator is required to begin presentation of each item at the beginning of the script, which requires a correct, independent student response with no support to receive 4 score points. When the student responds correctly, the Test Administrator is directed to move on to the next task.

The administration of the SPE requires the use of Stimulus Materials and/or Response Materials to correctly assess the student in each content area. Each item lists the required Stimulus Materials followed by the Response Materials. Grade- and content-specific materials are provided with the PAWS–ALT testing materials. Response Materials are common to academic instruction and are collected and provided by the Test Administrator as required. Preparation for an accurate, uninterrupted administration of the SPE requires knowledge and collection of the Response Materials in advance.

To ensure the administration of a valid and reliable assessment and to allow a student with significant cognitive abilities to demonstrate knowledge and mastery of academic knowledge and skills, accommodations are allowed during the administration of the PAWS–ALT. The materials teachers use to administer the 2012 PAWS–ALT should reflect those used in daily instruction. Suggested materials may be adapted to accommodate individual student needs and modes of communication in preparation for this assessment. It is essential that all students be provided with the accommodations and assistive technology that they use on a regular basis and are necessary for them to access the tasks in the most meaningful way. Because of the diversity of the population of students who are eligible to take the PAWS–ALT, accommodations that mirror a student's regular instructional experience are allowed. English Language Learners who meet the eligibility criteria to participate in the PAWS–ALT are provided accommodations. The accommodations must effectively facilitate access to the test and be used regularly by the student during instruction and assessment.

The SPE items utilize a system of least prompting in order to provide all students an opportunity to access and demonstrate their knowledge of the assessed skills. This system of prompting, as traditionally utilized for students with severe disabilities, employs procedures to promote skill acquisition and is defined as a sequence of prompting embedded in each SPE item. The scripted items are presented with increasing levels of support in order to provide students of all levels and abilities an opportunity to access the assessed skill. The hierarchy of prompts, moving from no prompting (performs independently), to least intrusive, to most intrusive amounts of assistance, is utilized to measure the level of skill acquisition on each item. Prompts can be verbal, gestural, positioning or arranging materials, modeling, or demonstrating. The type of prompt and amount of support is determined by the skill being assessed and is defined within each item. The following system of least prompting is utilized to allow the student to perform an accurate response associated with a range of 4–0 score points. The score points and criteria for scoring accurate responses are:

A	**4 points**	Student responds correctly and independently to the initial task. → **Go to Item X.**

B	**3 points**	Student responds correctly to a modified form of the initial task with minimal prompts. → **Go to Item X.**

C	**2 points**	Student responds correctly to a simplified form of the initial task with multiple prompts. → **Go to Item X.**
D	**1 point**	Student responds to a simplified form of the initial task with continuous prompts. → **Go to Item X.**
E	**0 points**	Student refuses to complete the item. → **Go to Item X.**
		Student attends to the task. → **Go to Item X.**

Each task is intended to elicit a specific academic behavior or response on the part of the student. The scripted items are presented with increasing levels of support in order to provide students of all levels and abilities an opportunity to access the assessed skill. The Test Administrator is required to begin at the first level of each item, thereby enabling a student who independently provides a correct response to earn four score points. If the student responds correctly, the Test Administrator is directed to go on to the next item. The Test Administrator may not begin presentation of an item in the middle of the script; to do so would preclude the student from the opportunity for accurate performance at the highest score point possible and circumvents required and acceptable testing procedures. If a student is unable to respond correctly, the script directs the Test Administrator to proceed to the next level of scripted, standardized support within an item by following the "SAY" and "DO" statements. Increasing levels of support and modeling are provided across the three remaining score points for each item.

In order to meet technical requirements of the assessment, a Second Scorer is required during the administration of the SPE in all content areas for each student. The Test Administrator and a Second Scorer will both independently score the student's responses and record the results on separate Demographic Data Page/SPE Score Sheets.

3 Scoring the PAWS–ALT

3.1 Scoring of the Student Performance Events (SPE)

The Test Administrator and Second Scorer both score the student responses and record the results on separate score sheets, the Student Demographic/SPE Score Sheet. After the conclusion of the testing window, the score sheets were sent to Questar Assessment, Inc. where they were scanned using Scantron 5000i scanning technology.

The quality control procedures at Questar ensure the responses recorded by the Test Administrator and Second Scorer on the score sheets are 100% verified. Questar's scanners capture student demographic data and the scores recorded by the Test Administrator and Second Scorer. Through this process, the student is associated with his or her scores that were recorded by the Test Administrator and Second Scorer. If the program cannot identify this association, the student's record is flagged for review.

4 PAWS–ALT Standard Setting

Standard setting is a primary activity for tests administered under NCLB. Planning for the standard-setting activities began in the summer and fall of 2007 with discussions among professional staff of the WDE and the state's contractor to the WDE for PAWS–ALT support services, Questar Assessment, Inc. These discussions led to three iterations of written outlines for the process to be followed for establishing the student performance standards. These draft plans were ultimately finalized and approved by the WDE in February, 2008 and standard setting was conducted on June 2–3, 2008. The full standard-setting report was included in the 2009 PAWS–ALT Technical Manual.

A confirmatory standards review for every grade and subject was conducted on June 1, 2011. This review was necessary because the total number of raw points was reduced from 72 raw points to 60 points for Reading, Writing, and Mathematics. The total number in Science was reduced from 52 raw points to 48 points. The point reduction was completed based on U.S. Education Department (USED) peer review guidance received in 2010. The cut scores were proportionally reduced to reflect the new raw score totals. Wyoming educators met to review these proportionally reduced cuts, scored student work and proportions of students in each performance category. The panel of educators agreed that the student data indicated that the proportionally reduced cuts were indeed appropriate and no additionally adjustments were necessary.

Formal standard setting activities were conducted during the 2011-2012 administration year following the removal of the Portfolio of Student Work. The Reasoned Integrated Judgment Method (Mueller, 2012) was applied to all content areas in September 2011. The student SPE scores from the 2011 administration were used to determine the impact of the suggested cut points during that meeting. A follow-up verification task was completed in May 2012 so that student work from the 2011–2012 administration could be reviewed and cut points could be finalized. The full report of these activities is included in Appendix G.

5 PAWS–ALT Score Report

5.1 Overview

The PAWS–ALT Student Report includes information about a student's performance level in reading and mathematics in grades 3–8 and 11, and in science at grades 4, 8, and 11. A student's score in the PAWS–ALT is shown along with the points earned out of the total points possible for each content area. The report includes score results for the SPE, grade-level specific Performance Levels and descriptions of one of the four levels achieved by the student in each content area.

This PAWS–ALT Student Report is intended to help parents and guardians track their child's continuing academic progress and provide valuable feedback to teachers. The information provided on the report, when combined with other educational assessments, is to be used by the special education teacher and I.E.P team to adjust goals, methodology and instruction to continuously improve the student's academic progress. An example of a student report, including descriptions of its purpose and content, is provided in Appendix F.

5.2 The Complete Guide to the 2012 PAWS–ALT Student Reports

The Wyoming reporting system includes a guide to aid teachers, administrators, parents, and guardians in the accurate interpretation of the PAWS–ALT student-level data. The Complete Guide to the 2012 PAWS–ALT Student Report is the primary document that provides key information about the content and structure of the PAWS–ALT test, as well as information related to the meaning of results. The guide provides background information about Wyoming's alternate assessment, student participation in the Wyoming Assessment System, a description of the SPE, understanding the student report and student's results, Performance Levels and Student Performance Level Statements, using the results, grade-level tables indicating academic skills in reading, mathematics, and science, and finally, contact information to obtain more information (see Appendix F, The Complete Guide to the 2012 PAWS–ALT Student Report).

To publicize this information, the guide is made available through a Superintendent's Memo to District Superintendents for distribution to schools. Guidelines for the distribution, of the student reports and interpretative guides are provided within the memo along with contact information for both the WDE and the assessment vendor. The guide is posted on the WDE website.

6 Item and Test Statistics and Reliability

Description of the Student Population

The PAWS–ALT was administered in the spring of the 2011–2012 school year across 48 districts in Wyoming to a total of 430 students across seven grades for reading, mathematics, and science in grades 4, 8, and 11. Appendix H contains the n-count by school within district. Again, this data shows the very small n-counts that exist within the Wyoming educational system. Such a small n-count connotes the rural and sparse nature of the student population in Wyoming. According to 2006 U.S. Census data, there are approximately 5 people living per square mile in Wyoming. Also, 94.5% of the state's population is white, 2.5% is American Indian and Alaskan Native, and 6.9% of Hispanic/Latino origin. Furthermore, it should be noted that small changes in n-count can have a fairly large impact on the percentages of students in performance levels or within categories. In addition, the small n-counts require caution in over-interpreting statistical analyses. The following tables provide the participation of students by gender and grade and by ethnicity and grade for reading. Note that the total counts may not always be the same within a grade. This is because some students' demographic data was missing.

Table 6.1 n-counts by Gender and Grade for Reading

Grade	Female		Male		Total
3	16	30%	38	70%	54
4	17	31%	37	69%	54
5	25	33%	51	67%	76
6	17	28%	44	72%	61
7	22	37%	38	63%	60
8	30	42%	42	58%	72
11	31	42%	42	58%	73

Note: Small n-counts restrict the number and type of analyses possible.

Table 6.2 n-counts by Ethnicity and Grade for Reading

Grade	Hispanic/ Latino	Non-Hispanic/ Latino	Asian	Native Hawaiian/ Pacific Islander	American Indian or Alaskan Native	Black	White	Not Indicated or Multiple Marks	Total
3	11	0	0	0	4	1	38	0	54
4	2	0	0	0	0	1	49	2	54
5	15	1	0	0	2	0	56	2	76
6	4	0	0	0	0	1	52	4	61
7	7	0	0	0	2	1	47	3	60
8	13	0	0	0	5	0	51	3	72
11	11	0	1	0	1	2	55	3	73

Note: Small n-counts restrict the number and type of analyses possible.

Participation across grades is fairly consistent, although the gender breakdown varies somewhat by grade. The complete set of tables for all three content areas is contained in Appendix I. In reviewing the tables, one should remember that these represent all of the students deemed eligible to be administered the PAWS–ALT for the 2011–2012 school year.

Continuing with the description of the student population for 2011–2012, the following tables provide the reading raw score means and standard deviations for females and males by grade, and for white and Hispanic students by grade. The complete set of tables for all content areas is contained in Appendix J. In addition, Appendix J contains information on the proportion of students categorized in each performance level derived from the standard setting workshop described previously. This data is presented for each grade and content area.

Table 6.3 Raw Score Summary Statistics for Reading by Gender

	Female			Male		
Grade	N	Mean	SD	N	Mean	SD
3	16	28.25	5.29	38	24.16	9.10
4	17	25.65	9.04	37	24.05	9.65
5	25	24.40	8.36	51	21.67	9.91
6	17	26.41	7.50	44	22.05	9.81
7	22	27.50	7.47	38	27.39	6.88
8	30	29.57	5.34	42	23.60	9.22
11	31	26.81	8.14	42	26.02	6.81

Note: Small n-counts restrict the number and type of analyses possible.

Table 6.4 Raw Score Summary Statistics for Reading by Ethnicity

Grade	White			Hispanic		
	N	Mean	SD	N	Mean	SD
3	38	24.97	8.82	11	29.55	5.20
4	49	25.45	8.62	2	11.50	13.44
5	56	21.79	9.35	15	24.60	9.50
6	52	23.77	9.47	4	18.00	10.80
7	47	27.04	7.65	7	30.14	3.72
8	51	25.92	8.36	13	26.46	8.21
11	55	26.95	6.45	11	22.91	10.44

Note: Small n-counts restrict the number and type of analyses possible.

Item Level Analyses and Correlations

Item means and item-total correlations are presented in Chapter 7, Construct Validity Evidence (section 7.2). In general, the items function as one would expect. Across all content areas and grades, there is a range of difficulty across the items, which is expected. In comparison to the 2011 results, it appears that the assessment is functioning consistently at the item level.

Reliability and Standard Error of Measure

As important as a review of item means and item-total correlation is, that is but the beginning of documenting a test's adequacy. The total reliability of a test, as constructed with the SPE and the standard error of measurement, provides the overall perspective of how the items and components that form a test operate. Reliability is one of the major aspects of any test and is highlighted in the Standards for Educational and Psychological Testing (1999, AERA, APA, & NCME).

Tables 6.5–6.8 provide the summary statistics, reliability coefficient, and standard error of measurement (SEM) by grade for reading, mathematics, and science, respectively. As seen in these tables, the reliability of the tests are quite good, ranging from .86 to .94 with an average of .84 (the average is across all three content areas).

Table 6.5 Score Summary, Reliability, and SEM for Reading by Grade

Grade	N	Mean	SD	Cronbach's Alpha	SEM
3	54	25.37	8.32	0.89	2.78
4	54	24.56	9.40	0.94	2.35
5	76	22.57	9.46	0.93	2.50
6	61	23.26	9.37	0.94	2.36
7	60	27.43	7.04	0.89	2.32
8	72	26.08	8.34	0.91	2.51
11	73	26.36	7.36	0.90	2.32

Note: Small n-counts restrict the number and type of analyses possible.

Table 6.6 Score Summary, Reliability, and SEM for Mathematics by Grade

Grade	N	Mean	SD	Cronbach's Alpha	SEM
3	54	25.67	8.41	0.89	2.75
4	54	22.52	9.02	0.92	2.60
5	76	25.51	8.66	0.92	2.45
6	61	22.80	12.62	0.89	4.16
7	60	26.07	7.64	0.90	2.37
8	72	21.18	7.24	0.86	2.75
11	73	22.63	7.70	0.89	2.56

Note: Small n-counts restrict the number and type of analyses possible.

Table 6.7 Score Summary, Reliability, and SEM for Science by Grade

Grade	N	Mean	SD	Cronbach's Alpha	SEM
4	75	29.92	10.23	0.81	4.44
8	76	33.62	10.93	0.86	4.04
11	62	29.60	10.36	0.81	4.46

Note: Small n-counts restrict the number and type of analyses possible.

In addition to high reliabilities, the standard error of measure is low, as one would expect. These indices mean that interpreting the overall scores for the PAWS–ALT can be done with a good deal of confidence. Given the small n-counts, these results are very good.

While the assessment forms cannot be directly compared to prior years because of the removal of the Portfolio of Student Work and the small population size, all assessment forms have performed quite well. Previous year results, in conjunction with tables 6.5 through 6.8, indicate that results from each test form can be interpreted with confidence, even though the n-counts are very small. The results are on the following page. See Appendix K for more information on how the forms have performed.

Table 6.8 Test Form Performance

Reading

	2008					2009					2010					2011				
	N	Mean	SD	Cronbach's alpha	SEM	N	Mean	SD	Cronbach's alpha	SEM	N	Mean	SD	Cronbach's alpha	SEM	N	Mean	SD	Cronbach's alpha	SEM
3	42	42.48	13.62	0.84	5.5	52	35.29	14.94	0.94	3.66	80	39.6	12.42	0.62	7.7	45	35.73	15.46	0.86	5.70
4	66	41.65	13.38	0.84	5.4	57	47.65	11	0.86	4.11	56	43.93	13.43	0.82	5.62	79	38.25	11.81	0.83	4.84
5	69	36.9	17.13	0.91	5.2	69	42.28	14.99	0.9	4.74	63	47.32	10.95	0.75	5.52	51	37.14	12.84	0.83	5.23
6	62	40.79	15.84	0.9	4.9	77	40.09	15.12	0.92	4.28	59	44.32	13.62	0.81	5.95	55	41.22	11.40	0.73	5.93
7	68	43.22	15.41	0.92	4.3	63	46.94	13.35	0.86	5	74	43.82	12.61	0.71	6.79	64	39.95	11.04	0.79	5.04
8	64	38.53	15.21	0.9	4.7	78	44.36	13.96	0.89	4.63	67	46.51	12.65	0.83	5.2	77	37.75	12.10	0.82	5.11
11	61	43.39	12.65	0.88	4.3	48	42.15	15.06	0.83	6.21	60	40.97	15.02	0.84	6.07	62	39.68	13.73	0.89	4.59

Mathematics

	2008					2009					2010					2011				
	N	Mean	SD	Cronbach's alpha	SEM	N	Mean	SD	Cronbach's alpha	SEM	N	Mean	SD	Cronbach's alpha	SEM	N	Mean	SD	Cronbach's alpha	SEM
3	42	46.05	14.51	0.87	5.3	52	39.27	15.67	0.93	4.15	78	37.4	15.7	0.7	8.67	45	39.69	13.63	0.93	3.70
4	66	45.29	14.61	0.89	4.9	57	46.19	11.15	0.82	4.73	57	42.07	12.79	0.75	6.35	78	38.10	13.05	0.90	4.14
5	69	39.77	19.74	0.94	4.8	68	43.44	14.2	0.9	4.49	63	49.59	13.83	0.83	5.75	51	39.78	13.76	0.92	3.98
6	60	43.13	15.9	0.91	4.6	77	40.16	13.34	0.86	4.99	58	44.6	14.73	0.72	7.74	55	43.16	10.74	0.84	4.32
7	68	42.54	16.01	0.93	4.2	63	44.65	11	0.89	3.65	73	44.45	13.18	0.78	6.21	63	36.37	10.88	0.77	5.17
8	65	38.97	15.31	0.89	5	78	41.95	12.26	0.86	4.59	67	45.51	12.74	0.85	4.9	77	38.34	11.61	0.90	3.67
11	61	37.82	13.35	0.87	4.9	48	42.46	13.6	0.91	4.08	59	40.75	14.77	0.8	6.54	62	38.45	13.11	0.86	4.96

Science

	2008					2009					2010					2011				
	N	Mean	SD	Cronbach's alpha	SEM	N	Mean	SD	Cronbach's alpha	SEM	N	Mean	SD	Cronbach's alpha	SEM	N	Mean	SD	Cronbach's alpha	SEM
4	65	32.52	11.19	0.85	4.3	57	37.02	9.32	0.82	3.95	56	29.96	11.46	0.66	6.68	75	29.92	10.23	0.81	4.44
8	63	30.4	13.14	0.9	4.2	78	34.67	11.21	0.82	4.75	67	36.79	10.54	0.61	6.55	76	33.62	10.93	0.86	4.04
11	61	29.9	12.27	0.91	3.7	48	31.56	11.42	0.88	3.96	60	31.45	13.13	0.81	5.67	62	29.60	10.36	0.81	4.46

Inter-rater Agreement

In testing programs where constructed-response items are used or where human scorers rate the performance of students or student work, it is important to look at the agreement of the raters or scorers used in the scoring process. Typically, inter-rater agreement is a combination of exact and adjacent agreement rates. Appendix L provides the agreement rates for all content areas of the PAWS–ALT. In general, the agreement rates for the SPE indicate well above 90% agreement. The SPE is administered and scored by a certified, trained Test Administrator (the student's special education teacher) and a certified, trained Second Scorer. This type of scoring in the field typically yields very high agreement rates because of the close proximity to the student and the work being performed and would not be unexpected. In addition, this type of scoring provides a method of evaluating the student's work in "real time," adding to the validity of the assessment. Since the Portfolio of Student Work was removed from the assessment in 2012, the results are not comparable to previous years. However, student performance by grade and content area for years 2008–2011 is provided in Appendix K, Performance Level Data 2008-2011 for completeness. Due to the nature of the assessment, student progress cannot be tracked across grades. However, these figures do give some indication of the stability of the performance levels in that students perform at all levels of achievement.

Summary

Given the design and the nature of the PAWS–ALT, the items contained in the SPE are working as well as could be anticipated. They provide for a range of student performance and are well-related to the overall score received by students. As a whole, the PAWS–ALT is reliable and can be used with confidence in reporting scores to the public.

7 Validity

As noted in the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999), validity evidence should be collected for every intended interpretation and use of the scores resulting from a measurement instrument. The process of validating alternate assessments judged against alternate achievement standards (AA-AAS) presents several challenges. Validating any assessment is a complex process, in this case made even more complex by the unique challenges presented by alternate assessments. The WDE is relying on evidence gathered from multiple studies to inform the ongoing validity argument and how priorities for continuous improvement will be developed as a result.

The process of collecting information pertinent to the validity of any assessment is not a one-time event to take place at a single point in the instrument's development and implementation. The PAWS–ALT is still a relatively new instrument, with essential components that were first introduced in the 2008 operational administration. As such, while this report summarizes several data collection activities pertinent to documenting the assessment's validity, the WDE does not view this as the "complete" presentation of PAWS–ALT validity. This will occur only over time; a process that the WDE is committed to carrying out.

The purpose of the PAWS–ALT is multifold, as outlined previously in this document. The assessment is intended to comply with federal mandates, to inform ongoing instruction, and to help teachers plan instruction for the following year. A student's PAWS–ALT results should help teachers determine his/her level of performance at the time of the assessment and indicate specific skills acquired and those requiring continued instruction. This information can be used to inform and support the construction of a well-structured plan for academic instruction and assessment in the upcoming year. In addition to gauging and documenting students' current achievement status, by reviewing previous assessment results, PAWS–ALT, and other measures of levels of student performance in conjunction with related data, teachers can get an indication of a student's rate of progress relative to individual learning characteristics and certain subject and content standard areas.

Additionally, the PAWS–ALT is intended to hold teachers/schools/districts accountable for implementing standards-based curricula and using assessment results to improve student learning. The PAWS–ALT helps to ensure that teachers/schools/districts are focused on the development, instruction, and assessment of challenging academic performance goals that are aligned with the extended Wyoming Academic Content Standards.

Finally, PAWS–ALT results should inform and support program evaluation at the classroom, school, and district level. This includes identification of both resources that may further support instruction, and topics for professional development of staff.

The WDE has administered and will continue to administer surveys related to all aspects of the PAWS–ALT. The results of these surveys are examined for the purposes of improving participation guidelines, improving administration criteria and training, and as a foundation from which to examine the suitability of the PAWS–ALT and its results as a means of impacting instruction.

To a large extent, the process that was implemented by the WDE to develop and design the PAWS–ALT is, in and of itself, evidence for the use of PAWS–ALT test results in supporting the goals defined above. The WDE acted with great care to ensure that a representative group of the right people was involved in all aspects of developing and implementing the PAWS–ALT program.

Advisory specialists in alternate assessment met at length on many occasions to recommend to the WDE the design given the assessment mandates and intent. In addition, the state implemented a structured process to support the identification of desired assessment and design. This process included the Technical Advisory Committee's review of the extended Wyoming Academic Content Standards and alternate assessments from other states.

This comprehensive review helped to ensure PAWS–ALT results would be viewed as valid, useful, and important to teachers and parents alike. In order for Wyoming to better understand the population of students completing the alternate assessment judged against alternate achievement standards (AA-AAS), the WDE participated in the Learning Characteristics Inventory (LCI) research conducted by the National Alternate Assessment Center (NAAC) during 2011 and will again participate in 2013; however, the WDE did not administer the LCI during 2012.

7.1 Content-related Validity Evidence

Content validity is frequently defined in terms of the sampling adequacy of test items. That is, content validity is the extent to which the items in a test adequately represent the domain of items or the construct of interest (Suen, 1990).

A critical component of the content validity for a standards-based state assessment comes from alignment studies investigating the degree to which the content of that assessment matches the expected outcomes articulated in the state content (i.e. curriculum) standards or targets. An important purpose of the PAWS–ALT is the measurement of individual student achievement against the extended Wyoming Academic Content Standards in reading, mathematics and science. Another purpose of the PAWS–ALT is to foster program improvement at the school, district, and state levels in support of the teaching and learning that takes place in Wyoming public classrooms.

Test Blueprint

The "skeleton" of an assessment is its blueprint. The test blueprint (PAWS–ALT Blueprint, Appendix C) for the PAWS–ALT was developed cooperatively by the WDE and several sets of content advisors. These groups began this activity with the extended Wyoming Academic Content Standards and Academic Benchmarks. Given the number of standards within this document and the necessity of keeping the test time for the PAWS–ALT to a manageable level, a decision was made by the WDE to its advisory groups to cycle the assessment of essentially all standards over a three-year period. This one-third coverage of benchmarks to be assessed each year was determined approximately evenly across standards.

Comprehensive Alignment Study

An alignment study of the PAWS–ALT was conducted through Wyoming's participation in an Enhanced Assessment Grant study, State Academic Learning Links with Self-Evaluation for Alternate Assessment (SALLSA). This study was completed in August 2008 with a final report provided to the WDE in October 2008. A total of 110 reading, 104 writing, 236 mathematics, and 100 science portfolios were reviewed. Each SPE item was rated, for a total of 60 reading, 63 writing, 63 mathematics, and 27 science items.

According to the report, the PAWS–ALT assessments are in line with the standards specified at each grade level. The extensions and SPE tasks are clearly academic, appropriately reference the standards identified, and evidence learning across the intended curriculum. The assessment tasks are age- and grade-appropriate, are accessible, and are designed for the diversity of students with significant cognitive disabilities who function at all symbolic communication levels. The full report and the WDE's response was included in the 2009 PAWS–ALT Technical Manual.

Results of Links to Academic Learning Alignment Study

The results of the LAL Alignment Study provide information to assist the WDE in evaluating the technical quality of the PAWS–ALT. Each set of statistics from the alignment study provides some of the evidence necessary to construct a validity argument. The most effective interpretation and use of this report rely on determining how the evidence from this study informs the ongoing validity argument and how the state will determine priorities for continuous improvement as a result.

The level of technical quality cannot be established in a single year or be based on a single piece of evidence. Assembling a complete body of validity evidence can take many years, unfolding in an evolutionary way over a long period of time. The study results show that the PAWS–ALT assessments are in line with the standards specified at each grade level. The extensions and SPE tasks are clearly academic, appropriately reference the standards identified, and evidence learning across the intended curriculum. The assessment tasks are age- and grade-appropriate, are accessible, and are designed for the diversity of students with significant cognitive disabilities who function at all symbolic communication levels. The WDE was especially commended on the structure it provides for educators to collect evidence of student performance using multiple measures that are related to assessment targets, which are carefully planned to show progress over time. The WDE values the alignment study results and can report several updates regarding the PAWS–ALT. Wyoming has been actively mining the results to inform priorities, both short-term and long-term, for improvement to the assessment system including standards, instruction and assessment.

Ongoing Research and Projects

Wyoming is currently involved in the Longitudinal Examination of Alternate Assessment Progressions (LEAAP) Project.

The LEAAP Project is a federally-funded U.S. Department of Education Enhanced Assessment Grant that is a partnership between four states under the direction of Dr. Meagan Karvonen, Western Carolina University, and Dr. Shawnee Wakeman,University of North Carolina, Charlotte. The purpose of the project is to conduct a retrospective study of content and performance expectations alternate assessments to create a framework for evaluating and establishing skill progressions across years in the AA-AAAS and improving curriculum alignment for instructionally-embedded portfolio assessments. These elements, along with evidence of learner characteristics and teacher decisions, contribute to the validity argument for AA-AAASs (Marion & Pellegrino, 2006).

Additional goals of the project are to investigate and define dimensions of growth in achievement for students with significant cognitive disabilities and examine teacher and student variables in relation to alternate assessment content, administration, and progressions. Results of this project will provide technical assistance to Wyoming on interpreting and using these findings in order to improve assessment systems and disseminate project products and findings. The scope of this project is limited to students who have significant cognitive disabilities. The project will (1) examine the assessed target skills/concepts within portfolio-based AA-AAAS using three years of assessment data, (2) evaluate the enacted curriculum for the current group of students, and (3) compare AA-AAAS and curriculum data to examine alignment and growth across years, in conjunction with student performance.

This project will:

- Provide Wyoming with critical information about the skills included in the students' portfolio assessments (i.e., does the assessed information match the prioritized standards).
- Develop a standard format for states to collect this level of information from within a portfolio either at the state level or at the vendor level to track student expectations.
- Develop a process that is efficient and cost-effective for states to conduct self-review of the content within the portfolio alternate assessment for student over time.
- Provide the first longitudinal review of what the curriculum sequence entails for students with the most significant cognitive disabilities and disseminate these findings to the field.
- Produce data to help states track students skills and progress and to help states frame professional development regarding the content within their AA-AAAS.

Findings of a previous study conducted with Drs. Karvonen and Claudia Flowers suggest professional development needs to make content accessible to more students with varying communication levels. The WDE is using surveys to gather information to determine these needs and plans to offer professional development specific to identified needs. The full report was included in the 2009 PAWS–ALT Technical Manual.

The WDE conducted an IEP content analysis study, also directed by Karvonen. This study examined IEP documentation for multiple aspects of the IEP including academic goals, present levels of performance, related services, and rationale for participation in alternate assessment, etc., for students for whom other data has been collected (Alternate Assessment Performance, Curriculum Indicator Survey). Data collected from the IEP content analysis study was used to inform efforts to review the Wyoming IEP forms, provide input to the Special Programs Division, and support professional development opportunities related to standards-based IEPs.

Participation requirements were updated and revised for the 2010-2011 school year. Revisions included more specific guidance to IEP teams to document through multiple data sources, consequences of participation in alternate assessment, and adherence to participation criteria to inform decision making about participation.

- Dimensions of the scoring rubric for the Portfolio of Student Work that will be further analyzed. Training related to achieving increased coverage of the assessed academic benchmarks will be emphasized. These were addressed in the 2009 PAWS–ALT trainings and will continue to be areas of emphasis in trainings.
- The WDE is still working to promote access to academic instruction and assessment through the adaptation and use of grade-level content and materials.

The WDE is providing better guidance using the LAL study to inform higher-level program managers on item development. For the 2011 PAWS–ALT administration, the previously used Item Writing Guidelines were significantly enhanced and revised. These guidelines, contained within a 25-page document, include item specifications and an item-writer checklist that includes approximately 50 items that must be evaluated by the item writer before sending any item to the first round of Wyoming's review. The Item Writing Guidelines now include overall and content-specific item writing guidance. This includes information about organization of Academic Benchmarks into skill categories, content limits, item contexts, reading passages, and visual specifications.

- To improve the Student Performance Events (SPE) items, the training of the 2011 PAWS–ALT content-specific item writers included three phases, which were: Completion of the Student Performance Events (SPE) PAWS–ALT Online Training, a web-based training of general administration and item development for all content areas, and content-specific item writer training.

Wyoming will continue to provide online training and evaluation of assessors, in addition to onsite, regional trainings. Test Administrators and Second Scorers must qualify to administer the assessment. Feedback about the training, which included training and proficiency modules, was positive. Videos of students taking sample SPE items were included in both modules. Veteran assessors will receive newly developed refresher training prior to the 2012 assessment.

- Wyoming started a train-the-trainers model and now has 15 qualified trainers (QTs) geographically distributed around the state. Trainers distribute information regionally through the online training website.

Wyoming has participated in Project Mastery, a University of North Carolina professional development project that will provide extensive training for Wyoming educators to teach, progress, monitor, and document student performance on challenging academic content.

Construct of Interest

There are several features of the PAWS–ALT administration process that provide evidence that the results measure the intended academic content standards. Content experts from the WDE review every Student Performance Events (SPE) item to ensure alignment to, and appropriate representation of, the extended Wyoming Academic Content Standards required to be assessed by the PAWS–ALT Blueprint (Appendix C). These experts provide feedback to Questar item developers regarding how items can be improved and whether alignment is an issue. Prior to inclusion on the PAWS–ALT, every item must pass the alignment criteria, as well as other criteria, as determined by both the Item and Data Review Committees.

7.2 Construct Validity Evidence

An assessment procedure should not be a random collection of assessment tasks or test questions. The relationships among the tasks on an assessment can be defined as the internal structure of the assessment. In general, skill areas within a given subject test should be moderately to strongly related (i.e., as indicated by a correlation coefficient).

Item means and item-total correlations are presented in the following tables for each content area and grade. An item mean is an indication of the difficulty of an item for a student to respond correctly. An item-total correlation is an indication of how well an item discriminates those who know the answer or can perform the task. The item-total correlation relates the score on an item or task to the total test score. In effect, it is an indication of the extent to which each individual item relates to the overall test construct. As such, it is a measure of item-level construct validity.

Tables 7.1 to 7.3 on the following pages provide the item statistics by grade for reading, mathematics, and science, respectively. Overwhelmingly, the items are functioning as one would expect. Across all content areas and grades, there is a range of difficulty across the items, which is expected. The item means range from a low of 1.57 (a difficult item or task in 6th grade mathematics) to a high of 3.72 (an easy item or task in 3rd grade mathematics). Furthermore, the relationship between the item and the total score was generally quite high and well within most rules of thumb, with almost all item-total correlations well above .40 for items. Across grade levels, the median item-total correlations were .72 in reading, .71 in mathematics and .70 in science. These results indicate consistent performance of the items in comparison to previous years.

Table 7.1 Item Means and Item-Total Correlations by Grade for Reading

Grade 3			Grade 4			Grade 5		
Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation
SPE-1	2.76	0.67	SPE-1	2.96	0.77	SPE-1	2.62	0.82
SPE-2	3.11	0.63	SPE-2	3.06	0.81	SPE-2	2.00	0.84
SPE-4	2.46	0.67	SPE-3	3.46	0.78	SPE-3	2.28	0.75
SPE-5	3.30	0.69	SPE-5	2.93	0.81	SPE-4	3.25	0.82
SPE-6	2.04	0.60	SPE-6	2.48	0.77	SPE-6	2.05	0.80
SPE-7	3.02	0.76	SPE-7	2.22	0.76	SPE-7	2.33	0.78
SPE-8	3.00	0.56	SPE-8	2.41	0.72	SPE-8	2.74	0.80
SPE-9	2.85	0.64	SPE-9	2.59	0.73	SPE-9	2.41	0.78
SPE-10	2.83	0.60	SPE-10	2.44	0.74	SPE-10	2.89	0.79
Grade 6			**Grade 7**			**Grade 8**		
Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation
SPE-1	3.25	0.77	SPE-1	2.28	0.53	SPE-1	2.92	0.77
SPE-2	2.67	0.81	SPE-2	3.28	0.62	SPE-2	2.97	0.68
SPE-3	2.90	0.71	SPE-3	3.08	0.76	SPE-3	2.79	0.58
SPE-4	2.66	0.63	SPE-4	3.22	0.62	SPE-4	3.25	0.62
SPE-5	2.70	0.77	SPE-5	3.28	0.58	SPE-5	3.03	0.80
SPE-6	2.62	0.89	SPE-6	2.65	0.60	SPE-6	2.83	0.72
SPE-7	1.95	0.76	SPE-7	3.15	0.73	SPE-7	2.71	0.67
SPE-8	1.79	0.68	SPE-8	3.43	0.69	SPE-8	3.10	0.78
SPE-9	2.72	0.84	SPE-9	3.05	0.72	SPE-9	2.49	0.62

Grade 11		
Item Number	Item Mean	Item-Total Correlation
SPE-1	2.59	0.62
SPE-2	3.05	0.75
SPE-3	2.88	0.70
SPE-4	3.58	0.70
SPE-5	2.99	0.78
SPE-6	2.42	0.66
SPE-7	2.75	0.54
SPE-8	2.90	0.67
SPE-9	3.19	0.63
SPE-10	3.13	0.76

Table 7.2 Item Means and Item-Total Correlations By Grade for Mathematics

Grade 3			Grade 4			Grade 5		
Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation
SPE-1	2.91	0.73	SPE-1	2.65	0.80	SPE-1	2.87	0.86
SPE-2	2.80	0.71	SPE-2	2.20	0.76	SPE-2	2.93	0.74
SPE-3	3.72	0.41	SPE-3	3.24	0.84	SPE-3	3.19	0.90
SPE-4	2.89	0.65	SPE-4	1.96	0.44	SPE-4	2.66	0.79
SPE-5	2.39	0.74	SPE-5	2.81	0.74	SPE-5	2.55	0.67
SPE-6	2.74	0.62	SPE-6	1.93	0.64	SPE-6	3.34	0.79
SPE-7	2.98	0.61	SPE-7	2.63	0.75	SPE-7	2.05	0.65
SPE-8	2.63	0.66	SPE-8	2.13	0.71	SPE-8	3.11	0.79
SPE-9	2.61	0.73	SPE-9	2.96	0.72	SPE-9	2.86	0.83
Grade 6			**Grade 7**			**Grade 8**		
Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation
SPE-1	2.43	0.72	SPE-1	3.10	0.81	SPE-1	2.35	0.68
SPE-2	2.23	0.74	SPE-2	3.07	0.79	SPE-2	2.14	0.51
SPE-3	2.98	0.62	SPE-3	2.37	0.68	SPE-3	2.94	0.55
SPE-4	2.87	0.71	SPE-4	2.58	0.60	SPE-4	3.01	0.67
SPE-5	1.98	0.67	SPE-5	3.42	0.76	SPE-5	2.72	0.61
SPE-6	1.57	0.42	SPE-6	2.68	0.21	SPE-6	1.83	0.51
SPE-7	1.78	0.64	SPE-7	3.00	0.74	SPE-7	2.67	0.73
SPE-8	2.25	0.81	SPE-8	3.18	0.77	SPE-8	1.81	0.64
SPE-9	3.43	0.56	SPE-9	2.67	0.82	SPE-9	1.71	0.39

Grade 11		
Item Number	Item Mean	Item-Total Correlation
SPE-1	2.51	0.77
SPE-2	2.79	0.71
SPE-3	2.74	0.47
SPE-4	1.86	0.60
SPE-5	3.40	0.26
SPE-6	2.11	0.77
SPE-7	1.77	0.77
SPE-8	2.59	0.78
SPE-9	2.86	0.66

Table 7.3 Item Means and Item-Total Correlations By Grade for Science

Grade 4			Grade 8			Grade 11		
Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation	Item Number	Item Mean	Item-Total Correlation
SPE-1	2.87	0.79	SPE-1	2.85	0.65	SPE-1	3.15	0.75
SPE-2	2.37	0.72	SPE-2	2.97	0.73	SPE-2	3.51	0.66
SPE-3	2.81	0.83	SPE-3	2.50	0.63	SPE-3	3.11	0.72
SPE-4	3.11	0.78	SPE-4	3.29	0.72	SPE-4	2.75	0.60
SPE-5	3.30	0.88	SPE-5	3.24	0.61	SPE-5	3.15	0.51
SPE-7	3.57	0.70	SPE-7	2.79	0.63	SPE-6	3.18	0.57
SPE-8	2.20	0.67	SPE-8	2.94	0.65	SPE-8	3.58	0.58
SPE-9	2.83	0.78	SPE-9	2.24	0.54	SPE-9	3.21	0.70
SPE-10	2.85	0.85	SPE-10	2.93	0.79	SPE-10	2.92	0.73

7.3 Consequential Aspects of Validity and Ongoing Validation Efforts

Upon enactment of the No Child Left Behind Act (NCLB) in early 2002, Wyoming education officials decided that because the new federally required tests were certain to have a significant impact on classroom instruction in their state, they would replace the existing state alternate test (WyCAS-ALT) with the Proficiency Assessments for Wyoming Students–Alternate (PAWS–ALT). It was intended that the new PAWS–ALT test would both meet the NCLB requirements and be "instructionally supportive" in the sense that their use would stimulate and support improved instruction in the state's public schools.

Three attributes of the new PAWS–ALT test were deemed pivotal in making the new tests serve their intended purpose as a catalyst for improved classroom instruction. First, the tests were to measure individual student achievement against the extended Wyoming Academic Content Standards in reading, writing, mathematics, and science. Second, the PAWS–ALT was to foster program improvement at the school, district, and state levels in support of the teaching and learning that takes place in Wyoming public school classrooms. Finally, reports were to include each student's status with respect to the extended Wyoming Academic Content Standards in reading, writing, science, and mathematics. It was thought that if these three features were made prominent parts of the new PAWS–ALT tests, this alternate assessment would, in time, contribute to better instruction in Wyoming's classrooms.

When establishing evidence to document the appropriateness of a test relative to a set of assessment goals, it is important to evaluate both the intended and unintended consequences of the assessment process and results (Messick, 1993). This is especially the case for an on-demand assessment such as the PAWS–ALT, where the assessment development and administration process is relatively complex and labor-intensive. In addition to providing information about how the PAWS–ALT is perceived by stakeholders, further study may assist the WDE in making inferences about the consequences of the PAWS–ALT (both positive and negative). The WDE currently has in place formal plans to conduct validity studies in order to determine the degree to which students are progressing toward mastery of academic content as indicated by: PAWS–ALT scores, documentation of the extent to which students are making progress in the general curriculum, teacher ratings based on observational data, teacher interviews and other performance indices. An empirical study of the relationship between curriculum and student achievement will provide Wyoming an opportunity to evaluate the alternate assessment's fundamental fairness. As a formal example of our plans to continue the process of documenting the validity of PAWS–ALT, Wyoming is currently engaged in a validity study under the direction of Dr. Meagan Karvonen of Western Carolina University. The WDE is currently investigating two aspects of vertical alignment: (1) progression of contents across grades (Webb, 1997; Wise & Alt, 2005); and (2) correspondence of elements within the AA-AAS system, including assessments and standards, and student scores (Case & Zucker, 2005). These elements, along with evidence of learner characteristics and teacher decisions, contribute to the validity argument for AA-AASs (Marion & Pellegrino, 2006).

Summary

Validating the PAWS–ALT is a challenging and ongoing process. As the WDE continues to gather evidence from multiple studies and sources, our validity argument will be strengthened. Additionally, the expertise provided by our Technical Advisory Committee and other education consultants will enable us to continue to define and implement plans and methodologies for conducting validity research, to determine priorities, and inform the ongoing validity argument. The WDE is committed to a continued research agenda that will occur over time and will result in the empirical evidence to support the adequacy and appropriateness of inferences based on PAWS–ALT test results.

8 References

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Appendix A:

August 2011 Item Review Meeting

Item Judgment Form

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS–ALTERNATE (PAWS-ALT)
Bias and Sensitivity Review—August 10, 2011
Item Judgment Form

Math		
Grade	**Presented**	**Accepted**
3	1	1
4	1	1
5	3	3
6	1	1
7	1	1
8	1	1
11	1	1
Total	**9**	**9**

Science		
Grade	**Presented**	**Accepted**
4	1	1
8	1	1
11	1	1
Total	3	3

Reading		
Grade	**Presented**	**Accepted**
3	2	2
4	1	1
5	1	1
6	1	1
7	1	1
8	1	1
11	1	1
Total	**8**	**8**

Appendix B:

2012 PAWS–ALT Item Review

Evaluation Form

2012 PAWS-ALT

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS – ALTERNATE
Item and Bias and Sensitivity Reviews
August 11, 2011
Evaluation Form

The WDE and Questar appreciate the time and effort you have put forth during this activity. We ask that you fill out this form to let us know your views regarding this activity. I participated in (check all that apply):

____ Item Review _____ Bias and Sensitivity Review

On a scale of 1 to 5, with 5 as the highest rating, please rate the following statements:

A	Session Materials	Poor	Average			Excellent	Comments:
A-1	Usefulness	1	2	3	4	5	
A-2	Quality of materials	1	2	3	4	5	
A-3	Contribution to Understanding	1	2	3	4	5	
A-4	Readability and organization	1	2	3	4	5	

B	Delivery	Poor	Average			Excellent	Comments
B-1	Role as a participant made clear	1	2	3	4	5	
B-2	Sufficient time to complete tasks	1	2	3	4	5	
B-3	Overall flow of the session	1	2	3	4	5	
B-4	Mix of presentations and discussion	1	2	3	4	5	
B-5	Facilitation of activities	1	2	3	4	5	

C	Facilities and Logistics	Poor	Average			Excellent	Comments
C-1	Meeting room arrangement	1	2	3	4	5	
C-2	Meeting room accessibility	1	2	3	4	5	

D	Overall rating	Poor	Average			Excellent
D-1	What is your overall rating?	1	2	3	4	5
D-2	Would you recommend this activity to a colleague?	Yes			No	

Comments:

Appendix C:

PAWS–ALT Blueprint

Reading

Grade 3 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
3.A.R.1.1		✓	✓	✓
3.A.R.1.2	✓		✓	✓
3.A.R.1.3	✓			✓
3.A.R.1.4		✓		✓
3.A.R.1.5		✓	✓	✓
3.A.R.1.6	✓			✓
3.A.R.2.1	✓	✓	✓	✓
3.A.R.2.2	✓	✓	✓	✓
3.A.R.3.1	✓	✓	✓	✓
3.A.R.3.2		✓	✓	✓
3.A.R.3.3				✓
3.A.R.3.4				**NA**
3.A.R.3.5	✓	✓	✓	✓
3.A.R.3.6	✓	✓	✓	✓
3.A.R.3.7	✓			✓

Grade 4 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
4.A.R.1.1		✓✓		✓
4.A.R.1.2				✓
4.A.R.1.3	✓	✓	✓	✓
4.A.R.1.4		✓		✓
4.A.R.1.5	✓		✓	✓
4.A.R.1.6	✓	✓		✓
4.A.R.1.7	✓			✓
4.A.R.1.8	✓		✓	✓
4.A.R.2.1	✓	✓	✓✓	✓
4.A.R.2.2	✓	✓	✓	✓
4.A.R.2.3			✓	
4.A.R.3.1	✓	✓	✓	P
4.A.R.3.2	✓	✓	✓	✓

Reading

Grade 3 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
3.A.R.1.1		✓	✓	✓
3.A.R.1.2	✓		✓	✓
3.A.R.1.3	✓			✓
3.A.R.1.4		✓		✓
3.A.R.1.5		✓	✓	✓
3.A.R.1.6	✓			✓
3.A.R.2.1	✓	✓	✓	✓
3.A.R.2.2	✓	✓	✓	✓
3.A.R.3.1	✓	✓	✓	✓
3.A.R.3.2		✓	✓	✓
3.A.R.3.3				✓
3.A.R.3.4				**NA**
3.A.R.3.5	✓	✓	✓	✓
3.A.R.3.6	✓	✓	✓	✓
3.A.R.3.7	✓			✓

Grade 4 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
4.A.R.1.1		✓✓		✓
4.A.R.1.2				✓
4.A.R.1.3	✓	✓	✓	✓
4.A.R.1.4		✓		✓
4.A.R.1.5	✓		✓	✓
4.A.R.1.6	✓	✓		✓
4.A.R.1.7	✓			✓
4.A.R.1.8	✓		✓	✓
4.A.R.2.1	✓	✓	✓✓	✓
4.A.R.2.2	✓	✓	✓	✓
4.A.R.2.3			✓	
4.A.R.3.1	✓	✓	✓	P
4.A.R.3.2	✓	✓	✓	✓

Reading

Grade 5 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
5.A.R.1.1			✓	✓
5.A.R.1.2	✓	✓	✓	✓
5.A.R.1.3	✓	✓	✓	✓
5.A.R.1.4		✓		✓
5.A.R.1.5	✓	✓	✓	✓
5.A.R.1.6				✓
5.A.R.1.7				✓
5.A.R.2.1	✓✓	✓	✓	✓
5.A.R.2.2	✓	✓	✓	✓
5.A.R.2.3	✓		✓	✓
5.A.R.2.4		✓		✓
5.A.R.3.1				**NA**
5.A.R. 3.2	✓	✓	✓	✓
5.A.R. 3.3	✓	✓	✓	✓

Grade 6 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
6.A.R.1.1	✓	✓	✓✓	✓
6.A.R.1.2	✓	✓✓	✓	✓
6.A.R.1.3	✓✓	✓	✓	✓
6.A.R.2.1		✓	✓	✓
6.A.R.2.2	✓✓	✓	✓	✓
6.A.R.2.3	✓	✓	✓	✓
6.A.R.3.1	✓	✓	✓	✓
6.A.R.3.2	✓	✓	✓	✓

Reading

Grade 7 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
7.A.R.1.1		✓	✓	✓
7.A.R.1.2	✓✓	✓✓	✓✓	✓
7.A.R.2.1	✓✓✓	✓✓	✓✓	✓
7.A.R.2.2	✓	✓	✓	✓
7.A.R.3.1		✓	✓	✓
7.A.R.3.2	✓✓	✓	✓	✓
7.A.R.3.3	✓	✓	✓	✓

Grade 8 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
8.A.R.1.1	✓	✓✓	✓✓	✓
8.A.R.1.2	✓✓	✓	✓	✓
8.A.R.2.1	✓✓	✓✓	✓✓	✓
8.A.R.2.2	✓	✓	✓	✓
8.A.R.3.1				✓
8.A.R.3.2	✓	✓	✓	✓
8.A.R.3.3	✓✓	✓✓	✓✓	✓

Grade 11 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
11.A.R.1.1	✓✓	✓✓	✓✓	✓
11.A.R.1.2	✓	✓	✓	✓
11.A.R.2.1	✓✓✓✓	✓✓✓✓	✓✓✓✓	✓
11.A.R.2.2	✓✓	✓✓	✓✓	✓
11.A.R.3.1				**NA**

Writing

Grade 3 Writing				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
3.A.W.1.1	✓	✓	✓	✓
3.A.W.1.2	✓	✓	✓	✓
3.A.W.1.3	✓	✓	✓	✓
3.A.W.1.4	✓	✓	✓	✓
3.A.W.1.5	✓	✓	✓	✓
3.A.W.1.6	✓	✓	✓✓	✓
3.A.W.1.7				✓
3.A.W.1.8	✓	✓	✓	✓
3.A.W.2.1	✓	✓		✓
3.A.W.2.2				✓
3.A.W.2.3	✓		✓	✓
3.A.W.2.4				✓
3.A.W.2.5		✓		✓

Grade 4 Writing				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
4.A.W.1.1	✓	✓	✓	✓
4.A.W.1.2	✓	✓	✓✓	✓
4.A.W.1.3	✓	✓✓	✓	✓
4.A.W.1.4	✓✓	✓	✓	✓
4.A.W.1.5	✓	✓✓	✓	✓
4.A.W.1.6	✓	✓		✓
4.A.W.1.7	✓		✓	✓
4.A.W.1.8				✓
4.A.W.2.1		✓	✓	✓
4.A.W.2.2				✓
4.A.W.2.3	✓		✓	✓

Writing

Grade 5 Writing				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
5.A.W.1.1	✓	✓	✓	✓
5.A.W.1.2	✓✓	✓✓	✓✓	✓
5.A.W.1.3	✓	✓	✓	✓
5.A.W.1.4	✓✓	✓	✓	✓
5.A.W.1.5	✓	✓	✓	✓
5.A.W.1.6	✓	✓	✓	✓
5.A.W.2.1	✓	✓		✓
5.A.W.2.2				✓
5.A.W.2.3		✓	✓	✓
5.A.W.2.4			✓	✓

Grade 6 Writing				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
6.A.W.1.1	✓✓	✓	✓	✓
6.A.W.1.2	✓	✓	✓	✓
6.A.W.1.3	✓	✓✓	✓✓	✓
6.A.W.1.4	✓✓	✓✓	✓✓	✓
6.A.W.1.5	✓	✓	✓	✓
6.A.W.1.6	✓	✓	✓	✓
6.A.W.2.1				✓
6.A.W.2.2				✓
6.A.W.2.3	✓	✓	✓	✓
6.A.W. 2.4				✓

Writing

Grade 7 Writing				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
7.A.W.1.1	✓✓	✓✓	✓✓	✓
7.A.W.1.2	✓✓	✓✓	✓✓	✓
7.A.W.1.3	✓✓	✓✓	✓✓	✓
7.A.W.1.4				✓
7.A.W.1.5	✓	✓	✓	✓
7.A.W.1.6	✓	✓	✓	✓
7.A.W.2.1				✓
7.A.W.2.2				✓
7.A.W.2.3				✓
7.A.W.2.4	✓	✓	✓	✓

Grade 8 Writing				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
8.A.W.1.1	✓✓	✓✓✓	✓✓✓	✓
8.A.W.1.2	✓✓	✓	✓✓	✓
8.A.W.1.3	✓✓	✓	✓✓	✓
8.A.W.1.4	✓	✓	✓	✓
8.A.W.1.5	✓	✓		✓
8.A.W.1.6				✓
8.A.W.1.7				✓
8.A.W.2.1	✓	✓		✓
8.A.W.2.2		✓	✓	✓

Writing

Grade 11 Writing				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
11.A.W.1.1				✓
11.A.W.1.2	✓✓	✓✓	✓✓	✓
11.A.W.1.3	✓✓	✓✓✓✓	✓✓	✓
11.A.W.1.4			✓	✓
11.A.W.1.5	✓		✓	✓
11.A.W.1.6				✓
11.A.W.1.7	✓✓	✓	✓	✓
11.A.W.2.1	✓	✓	✓	✓
11.A.W.2.2				✓
11.A.W.2.3				✓
11.A.W.2.4	✓	✓	✓	✓

Mathematics

Grade 3 Mathematics				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
3.A.N.1	✓		✓	✓
3.A.N.2		✓		✓
3.A.N.3	✓			✓
3.A.N.4		✓	✓	✓
3.A.N.5	✓		✓	✓
3.A.N.6		✓		✓
3.A.G.1	✓		✓	✓
3.A.G.2		✓		✓
3.A.G.3	✓			✓
3.A.M.1		✓		✓
3.A.M.2	✓			✓
3.A.M.3			✓	✓
3.A.M.4	✓			✓
3.A.M.5		✓		✓
3.A.A.1		✓	✓	✓
3.A.A.2	✓	✓	✓	✓
3.A.D.1	✓		✓	✓
3.A.D.2		✓		✓
3.A.D.3			✓	✓

Mathematics

Grade 4 Mathematics				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
4.A.N.1	✓			✓
4.A.N.2	✓	✓	✓	✓
4.A.N.3	✓			✓
4.A.N.4		✓		✓
4.A.N.5			✓	✓
4.A.N.6		✓		✓
4.A.N.7			✓	✓
4.A.G.1	✓			✓
4.A.G.2	✓		✓	✓
4.A.G.3			✓	✓
4.A.G.4		✓		✓
4.A.M.1	✓			✓
4.A.M.2		✓		✓
4.A.M.3	✓			✓
4.A.M.4		✓		✓
4.A.M.5			✓	✓
4.A.M.6			✓	✓
4.A.A.1		✓		✓
4.A.A.2	✓		✓	✓
4.A.D.1		✓		✓
4.A.D.2	✓		✓	✓
4.A.D.3		✓		✓

Mathematics

Grade 5 Mathematics				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
5.A.N.1*	✓	✓	✓	✓
5.A.N.2	✓			✓
5.A.N.3.a & b			✓	✓
5.A.N.4		✓		✓
5.A.N.5	✓			✓
5.A.N.6		✓		✓
5.A.N.7			✓	✓
5.A.G.1	✓			✓
5.A.G.2		✓	✓	
5.A.G.3		✓		✓
5.A.G.4			✓	✓
5.A.M.1			✓	✓
5.A.M.2	✓			✓
5.A.M.3		✓		✓
5.A.M.4	✓			✓
5.A.M.5			✓	✓
5.A.M.6				**NA**
5.A.A.1		✓		✓
5.A.A.2	✓			✓
5.A.A.3	✓		✓	✓
5.A.D.1			✓	✓
5.A.D.2	✓	✓		✓
5.A.D.3		✓		✓

Mathematics

Grade 6 Mathematics				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
6.A.N.1	✓		✓	✓
6.A.N.2		✓		✓
6.A.N.3	✓			✓
6.A.N.4			✓	✓
6.A.G.1		✓		✓
6.A.G.2	✓		✓	✓
6.A.G.3	✓			✓
6.A.M.1	✓		✓	✓
6.A.M.2				✓
6.A.M.3	✓	✓	✓	✓
6.A.M.4		✓		✓
6.A.M.5	✓	✓	✓	✓
6.A.A.1	✓		✓	✓
6.A.A.2		✓		✓
6.A.A.3		✓		✓
6.A.D.1		✓	✓	✓
6.A.D.2	✓	✓	✓	✓

Mathematics

Grade 7 Mathematics				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
7.A.N.1	✓			✓
7.A.N.2		✓		✓
7.A.N.3		✓		✓
7.A.N.4			✓	✓
7.A.N.5			✓	✓
7.A.G.1	✓	✓		✓
7.A.G.2	✓		✓	✓
7.A.M.1	✓			✓
7.A.M.2	✓	✓		✓
7.A.M.3		✓	✓	✓
7.A.M.4	✓		✓	✓
7.A.M.5		✓	✓	✓
7.A.A.1	✓			✓
7.A.A.2			✓	✓
7.A.A.3	✓			✓
7.A.A.4		✓	✓	✓
7.A.D.1	✓	✓		✓
7.A.D.2		✓		✓
7.A.D.3			✓	✓

Mathematics

Grade 8 Mathematics				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
8.A.N.1	✓		✓	✓
8.A.N.2		✓		✓
8.A.N.3	✓			✓
8.A.N.4			✓	✓
8.A.G.1	✓	✓		✓
8.A.G.2		✓	✓	✓
8.A.G.3	✓		✓	✓
8.A.G.4		✓		✓
8.A.G.5	✓		✓	✓
8.A.M.1	✓		✓	✓
8.A.M.2		✓	✓	✓
8.A.A.1	✓			✓
8.A.A.2		✓		✓
8.A.A.3	✓			✓
8.A.A.4		✓	✓	✓
8.A.D.1			✓	✓
8.A.D.2	✓	✓		✓
8.A.D.3		✓		✓

Mathematics

Grade 11 Mathematics				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
11.A.N.1	✓			✓
11.A.N.2		✓		✓
11.A.N.3		✓		✓
11.A.N.4			✓	✓
11.A.G.1	✓	✓		✓
11.A.G.2	✓		✓	✓
11.A.G.3			✓	✓
11.A.G.4				✓
11.A.M.1		✓		✓
11.A.M.2	✓	✓	✓	✓
11.A.A.1			✓	✓
11.A.A.2	✓	✓	✓	✓
11.A.A.3	✓		✓	✓
11.A.A.4	✓	✓		✓
11.A.A.5		✓		✓
11.A.D.1	✓		✓	✓
11.A.D.2	✓		✓	✓
11.A.D.3		✓		✓

Science

Grade 4 Science				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
4.A.S.1.1	✓	✓		✓
4.A.S.1.2			✓	✓
4.A.S.1.3	✓		✓	✓
4.A.S.1.4	✓	✓		✓
4.A.S.1.5		✓	✓	✓
4.A.S.1.6	✓	✓	✓	✓
4.A.S.1.7	✓	✓	✓	✓
4.A.S.2.1			✓	✓
4.A.S.2.2.a	✓			✓
4.A.S.2.2.b			✓	✓
4.A.S.2.2.c	✓	✓	✓	✓
4.A.S.2.2.d	✓	✓		✓
4.A.S.2.3		✓		✓
4.A.S.3.1		✓	✓	✓
4.A.S.3.2	✓			✓

Grade 8 Science				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
8.A.S.1.1			✓	✓
8.A.S.1.2	✓		✓	✓
8.A.S.1.3	✓	✓		✓
8.A.S.1.4		✓	✓	✓
8.A.S.1.5	✓	✓	✓	✓
8.A.S.1.6	✓	✓	✓	✓
8.A.S.1.7	✓	✓		✓
8.A.S.2.1		✓		✓
8.A.S.2.2.a		✓		✓
8.A.S.2.2.b	✓		✓	✓
8.A.S.2.2.c	✓		✓	✓
8.A.S.2.3	✓	✓	✓	✓
8.A.S.3.1	✓			✓
8.A.S.3.2.a		✓		✓
8.A.S.3.2.b			✓	✓

Science

Grade 11 Science				
	SPE			
Academic Benchmark	(2010-2011)	2011-2012	2012-2013	Overall
11.A.S.1.1	✓		✓	✓
11.A.S.1.2		✓	✓	✓
11.A.S.1.3	✓			✓
11.A.S.1.4		✓	✓	✓
11.A.S.1.5	✓	✓	✓	✓
11.A.S.1.6	✓	✓	✓	✓
11.A.S.1.7	✓	✓		✓
11.A.S.2.1		✓		✓
11.A.S.2.2.a	✓			✓
11.A.S.2.2.b	✓	✓	✓	✓
11.A.S.2.2.c	✓		✓	✓
11.A.S.2.3		✓	✓	✓
11.A.S.3.1	✓			✓
11.A.S.3.2.a		✓		✓
11.A.S.3.2.b			✓	✓

Appendix D:

2011–2012 PAWS–ALT Data Review Plan

PAWS-ALT Data Review Plan - 2011

Overview

- Review a total of 24 SPE items (7 reading, 7 math, 7 writing, 3 science)
  - Combine reading/writing/math/science in one large group meeting
  - Date for review meeting = **Thursday, August 11** (One-day meeting)

- Attendees: (WDE, Questar, Teachers)

  Questar: 1 Psychometrician: Canda Mueller; 1 Item Development Project Manager: Lisa Moore; 1 Content Manager: Sue Ornelas; 2 Program Managers: Dennis Hood, Cheryl Hilinski

  WDE: Director of Alternate Assessment: Charlene Turner, Director of Assessment: Bill Herrera

  Teachers: 12 teachers with expertise across grade levels and content areas

- Location:

  Casper, WY - Hilton Garden Inn
  1150 N. Poplar Street
  Casper, WY 82601
  307-266-1300
  http://www.hiltongardeninn.com/en/gi/hotels/index.jhtml?WT.mc_id=EPEMGIResconfEN&ctyhocn=CPRCAGI

- Meeting Responsibilities

  Questar:
  Cover own travel expenses.
  Provide breakfast and lunch for participants.
  Cover expense of shredding and disposing of secure documents.
  Pay teacher stipends of $250 per complete day.
  Pay for/reimburse teachers' hotel stay, mileage, and a per diem for dinner

  WDE:
  Obtain participant information; number of teacher participants, participants per grade level.
  Secure meeting location and the hotel rooms for Questar, WDE, and teacher participants.
  Provide projector for PowerPoint presentations.

- Meeting Materials
  - PowerPoint presentations
    - Introductory presentation by WDE? (No PPT)
    - Instructional presentation for reviewing data components (Canda)

  Questar will provide one copy of the following:
  - Item/data booklet sign-out sheet

Page 1

PAWS-ALT Data Review Plan - 2011

- Name tent for each participant

WDE will provide one copy of the following:
- Extended Grade-level Wyoming Academic Content Standards and Academic Benchmarks (1 set to share with group)

Questar will provide 18 copies of the following:
- Item booklet with stimulus cards incorporated
- Data sheet
- Meeting agenda 8:00 – 4:30
- Security agreement
- Reimbursement form
- Item judgment form

WDE will provide 18 copies of the following:
- Panelist registration form
- Meeting evaluation form

- Item Book/Data Sheet Layout
  - Item Book will contain all test items for all grade levels and subject areas. Data will be printed at the beginning of each item. Stimulus cards associated with items will be printed in the booklet after the corresponding item. Stimulus card information will be reduced to 50% to fit two per page and to avoid switching between portrait and landscape layout.
    Cover must include security number blank.

  - Data sheet will contain statistics for all items for all grade levels and subject areas.

- Data to include the following: N-counts, Mean, Adjusted Mean, Item Total Correlations, response distribution.

- Blank responses and zeros will be combined.

Meeting Procedures:

- QAI and WDE lead opening presentation. QAI and WDE will work together to prepare slides for general welcome, purpose of meeting, data interpretation (QAI psychometrician), and review process (QAI content specialist/facilitator) [There are many decisions that need to be made before these slides are created (e.g., acceptable data ranges, process for reaching consensus, etc)].

PAWS-ALT Data Review Plan - 2011

- After the large group training session, the QAI psychometrician will be available to answer questions regarding data interpretation.
- QAI facilitator will lead the item review. (See "Facilitator Responsibilities" below.)
- QAI facilitator/project manager will be responsible for overall meeting logistics, answering questions about expense reimbursement, will liaison with the facility, etc.
- QAI facilitator/project manager will collect all materials for shredding following the end of the meeting.

Facilitator Responsibilities

Facilitator responsibilities **before** the meeting:

I. Review the item specifications

II. Review the item coding schematic

III. Become familiar with review forms

Facilitator roles and responsibilities **during** the meeting:

I. Review the agenda closely with committee members.

II. Review security and confidentiality
   A. Explain that committee members may **not** share specific information about items or data outside of the meeting. The items and the data are secure and confidential.

   B. Each committee member and facilitator will sign a Security Agreement. Collect the signed agreements and ensure that you have one agreement for each member and facilitator.

   C. All of the item and data review materials are SECURE. Each has a unique security number. Each committee member and facilitator must sign out these materials on the Security Sign-out Sheet. Each person will be assigned ONE security number. This number must be maintained on all secure materials.

   D. Collect the secure materials and data/item review sheets at the end of the day and store them securely.

PAWS-ALT Data Review Plan - 2011

III. Make sure the committee understands what its charge is. They may accept or reject items. They may make recommendations to revise an item, but they must understand that this will be a considered a NEW item and will be ineligible for use as an operational item on an assessment form. Any items that are revised must be field tested again.

Please keep in mind that committees should NOT reject an item simply because it is too difficult. The item bank needs to have a pool of items that reflect a range of difficulty levels. It is crucial for the bank to have difficult items to assess students who will "Surpass" the standard.

IV. Explain the process used for reviewing items and data—first independently and then as a group.

A. Ensure that members are comfortable with their task—review the first three items (and their data) together as a group. Afterwards, assign the committee a reasonable chunk of items (and data) to review independently. When all members have completed their assignment, discuss any questions or concerns about the items and/or data as a group.

B. Ensure that reviewers are recording their comments on their item review sheets during their **INDEPENDENT** review. During independent review, members are recording and tracking their initial impressions of items so they may share them with the other reviewers later on during group discussion. Reviewers are NOT to change their item review forms during group discussion!!! The role of the facilitator is to record comments and decisions made during group discussion.

V. Lead group discussions and keep committee on track so that they complete their task within the time allotted for reviewing items and data.

VI. The facilitator will keep a Questar Assessment **master** copy of each set of items, embedded item booklet, and data booklet. These master copies will be kept for Questar Assessment records. Write "Questar Assessment MASTER" at the top of each.

On the appropriate pages of the Questar Assessment master item packet or embedded item booklet, record committee discussion, and any revisions the committee suggests to make to an item or passage. If an item is rejected, the item should be clearly crossed out and labeled "DNU" for "Do not use."

PAWS-ALT Data Review Plan - 2011

VII. Have committee members fill out an evaluation form.

VIII. Set aside a clean copy of item packets, embedded item booklets, and data booklets. These booklets will be used later by the content specialist to create a second master copy for Questar Assessment.

Facilitator roles and responsibilities **after** the meeting:

I. Organize any extra secure materials and put them in a box for shipment back to Questar Assessment.

II. Organize the meeting materials into bundles and submit them to the appropriate person.

Following the Data Review Meeting:

- QAI will provide summaries regarding number of items accepted, rejected or recommended for revision and re-field testing for WDE final review and sign-off.
- QAI will update item bank with item data and item status.

Appendix E:

WY PAWS–ALT Data Review Presentation

WDE
Wyoming Department of Education
PAWS-ALT
Item Data Review
Workshop
August 11, 2011
Dr. Canda D. Mueller
Senior Psychometrician
Questar Assessment, Inc.

Objectives
Overview of PAWS-ALT Development
Statistics 101
Overview of Item Review
Questions and Answers
2

PAWS-ALT Development
Purpose
Provide achievement data for students with disabilities as indicated by IEP or 504 plan
Universal Design
Clear, concise, and more accessible assessment
Item specifications developed
Assessment specialists create, review, and edit items before Wyoming committees review
3

PAWS-ALT Development
Wyoming educators have input via review committees
Once approved, items are field tested
After field testing, conduct an item statistical review to get approval for final operational use
4

Statistics 101
Item statistics are an indicator of item functioning
Item statistics are not the final arbiter of item usage
Item statistics point to an item that may not function as intended.
5

Statistics 101
Item Mean
Adjusted Item Mean
p-value
Item-Total Correlation
Score Distributions
6

Statistics 101

- Item Mean
  - Simply the average score given for each student for that item
- Adjusted Item Mean
  - Approximates a p-value using classical true score statistics
  - Simply divide the item mean by the number of possible points
  - For example: 3.24 ÷ 4 = .81

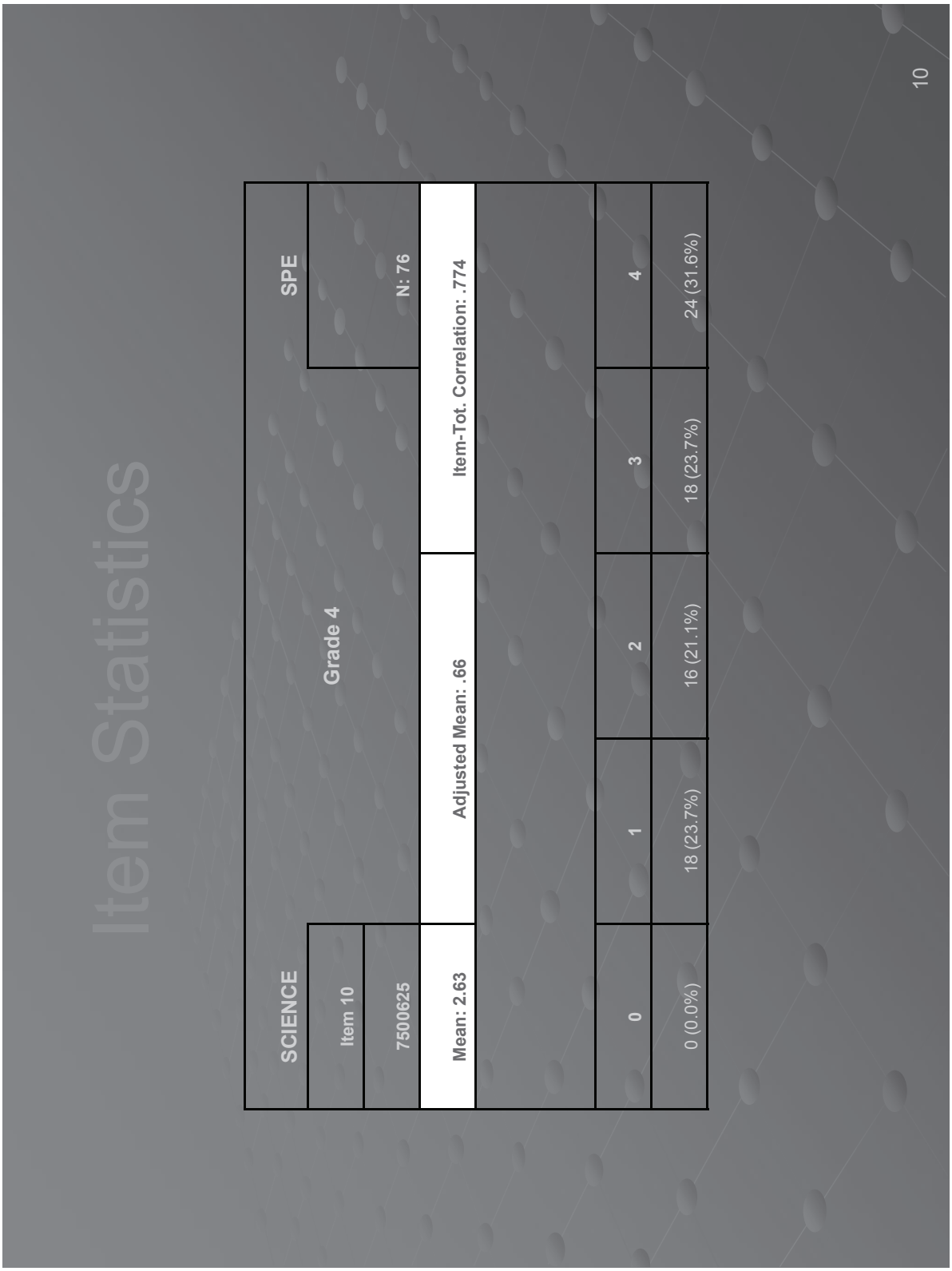
7

Statistics 101

- p-value
  - It is the classic index of item difficulty
  - As typically used, it is the proportion of students who get an item correct
- Item-Total Correlation
  - A measure of the discrimination of an item
  - Or, how well the item differentiates students who know and can do from those who cannot
  - A correlation of the item to the total test score

8

Statistics 101
Score Distribution
Number and percent of students receiving each score point
Provides an indication of how well distributed the scores are across the possible points of an item
9


Item Statistics
SCIENCE
Item 10
7500625
Mean: 2.63
Grade 4
Adjusted Mean: .66
SPE
N: 76
Item-Tot. Correlation: .774
0
0 (0.0%)
1
18 (23.7%)
2
16 (21.1%)
3
18 (23.7%)
4
24 (31.6%)
10

Item Review
Multiple pieces of information to review
The item (in the data review booklet)
The item statistics (at the top of each item and in the Data Sheet booklet)
Your own expertise
Review the item
Does it make sense
Is it clear and unambiguous
Does it assess the Academic Benchmark
11

Item Review

- Review Statistics
  - How many students took the item or were assessed
  - How difficult is the item (item mean and adjusted item mean)
  - Are scores distributed across the score points (e.g., are there score points with no student assigned)
  - Is the item-total correlation acceptable (e.g., greater than .30)

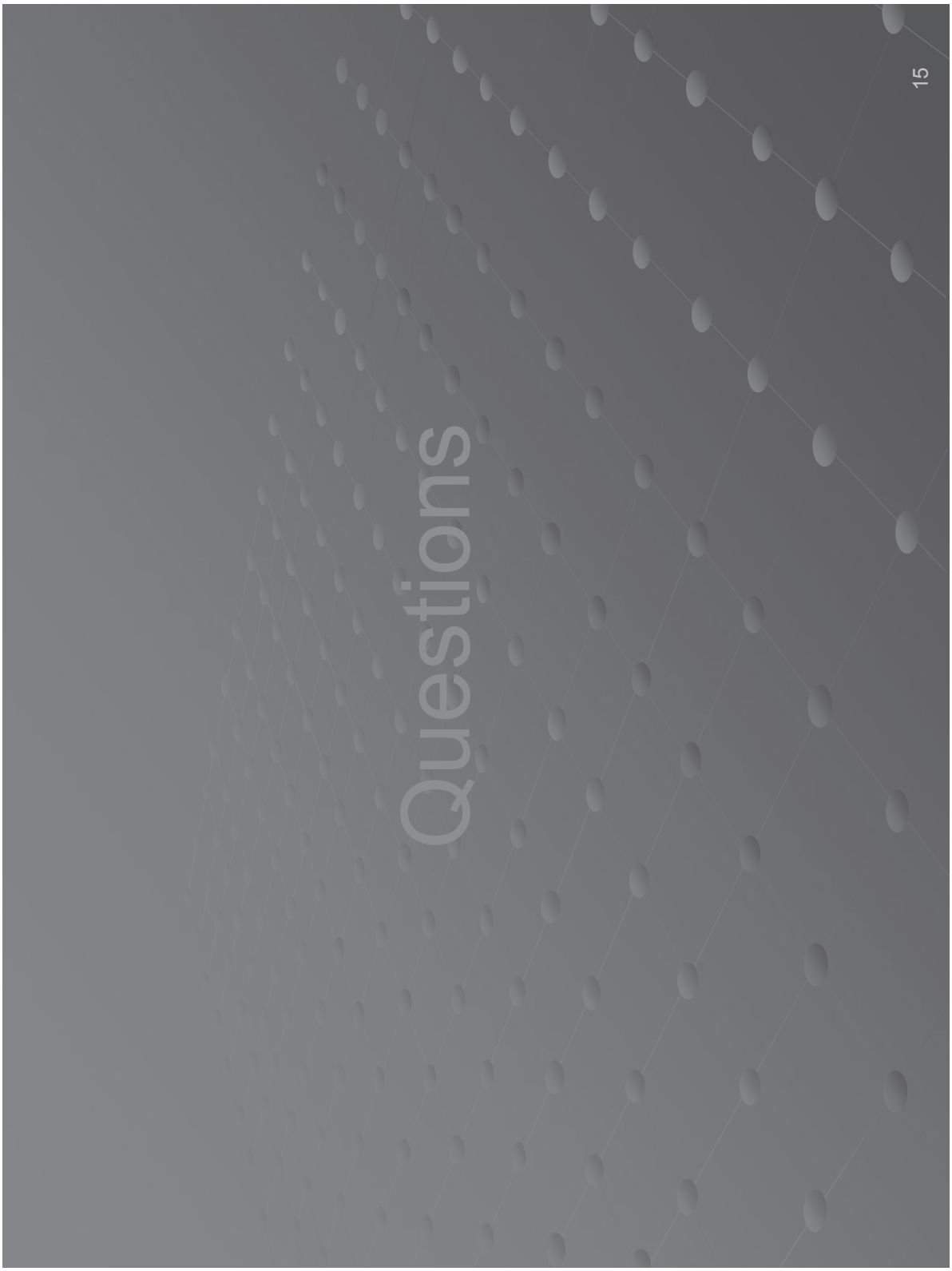
12

Evaluation and Recommendation
Make your best evaluation of the item including any changes you deem necessary
Make a recommendation to use the item, revise the item, or reject the item
13

DIRECTIONS:
Please use the review sheets to rate each item according to the following criteria and then make a final recommendation to use (U) revise (R), or do not use (DNU) each item.

SCIENCE						
Grade 4						
item #	**Does the item correctly measure the Extended Academic Standard and Academic Benchmark?**	**Is the item worded clearly?**	**Is the item difficulty level appropriate?**	**Is the item biased toward or against any group (e.g., gender, race, ethnicity, socioeconomic status)?**	**Final Recommendation: Use (U), Revise (R), or Do Not Use (DNU)?**	**Comments**
10	yes no	yes no	yes no	yes no	U R DNU	
Grade 8						
item #	**Does the item correctly measure the Extended Academic Standard and Academic Benchmark?**	**Is the item worded clearly?**	**Is the item difficulty level appropriate?**	**Is the item biased toward or against any group (e.g., gender, race, ethnicity, socioeconomic status)?**	**Final Recommendation: Use (U), Revise (R), or Do Not Use (DNU)?**	**Comments**
10	yes no	yes no	yes no	yes no	U R DNU	
Grade 11						
item #	**Does the item correctly measure the Extended Academic Standard and Academic Benchmark?**	**Is the item worded clearly?**	**Is the item difficulty level appropriate?**	**Is the item biased toward or against any group (e.g., gender, race, ethnicity, socioeconomic status)?**	**Final Recommendation: Use (U), Revise (R), or Do Not Use (DNU)?**	**Comments**
2	yes no	yes no	yes no	yes no	U R DNU	

14


15
Questions

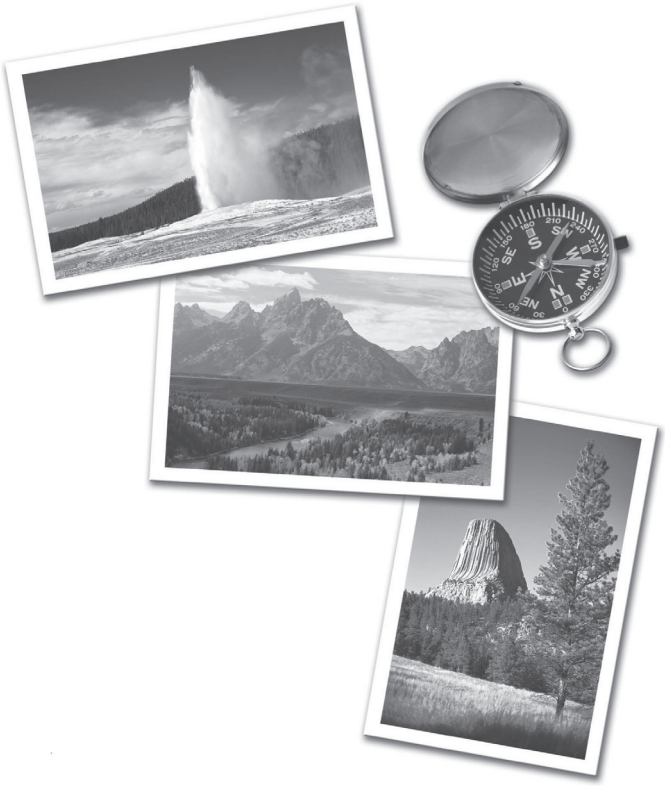
Appendix F:

The Complete Guide to the 2012 PAWS–ALT Student Report

Wyoming

PAWS-ALT

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS-ALTERNATE



The Complete Guide to the 2012 PAWS-ALT Student Report

WDE

Wyoming Department of Education

TABLE OF CONTENTS

PURPOSE OF THIS GUIDE

This guide is an aid to parents, guardians, teachers, and administrators in the accurate understanding of the PAWS–ALT Student Report. The *Complete Guide to the 2012 PAWS–ALT Student Report* is the primary document that provides key information about the content and structure of the PAWS–ALT assessment as well as information related to the meaning of results.

Wyoming has high academic expectations of all students. Special education teachers have worked diligently to address the instructional and assessment needs of their students with the most significant cognitive disabilities. Teachers use a range of instructional strategies, selected on the basis of the students' needs and individual learning characteristics, to provide the opportunity for students to achieve mastery.

> "There is a fundamental relationship between the PAWS Alternate Assessment and the extended Wyoming Academic Content Standards. I am convinced it is important and productive to teach academic standards to students with severe cognitive disabilities and to give them access to challenging material. The standards provide a framework to work through, and the assessment makes sure that these concepts are being taught, at some level. My hope is that standards are being thoughtfully consulted when IEP teams are creating annual goals related to academics."
>
> **Kay Cranney, Wyoming Special Education Teacher**

PURPOSE OF THIS ASSESSMENT

High academic expectation of students with the most significant cognitive disabilities can lead to positive change in the lives of these students. These students are fully included in Wyoming's accountability system. Improved access to an academic, standards-based curriculum provides new and appropriately challenging opportunities to learn academic knowledge and skills and to increase a student's abilities. The PAWS–ALT assesses the acquisition of these skills and use of the alternate assessment results can improve instructional programs.

The goal of reading, mathematics, and science instruction is to provide the important knowledge, skills, and abilities that enable students with the most significant cognitive disabilities to achieve high academic expectations at appropriate levels of challenge and to access the general academic curriculum. Wyoming's alternate assessment, Proficiency Assessments for Wyoming Students – Alternate (PAWS–ALT), is designed for a small number of students as part of a statewide instructionally supportive assessment system which complies with the requirements of the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The questions on the alternate assessment might be simpler than those on a regular assessment or the expectations for how well students know particular content standards may be less complex. However, the assessment is appropriately challenging for students with the most significant cognitive disabilities.

The primary goal of the PAWS–ALT is the determination of student subject mastery of grade-level-aligned extended Academic Content Standards and Academic Benchmarks in reading, mathematics, and science. In order to achieve this goal, the assessment design is intended to:

- Produce evidence from which valid inferences can be drawn about students' academic achievement. The assessment is made accessible (by providing a wide range of accommodations in test administration) to students with the most significant cognitive disabilities so that the students can demonstrate their mastery of academic knowledge and skills.
- Guide the development of challenging instructional activities appropriate for this student group based on the extended Academic Content Standards for the grade in which the student is enrolled.

CHANGES FOR THE 2012 PAWS–ALT ADMINISTRATION

- Writing was not assessed on the SPE. Any references to the writing section in the sample Student Report should be disregarded.
- The Portfolio of Student Work (PSW) was not administered. This means no portfolios were distributed or collected.

DESCRIPTION OF THE SPE AND REPORTING

The PAWS–ALT Student Report includes information about a student's performance level in reading and mathematics in grades 3–8 and 11, and in science in grades 4, 8, and 11. A student's score in the PAWS–ALT Student Performance Events (SPE) is shown along with the points earned out of the total points possible for each content area. The report includes score results for the SPE, grade-level specific Performance Levels and descriptions of one of the four levels achieved by the student in each content area. **Please note: the portfolio portion (PSW) for the PAWS–ALT was not administered during the spring 2012 administration.**

This PAWS–ALT Student Report is intended to help parents and guardians track their child's continuing academic progress and provide valuable feedback to teachers. The information provided on the report, when combined with other educational assessments, can be used by your child's teacher to adjust instruction to better assist your child in his or her learning. Below is a description of the SPE, followed by an example of a 2012 PAWS–ALT Student Report on the next page.

Student Performance Events (SPE)

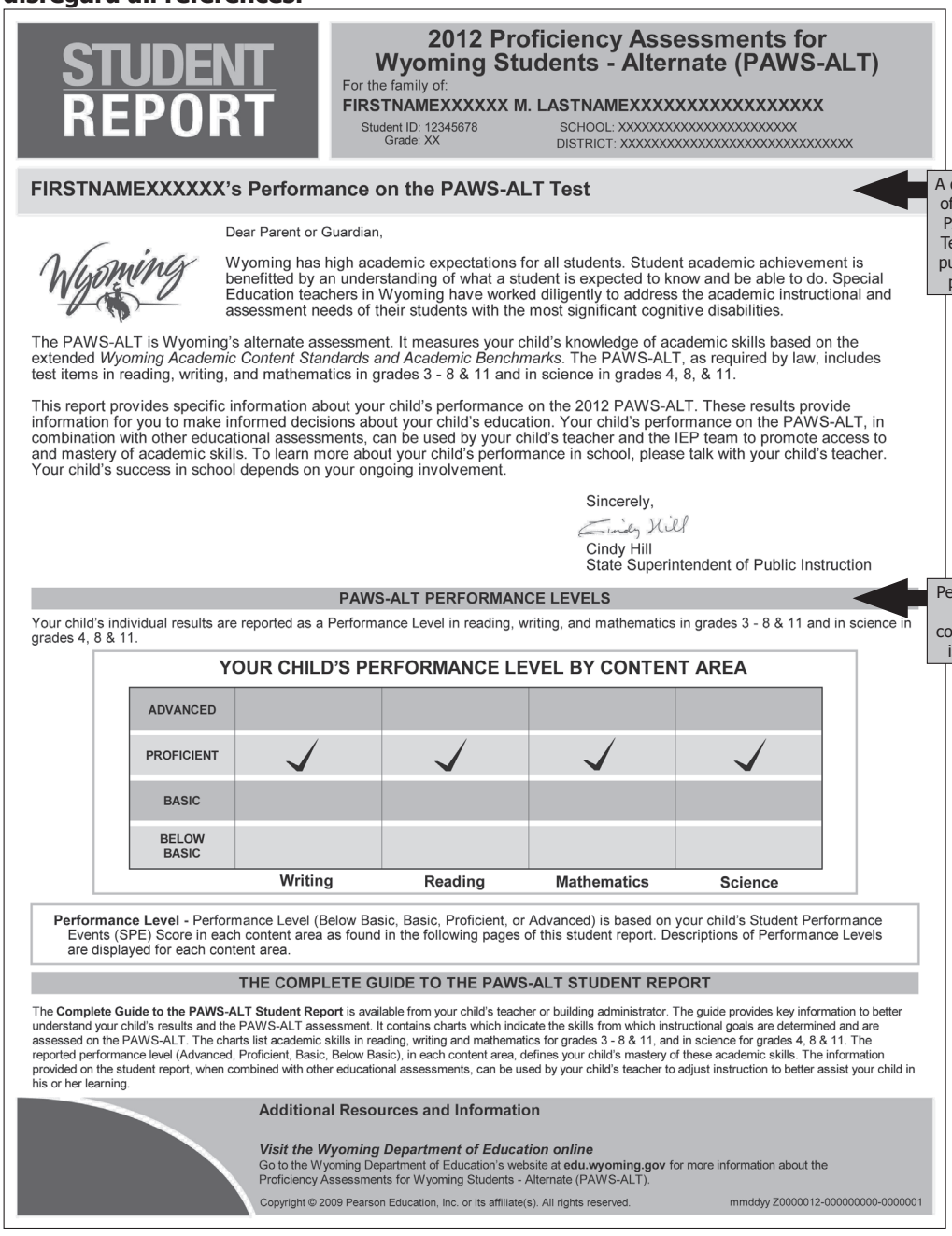
☑ The SPE is an on-demand assessment. The items for the SPE are written to address academic content by means of a scripted format. The number of points earned by the student's correct response is related to the level of support provided by the Test Administrator.
☑ Administration occurs in a planned, one-on-one testing situation.
☑ Student responses are indicated on a score sheet by a trained Test Administrator.

Accommodations, assistive technology, and communication devices are allowed if used on a regular basis during instruction and are necessary for students to access the tasks or items in the most meaningful ways.

DESCRIPTION OF THE SPE AND REPORTING

STUDENT REPORT (PAGE 1)

NOTE: The writing portion was removed from this year's PAWS–ALT; please disregard all references.



STUDENT REPORT

2012 Proficiency Assessments for Wyoming Students - Alternate (PAWS-ALT)

For the family of:

FIRSTNAMEXXXXXX M. LASTNAMEXXXXXXXXXXXXXXXXX

Student ID: 12345678
Grade: XX

SCHOOL: XXXXXXXXXXXXXXXXXXXXXX
DISTRICT: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

FIRSTNAMEXXXXXX's Performance on the PAWS-ALT Test

A description of the 2012 PAWS–ALT Test and its purpose are provided.

Dear Parent or Guardian,

Wyoming has high academic expectations for all students. Student academic achievement is benefitted by an understanding of what a student is expected to know and be able to do. Special Education teachers in Wyoming have worked diligently to address the academic instructional and assessment needs of their students with the most significant cognitive disabilities.

The PAWS-ALT is Wyoming's alternate assessment. It measures your child's knowledge of academic skills based on the extended *Wyoming Academic Content Standards and Academic Benchmarks*. The PAWS-ALT, as required by law, includes test items in reading, writing, and mathematics in grades 3 - 8 & 11 and in science in grades 4, 8, & 11.

This report provides specific information about your child's performance on the 2012 PAWS-ALT. These results provide information for you to make informed decisions about your child's education. Your child's performance on the PAWS-ALT, in combination with other educational assessments, can be used by your child's teacher and the IEP team to promote access to and mastery of academic skills. To learn more about your child's performance in school, please talk with your child's teacher. Your child's success in school depends on your ongoing involvement.

Sincerely,

Cindy Hill
State Superintendent of Public Instruction

PAWS-ALT PERFORMANCE LEVELS

Performance level by content area is shown.

Your child's individual results are reported as a Performance Level in reading, writing, and mathematics in grades 3 - 8 & 11 and in science in grades 4, 8 & 11.

YOUR CHILD'S PERFORMANCE LEVEL BY CONTENT AREA

	Writing	Reading	Mathematics	Science
ADVANCED				
PROFICIENT	✓	✓	✓	✓
BASIC				
BELOW BASIC				

Performance Level - Performance Level (Below Basic, Basic, Proficient, or Advanced) is based on your child's Student Performance Events (SPE) Score in each content area as found in the following pages of this student report. Descriptions of Performance Levels are displayed for each content area.

THE COMPLETE GUIDE TO THE PAWS-ALT STUDENT REPORT

The **Complete Guide to the PAWS-ALT Student Report** is available from your child's teacher or building administrator. The guide provides key information to better understand your child's results and the PAWS-ALT assessment. It contains charts which indicate the skills from which instructional goals are determined and are assessed on the PAWS-ALT. The charts list academic skills in reading, writing and mathematics for grades 3 - 8 & 11, and in science for grades 4, 8 & 11. The reported performance level (Advanced, Proficient, Basic, Below Basic), in each content area, defines your child's mastery of these academic skills. The information provided on the student report, when combined with other educational assessments, can be used by your child's teacher to adjust instruction to better assist your child in his or her learning.

Additional Resources and Information

Visit the Wyoming Department of Education online

Go to the Wyoming Department of Education's website at **edu.wyoming.gov** for more information about the Proficiency Assessments for Wyoming Students - Alternate (PAWS-ALT).

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DESCRIPTION OF THE SPE AND REPORTING

STUDENT REPORT (PAGE 2)

NOTE: The writing portion was removed from this year's PAWS–ALT; please disregard all references.

2012 Proficiency Assessments for Wyoming Students - Alternate

FIRSTNAME's Performance on the PAWS-ALT Student Performance Events (SPE)

SPE scores are provided for each content area.

YOUR CHILD'S WRITING SPE SCORE

Writing	Points Earned/Points Possible
SPE Score	30 of 36

YOUR CHILD'S WRITING PERFORMANCE LEVEL STATEMENT

✓ **PROFICIENT:**

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice and various formats in their writing, selection of a topic, include relevant details or examples related to a topic, writing shows evidence of reflection and revision, organization, includes relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

YOUR CHILD'S READING SPE SCORE

Reading	Points Earned/Points Possible
SPE Score	20 of 36

YOUR CHILD'S READING PERFORMANCE LEVEL STATEMENT

✓ **PROFICIENT:**

Students performing at a proficient level meet the standard of understanding a variety of grade- appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas and supporting details, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge of multiple meanings to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Student performance level statements describe your student's achievement at the indicated performance level in a content area for the enrolled grade.

YOUR CHILD'S MATHEMATICS SPE SCORE

Mathematics	Points Earned/Points Possible
SPE Score	31 of 36

YOUR CHILD'S MATHEMATICS PERFORMANCE LEVEL STATEMENT

✓ **PROFICIENT:**

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, use one-to-one proportions, calculate circumference, recognizing and using algebraic problems, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

YOUR CHILD'S SCIENCE SPE SCORE

Science	Points Earned/Points Possible
SPE Score	22 of 36

YOUR CHILD'S SCIENCE PERFORMANCE LEVEL STATEMENT

✓ **PROFICIENT:**

Students performing at a proficient level demonstrate solid performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, recall, and predict phenomenon in the natural world, collect, organize and represent data, communicate results and draw appropriate conclusions, applying scientific concepts to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several familiar learning situations with some assistance.

WHAT IS THE SPE?

In the **SPE**, your child's teacher administers a set of items in each content area in a one-on-one testing situation. The number of points earned by your child's correct response to each item is related to the teacher-provided level of prompting and support. The items are written with "SAY" and "DO" statements to guide the teacher through the administration. If a student does not respond correctly to an item as it is presented, the teacher provides the stated, additional support. Your child's teacher presents the individualized accommodations and assistive technology during the assessment that are effectively used on a regular basis during daily instruction.

Description of the SPE.

DESCRIPTION OF THE SPE AND REPORTING

GRADE LEVEL ACADEMIC SKILLS

At each grade level, Academic Benchmarks describe skills that students are taught and expected to learn at an appropriate level of complexity as determined by the teacher's knowledge of the student. The following charts describe the academic skills from which instructional goals are determined and taught at an appropriate level of challenge and access to the academic content at grades 3–8 and 11 in reading and mathematics and at grades K–5 and 8–12 in science. The content assessed on the PAWS–ALT is based on these skills.

DESCRIPTION OF THE SPE AND REPORTING

Grade 3 Academic Skills	
In reading, students at this grade:	**In mathematics, students at this grade:**
• know important ideas in literary texts • are aware of information related to a literary text • are familiar with story elements • are acquainted with a variety of literary genres • know ideas in informational text • are aware of similar ideas across two informational texts	• represent whole numbers • compare and order whole numbers • use coins and dollars • recognize standard two dimensional shapes and compare two and three dimensional shapes • compare customary units of length including inches and feet • extend patterns • make use of data

Grade 4 Academic Skills		
In reading, students at this grade:	**In mathematics, students at this grade:**	**In science, students at this grade*:**
• know important ideas across literary texts • sequence ideas • are aware of facts related to a text • are familiar with story elements • know information related to nonfiction or informational texts • know important information in informational texts	• represent larger whole numbers • compare and order whole numbers • use coins and dollars • solve simple addition and subtraction problems • use quantitative labels to estimate • differentiate standard two and three dimensional shapes and objects • compare U.S. customary units of weight, capacity, and length • tell time to the hour • organize and compare data	• describe living organisms and habitats • describe changes on Earth's surface • describe changes in states of matter • demonstrate changes in position of objects • use reference materials to answer questions • conduct simple investigations • use data to communicate results • identify safety symbols • recognize technological advancements • identify and perform tasks associated with a healthy lifestyle

***Science is assessed at Grade 4. The extended Wyoming Academic Content Standards and Academic Benchmarks are defined for the grade span Kindergarten – Grade 4.**

DESCRIPTION OF THE SPE AND REPORTING

Grade 5 Academic Skills	
In reading, students at this grade:	**In mathematics, students at this grade:**
• retell a story • are aware of inference • make simple connections • know descriptive words • are acquainted with a variety of literary genres • compare and contrast information • respond to information mode	• represent and order larger whole numbers and count by two's • use coins and dollars • solve addition problems • solve simple subtraction problems • estimate • identify and express values of coins • identify and compare parts of a whole including halves • identify and name standard two and three dimensional shapes and objects • determine U.S. customary units of weight and capacity • identify patterns growing by two's • organize and compare data

Grade 6 Academic Skills	
In reading, students at this grade:	**In mathematics, students at this grade:**
• identify main ideas and a supporting detail from literary texts • understand cause and effect • make text-to-text connections • compare story elements • identify features of informational texts • identify information from informational texts	• represent and order larger whole numbers and count by two's and five's • identify and compare parts of a whole including halves and quarters • identify congruent geometric shapes • estimate to compare weight • compare and determine U.S. customary units of capacity to measure • provide the value of a variable in number sentences • organize and compare data

DESCRIPTION OF THE SPE AND REPORTING

Grade 7 Academic Skills	
In reading, students at this grade:	**In mathematics, students at this grade:**
• use vocabulary to compare and contrast • identify main ideas and supporting details from literary texts • make connections within a text • identify author's purpose • identify chronology of events in informational texts • identify data presented in graphic representations of informational texts • identify information from an interview	• represent and order larger whole numbers and count by five's and ten's • recognize equivalencies • combine parts of a whole including halves • identify angles and parallel lines in objects • determine U.S. customary units to measure length • understand relationship between U.S. customary units of weight and capacity • calculate perimeter of a four-sided figure • recognize values on a number line • identify sets of data given graphic representations

Grade 8 Academic Skills		
In reading, students at this grade:	**In mathematics, students at this grade:**	**In science, students at this grade*:**
• identify sequence of details in literary texts • identify story elements • identify a simile in literary texts • differentiate relevant from irrelevant information in informational texts • retell information in meaningful order	• represent and order larger whole numbers • multiply by two's • use estimation • identify the sum of parts of a whole and more than whole including quarters • identify congruent and similar geometric objects • calculate the perimeter of a rectangle • make comparisons using U.S. customary units of measure • translate and represent word phrases • recognize values on a vertical scale • organize, represent, and compare sets of data	• understand living systems • describe the traits of offspring • describe processes related to the Earth's changing features • identify physical characteristics of substances • demonstrate motion of objects • use reference materials to answer questions • conduct simple investigations • collect and organize data • communicate results of an investigation • identify safety symbols and associated concepts • identify scientific information related to a healthy lifestyle • study local problems related to natural resources • group science topics and careers in science

***Science is assessed at Grade 8. The extended Wyoming Academic Content Standards and Academic Benchmarks are defined for the grade span Grade 5 – Grade 8.**

DESCRIPTION OF THE SPE AND REPORTING

Grade 11 Academic Skills		
In reading, students at this grade:	**In mathematics, students at this grade:**	**In science, students at this grade*:**
• identify main idea in literary text • summarize • identify story elements • sequence key events • identify author's purpose	• represent and order whole numbers • divide by two's • use estimation to solve problems involving two values • use one-to-one proportions • interpret geometric descriptions • recognize equivalent U.S. customary units of measure • represent and solve story problems • evaluate algebraic expressions involving multiplication • collect, organize, and interpret data	• demonstrate concepts of natural selection • relate interactions of organisms and ecosystems • recognize the time scale in planetary evolution • distinguish chemical and physical changes • describe the motion of an object • ask questions about the environment using reference materials and present findings • collect, organize, and compare data • communicate results of an investigation and make connections to scientific concepts • identify safety symbols and associated concepts • relate scientific information and personal decision making • identify and study local problems related to limited natural resources • recognize science topics associated with careers in science

***Science is assessed at Grade 11. The extended Wyoming Academic Content Standards and Academic Benchmarks are defined for the grade span Grade 9 – Grade 12.**

DESCRIPTION OF THE SPE AND REPORTING

USING THE RESULTS

Schools and accredited institutions across Wyoming are expected to continually improve their students' achievements from year-to-year to match the federal law, No Child Left Behind (NCLB), requiring all students to achieve at or above grade level by 2014. This is typically referred to as Adequate Yearly Progress (AYP). Students participating in both the general (PAWS) and alternate (PAWS–ALT) tests are included in this system of accountability.

Wyoming's accountability system includes every public school and accredited institution in the state. Wyoming sets certain goals for student achievement and measures progress by how well all students perform on the state-developed tests. To make AYP, schools must meet the state-set levels of achievements on these tests. In keeping with this goal, state officials are required to evaluate every school and accredited institution, every year, according to defined improvement goals.

As required by law, the PAWS–ALT documents that your child is participating and being taught the academic curriculum. Other assessments, as well, are used at the school-level to measure academic progress. Results from the PAWS–ALT along with these other assessment results can be used to determine future individual goals and objectives on the Individualized Education Program (IEP) and to inform instruction provided by your child's teacher.

The information contained within the PAWS–ALT Student Report can be used to:

- improve your child's education and access to the general education curriculum;
- assist teachers and service providers in adjusting instruction to meet the individual academic needs of your child; and
- determine whether each school and district is making Adequate Yearly Progress (AYP).

You are encouraged to talk about this report with your child's teacher and the IEP team. Based on your child's academic program, parents, guardians, teachers, and IEP teams can work together to identify ways to support continued progress and growth in your child.

REQUIREMENTS OF ALTERNATE ASSESSMENT

In compliance with both No Child Left Behind (NCLB, 2001) and the Individuals with Disabilities Act (IDEA, 2004), all students must have access to the state's Academic Content Standards and curriculum. Further, all students, regardless of disability, are required to participate in the state's assessment program.

These federal laws require that students with disabilities be instructed and assessed on the same content as their grade-level peers. Alternate assessments based on alternate achievement standards must be clearly linked to the grade-level content standards for the grade in which the student is enrolled. However, the grade-level content may be reduced in breadth, depth, and complexity. The Wyoming extended Academic Content Standards and Academic Benchmarks and Alternate Academic Achievement Standards reflect adjusted achievement expectations of the grade-level curriculum standards. These expectations reflect the learning characteristics of individual students participating in the PAWS–ALT. Many students with severe disabilities participate in the PAWS–ALT because they are not able to participate in the general assessment with accommodations.

These achievement standards are descriptions of how well a student should demonstrate proficiency in each content area (reading, mathematics, and science). The Alternate Academic Achievement Standards include four levels: Advanced, Proficient, Basic, and Below Basic. A description of student performance reflecting achievement at each level is included on the student report.

Instruction of academic content is required in order for students to meet these Alternate Academic Achievement Standards. This academic content is defined in the grade-specific, extended Wyoming Academic Content and Performance Standards in reading, mathematics, and science. The concepts, skills, and abilities assessed on the PAWS–ALT are matched to these standards and benchmarks, which can be found at www.edu.wyoming.gov, Statewide Assessment, PAWS–ALT.

For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student will participate in Wyoming's Assessment System. IEP teams must take into account how the grade-level-aligned extended Academic Content Standards and PAWS–ALT fit into the curriculum structure, learning expectations, graduation requirements, and eligibility for a high school diploma if the decision is made that the student should participate in the alternate assessment.

The IEP teams must also develop an IEP that defines academic instruction and specifies skills for the student to acquire that will promote access to an academic curriculum and help the student meet the Alternate Academic Achievement Standards. The goals and objectives included in the IEP must be meaningful for the student and promote access to the general academic curriculum, which is assessed on the PAWS–ALT.

IEP teams must ensure and document that the *Requirements for Participation in Wyoming's Alternate Assessment: The PAWS–ALT* was utilized by the IEP team to determine each student's participation in the alternate assessment, and that parents/guardians have been informed and understand any state or district imposed consequences of student participation in the PAWS–ALT and the use of Alternate Academic Achievement Standards to measure student performance.

PARTICIPATION GUIDELINES FOR THE PAWS–ALT

Students in grades 3–8 and 11 must participate in either the general assessment with or without accommodations, the PAWS, or in the alternate assessment, the PAWS–ALT. In order to assist IEP teams in determining the most appropriate assessment for individual students, the Wyoming Department of Education has developed requirements for participation in the state assessments as required by NCLB. *Requirements for Participation in Wyoming's Alternate Assessment: PAWS–ALT,* can be found on the Wyoming Department of Education Web site, www.edu.wyoming.gov, Statewide Assessment, PAWS–ALT.

The participation decision in assessment is made by the student's IEP team and must not be an administrative decision. Participation in the alternate assessment is not intended to limit the educational opportunity of a student, but rather to ensure that assessment of the student with a significant cognitive disability based on Alternate Academic Achievement Standards is appropriate. A student with the most significant cognitive disability will participate in the PAWS–ALT if he or she meets **each** of the following criteria:

Criteria To Determine Participation in the PAWS–ALT
• The student's access to the Wyoming Content and Performance Standards is provided by grade-level, extended Academic Content Standards for students with the most significant cognitive disabilities.
AND
• The student demonstrates a significant cognitive disability that results in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.
AND
• The student's proficiency levels are appropriately measured against Alternate Academic Achievement Standards.
AND
• The student's IEP goals and objectives are based upon grade-level, extended Academic Content Standards, which are reduced in breadth, depth, and complexity as compared to the Wyoming Content and Performance Standards.
AND
• The student's IEP goals and objectives are based upon grade-level, extended Academic Content Standards and define appropriate level of challenge given the student's present levels of performance, historical data, and rate of progress.
AND

PARTICIPATION GUIDELINES FOR THE PAWS–ALT

• Proficiency determined by Alternate Achievement Standards does not under-challenge the student or limit the educational opportunity of the student.
AND
• The student cannot participate in the PAWS with or without accommodations, as appropriate, based on his/her IEP.
AND
• The request for alternate assessment for each student is to ensure the provision of Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.

The following criteria should not, in and of themselves, be used to determine participation in the PAWS–ALT.

Criteria That DO NOT Determine Participation in the PAWS–ALT
• Program setting
• Category of disability
• Percentage of time in the general education setting
• Percentage of time in the special education setting
• Developmental level or mental age of the student

ADDITIONAL INFORMATION

How do I get more information about the PAWS—ALT and alternate assessment?

Additional information and assistance are available by contacting Jude Serrano at jude.serrano@wyo.gov or by calling (307) 777-8568.

Three additional Web sites that offer information about alternate assessment are: www.ed.gov (U.S. Department of Education), www.naacpartners.org (National Alternate Assessment Center), and www.edpubs.org.

Wyoming

WDE Wyoming Department of Education

QAI10049

Appendix G:

PAWS–ALT Standard Setting Report

Proficiency Assessments for Wyoming Students-Alternate

Wyoming Department of Education

PAWS-ALT Standard Setting Report

September 24-25, 2011

May 8, 2012

Presented by:

Questar Assessment, Inc.

Table of Contents

Overview

The administration of the 2012 Proficiency Assessments for Wyoming Students - Alternate (PAWS-ALT) reflects specific design improvements recommended to the Wyoming Department of Education (WDE) by the United States Department of Education (USED) Wyoming peer review team. These improvements were implemented for the 2012 PAWS-ALT administration and are aligned to the USED Standard and Assessment Peer Review critical elements. The implementation of these improvements resulted in changes to the PAWS-ALT test design requiring a new Standard Setting workshop to re-establish cut scores in reading, mathematics, and science. The Standard Setting committee convened in September 2011 and May 2012.

Standard Setting Methodology

Cut scores to distinguish the achievement levels of Below Basic, Basic, Proficient, and Advanced were established based on methodology containing aspects of both the Reasoned Judgment and Integrated Judgment methods (Roeber, 2002; Jaeger & Mills, 2001). Wyoming grade-level reading, writing, mathematics, and science performance level descriptors, the Student Performance Events (SPE) scoring rubric, and items from the 2010, 2011, and 2012 PAWS-ALT test forms were utilized. It is important to note that while writing was not assessed in 2012, this determination was made following the September 2011 standard setting workshop. Hence, cut scores were established for writing at the September 2011 meeting and the subject is included in this report.

Wyoming administers the PAWS-ALT to approximately 70 students per grade at grades 3-8 and 11. Given this extremely small population, the Wyoming Technical Advisory Committee recommended that the approach to standard setting be guided by a clearly structured set of performance level descriptors and the method of Reasoned Judgment and less by a traditional standard setting method. Based on the National Profile on Alternate Assessments Based on Alternate Achievement Standards published in August 2009 (Cameto, Knokey, Nagle, Sanford, Blackorby, Sinclair, & Riley, 2009), six states have used the Reasoned Judgment method for determining cut scores on their alternate assessments. Five of those states have received full approval of their alternate assessments under the peer review system (http://www2.ed.gov/admins/lead/account/nclbfinalassess/index.html).

In the method of Reasoned Judgment, panelists are convened to translate the performance level descriptors (PLDs) to numerical points which divide the scale into the desired number of categories (Roeber, 2002). Panelists review the knowledge and skills defined within the PLDs and discuss the match between the written expectations and the score scale. The design of the PAWS-ALT lends itself to this method because of the holistic nature of the test. Panelists utilize the performance level descriptions and expectations of the students to divide the score scale into performance categories.

descriptors encompass the knowledge and skills expectations for each level of achievement: Below Basic, Basic, Proficient, and Advanced. The full PLDs are tied to the extended Wyoming Academic Content Standards and Academic Benchmarks, test specifications, and the available item specifications for each grade and content area. The current PLDs are included in Appendix A.

Setting Cut Scores

Panels

Panels comprised of educators and policy makers gathered September 24-25, 2011 in Lander, WY to establish cut scores for each grade and content area in a 2-day meeting. The agenda for this meeting is provided in Appendix B. Each panel had six members. One panel focused on reading as well as 4th grade science. The second panel concentrated on writing and 8th grade science. The final panel set cut scores for mathematics and 11th grade science. Members of the panels were representative of all grades and both special education and general education. Table 1 provides descriptive information across the three panels.

As indicated, panelists were either (1) educators who worked with this population of students and administered the PAWS-ALT or (2) content experts who worked primarily with general education students. Perie (2008) indicates it is imperative that panelists be "familiar with the content standards, student learning, and the purpose of the assessment system (p. 19)." Selecting special educators as well as general education content specialists for this panel met these recommendations.

As with any standard setting workshop, the discussion that occurs around the definitions of the performance level descriptors and between standard setting rounds is richest when the experiences of the participants are most varied in factors such as years of experience and experiences in the classroom. This information is reflected in Table 1.

Table 1. Panelist Demographic Information (September)

Occupation	Frequency	Average years in position	Ethnicity	Frequency	Gender	Frequency
Classroom Teacher	13	18.9	Minority	0	Female	17
Education (Non-Teacher)	5		Non-Minority	18	Male	1

Methodology

Cut scores are based on a total raw score of 36 points in each subject. The committee examined the score range and divided the full range of possible scores into four categories through the standard setting process. Facilitators used the PLDs to aid panelists in the discussion and

The Integrated Judgment method (Jaeger & Mills, 2001) is a student-centered standard setting method. In this method, panelists review student work and categorize the work into performance categories. Typically, panelists are asked to make an additional judgment of where student work lies within the category, barely in the category, in the middle, or almost into the next higher category. This additional step did not occur for the PAWS-ALT since the methodology used is a combination of the Reasoned Judgment and Integrated Judgment methods as mentioned previously. That is, the methodology used for the PAWS-ALT included one round of Reasoned Judgment followed by one round of Integrated Judgment in which participants viewed student work and discussed the appropriate categorization based on the outcome of Round 1, the Reasoned Judgment round.

2012 PAWS-ALT

The PAWS-ALT is administered to students who have the most significant cognitive disabilities and who are enrolled in grades 3-8 and 11. Students are assessed in reading and mathematics at grades 3-8 and 11, and in grades 4, 8, and 11 in science. A student's IEP team must determine whether the student's proficiencies would be better measured using an alternate assessment rather than the regular assessment even with accommodations. In the event that the IEP team does determine that student mastery is best measured in an alternate way, consistent with the state participation requirements, proficiency is measured against grade-level extended Wyoming Academic Content Standards and Academic Benchmarks in the three content areas. As compared to the Wyoming Content and Performance Standards used for assessing students taking the general assessment, PAWS, the extended Wyoming Academic Content Standards and Academic Benchmarks are reduced in breadth, depth, and complexity as measured by the PAWS-ALT.

The PAWS-ALT contains a set of scripted performance tasks, Student Performance Events (SPE), which consists of distinct performance tasks in each of the specified content areas administered to each student using a scripted format with provided stimulus materials and a scaffolded approach of assistance from least to most intrusive.

The re-designed PAWS-ALT was first administered during the academic year 2011-2012. Although it still reflects the same expectations of student learning as measured by the assessed grade-level, extended Wyoming Academic Content Standards and Academic Benchmarks, the design of the PAWS-ALT has been altered by the removal of the Portfolio of Student Work (PSW). Key features of the re-designed PAWS-ALT include nine scripted performance task items for each content area and an updated scoring rubric. Students will be able to score from 0 to 36 raw points on the SPE for each content area.

Performance Level Descriptors (PLDs)

It was determined early in the planning process that the PAWS-ALT performance level descriptors (PLDs) would remain the same even with the changes in the PAWS-ALT. The

higher grades. Since science does not follow the same grade by grade pattern, the discussion for science was divided among the three groups and held until the completion of all grades in the other subjects.

Prior to the discussion of science in each room, facilitators showed panelists the overall results from all grades 3-8 and 11. Panelists had one final opportunity to discuss the results and make any adjustments to the cut points they felt were appropriate. This was beneficial in two ways. First, it gave participants an opportunity to review the decisions made early in the meeting after becoming more comfortable with the process. Second, it allowed panelists an opportunity to review how the proportions of students in each category compare across grades. During this discussion, facilitators made sure that panelists understood that the small student population and differences in what is assessed grade to grade make direct comparisons across grades impractical. Final results are provided in Appendix G.

Following completion of all grades in the content area as well as the science grade assigned to that room, panelists were asked to complete a survey. This survey asked participants questions about the process and their confidence in the final cuts among other things. A sample of this survey, along with the results, is provided in Appendix H.

Standards Verification

To complete the standard setting process by verifying the cut scores obtained during the formal standard setting event, a group of educators was convened on May 8, 2012. This step was necessary since the data used to illustrate the impact in the formal standard setting workshop was from the 2011 administration. The 2011 administration included both a portfolio and the Student Performance Events (SPE). The 2012 administration included only the SPE items. The removal of the portfolio from the 2012 administration meant that it was possible students had less opportunity to become familiar with the requirements of a state assessment. Further, it is possible that the removal of the portfolio meant that there were fewer opportunities for students to learn appropriate assessment material.

The agenda for this meeting is appended in Appendix I. This group consisted of two panelists who participated in the September Standard Setting Workshop as well as ten panelists new to the project. The make-up of this panel is shown as Table 2. While there were 12 participants in this meeting, only 9 completed the survey.

decision making process in Round 1. In the second round of the process, panelists reviewed item books and the scoring rubric along with the target definitions created in Round 1. Panelists were asked to determine if the cuts should change based on the expectations shown in the items and scoring rubric.

The workshop began with an overview of the process using a PowerPoint presentation to the full group. The presentation is attached in Appendix C.

To begin Round 1, facilitators asked panelists to compare and contrast characteristics of Proficient and Advanced performance in sixth grade. Next, facilitators led the discussion to compare Basic and Proficient. Finally, facilitators asked panelists to address the differences between Below Basic and Basic. The primary factors distinguishing the adjacent performance levels were then determined by the panelists. The target characteristic lists are presented in Appendix D. Based on these definitions, facilitators directed panelists to determine what numerical point within the score range most accurately distinguished between adjacent performance categories. Participants made these judgments independently on the ratings sheet provided. The median of these ratings indicated the Round 1 cut points. Round 1 cut points by rater for each grade and subject are provided in Appendix E. The minimum, median, and maximum can also be found in Appendix E.

To begin Round 2, panelists received the minimum, median, and maximum ratings from Round 1 as well as the scoring rubric. Facilitators then led panelists through electronic copies of the item booklets. Panelists discussed the expectations shown in each item. Following this discussion, panelists made an analytical judgment as to whether or not the expectations shown required the cuts to be changed from those obtained following the discussion in Round 1. Round 2 results as well as impact data charts are provided in Appendix F.

While student work was not available from the 2012 assessment, the 2011 SPE data was available. This 2011 data provided some indication of the proportions of students in each performance category. Thus, this data was used for illustrative purposes. Panelists were informed that this was not a complete reflection of what to expect following the 2012 assessment since the 2011 PAWS-ALT included both a portfolio and the Student Performance Events. Facilitators explained to panelists that a follow-up meeting would be held in spring 2012 to complete a final review of the cut scores and the 2012 performance data before the cut scores could be finalized. The process used to verify the cut scores obtained at the September 2011 meeting are discussed in the standards verification section below. The standards verification meeting was conducted in May 2012 following the 2012 administration.

At the September 2011 formal standard setting workshop, Round 1 followed by Round 2 was completed for each grade beginning with sixth grade. Facilitators then worked with panelists to complete Rounds 1 and 2 for seventh grade, eighth, and eleventh before going back and completing the process for third, fourth, and finally fifth. The intent of beginning with sixth grade and ending with fifth was to help participants get a better idea of the expectations in the

Table 2. Panelist Demographic Information (May)

Occupation	Frequency	Average years in position	Ethnicity	Frequency	Gender	Frequency
Classroom Teacher	9	15	Minority	1	Female	8
Education (Non-Teacher)	0		Non-Minority	8	Male	1

A Questar facilitator explained the process used to establish the cut scores in the September meeting. Panelists then reviewed the target student definitions and impact data for each grade and subject. The target definitions are included in Appendix D as noted earlier.

A PowerPoint presentation was used to guide the panelists through the impact data for all grades and subjects that were administered in 2012. Based on decisions by the Wyoming Department of Education, writing was not administered in 2012 and was not included in this verification meeting. This presentation is appended in Appendix J. During this presentation, panelists were allowed to ask any clarifying questions about the process and decisions from the September meeting they deemed important. Panelists were asked to indicate whether they agreed with the cut scores suggested by the September panel. A sample of the rating sheets is attached in Appendix K. Panelist results are also provided in Appendix K. Due to the number of new participants, some of whom had never administered the PAWS-ALT, there was struggle to understand the expectations for this group of students. The facilitator guided the group through a discussion of the assessment, the students, and the administration of the assessment, but full agreement was not obtained.

This meeting served to validate the cut scores obtained in September. Thus, it was not deemed necessary to achieve consensus. Instead, the purpose of this verification was to ensure that the removal of the portfolio from the PAWS-ALT did not have an effect on student performance on the Student Performance Events.

The cut points resulting from this process are presented in Tables 3 through 5. For completeness, the cut points obtained in September 2011 for writing are presented as Table 6. Since writing was not administered in 2012, these cut scores could not be verified at the May 2012 meeting.

Panelists were asked to fill out a survey similar to that from September. A sample of the survey, along with the results, is attached in Appendix L. Based on panelist feedback, the final science cut scores for grade 11 were adjusted for both the Proficient and Advanced cuts. Each was increased by two points.

Table 3. Final Cut Points for Reading – Spring 2012 Session

Grade	Basic Median	Proficient Median	Advanced Median
3	9	20	31
4	10	20	30
5	10	20	31
6	10	20	30
7	10	21	31
8	10	21	31
11	9	20	31

Table 4. Final Cut Points for Mathematics – Spring 2012 Session

Grade	Basic Median	Proficient Median	Advanced Median
3	10	19	30
4	10	19	30
5	10	19	31
6	10	18	29
7	10	18	29
8	10	18	30
11	10	19	30

Table 5. Final Cut Points for Science– Spring 2012 Session

Grade	Basic Median	Proficient Median	Advanced Median
4	10	20	30
8	12	22	32
11	10	20	30

Table 6. Final Cut Points for Writing – Fall 2011 Session

Grade	Basic Median	Proficient Median	Advanced Median
3	12	22	32
4	13	23	33
5	12	22	32
6	12	22	32
7	13	23	34
8	13	23	32
11	12	23	32

Conclusion

Two groups of Wyoming educators met to determine and then verify the cut scores for the PAWS-ALT. The first group met in Lander, WY in September 2011 to establish cut scores for reading, writing, mathematics, and science. The second, smaller group met in Cheyenne, WY in May 2012 to verify those cut points based on data from the 2012 PAWS-ALT. This second meeting was warranted due to the differences in the PAWS-ALT assessment between 2011 and 2012. The 2011 PAWS-ALT contained a portfolio and Student Performance Events while the 2012 PAWS-ALT contained only SPEs. Thus, the data used during the September 2011 standard setting workshop came from the SPE portion of the 2011 assessment. The May 2012 meeting was warranted to verify that the loss of the portfolio would not impact student performance on the SPEs. This report includes the results of these two meetings.

It is important to consider the population served by the PAWS-ALT when reviewing student results. These students represent 1% of the student population for each grade. Thus, this is an extremely small population of students, typically less than 70 students in any grade. As such, this data is not scalable and does not allow for strict year-to-year comparisons. The proportion of students in each performance level can change substantially from year to year because of the small population. When a population is this small, it takes only one or two students to greatly alter proportions. In this sense, the population is extremely unstable. Any data interpretation must always be made very carefully and with this population size in mind.

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Appendix A: Performance Level Descriptors

Reading

GRADE 3

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding grade-appropriate literary and informational texts of reduced complexity including: identifying story elements and similar ideas in texts, understanding meanings of familiar words, and locating information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding grade-appropriate literary and informational texts of reduced complexity including: identifying story elements and similar ideas in texts, understand meaning of familiar words, and locating information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated when presented with grade-appropriate literary and informational texts of reduced complexity including: identifying story elements similar ideas in texts, understanding meanings of familiar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

GRADE 4

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, apply clues to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, apply clues to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, apply clues to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

Appendix A

GRADE 5

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

Appendix A

GRADE 6

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

Appendix A

GRADE 7

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: features of different genres, how different texts are organized, identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

GRADE 8

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas, features of different genres, how different texts are organized, identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

GRADE 11

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas and supporting details, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge of multiple meanings to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas and supporting details, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge of multiple meanings to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas and supporting details, features of different genres, how different texts are organized, identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas and themselves, apply clues and prior knowledge of multiple meanings to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

Appendix A

Writing

GRADE 3

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: evidence of voice in their writing, selection of a topic, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: evidence of voice in their writing, selection of a topic, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: evidence of voice in their writing, selection of a topic, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

Appendix A

GRADE 4

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: evidence of voice in their writing, selection of a topic, writing shows organization, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: evidence of voice in their writing, selection of a topic, ideas supported with descriptive words related to a topic, writing shows organization, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: evidence of voice in their writing, selection of a topic, writing shows organization, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

Appendix A

GRADE 5

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice in their writing, selection of a topic, writing shows organization, include relevant details related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice in their writing, selection of a topic, include relevant details related to a topic, writing shows organization, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice in their writing, selection of a topic, writing shows organization, include relevant details related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

Appendix A

GRADE 6

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice in their writing, selection of a topic, writing shows organization, include relevant details related to a topic, sentence structure is varied and correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice in their writing, selection of a topic, include relevant details related to a topic, writing shows organization, sentence structure is varied and correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice in their writing, selection of a topic, writing shows organization, include relevant details related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

GRADE 7

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice and format in their writing, selection of a topic, writing shows organization, include relevant details or examples related to a topic, sentence structure is varied and correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice and format in their writing, selection of a topic, include relevant details or examples related to a topic, writing shows organization, sentence structure is varied and correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice and format in their writing, selection of a topic, writing shows organization, include relevant details or examples related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

GRADE 8

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice and format in their writing, selection of a topic, writing shows organization, include relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice and format in their writing, selection of a topic, include relevant details or examples related to a topic, writing shows organization, includes relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice and format in their writing, selection of a topic, writing shows organization, include relevant details or examples related to a topic, simple sentence structure is correct, language is effective, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

GRADE 11

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice and various formats in their writing, selection of a topic, writing shows evidence of reflection and revision, organization, include relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice and various formats in their writing, selection of a topic, include relevant details or examples related to a topic, writing shows evidence of reflection and revision, organization, includes relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice and various formats in their writing, selection of a topic, writing shows evidence of reflection and revision, organization, includes relevant details or examples related to a topic, simple sentence structure is correct, language is effective, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

Appendix A

Mathematics

GRADE 3

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, describing and comparing different geometric objects, recognizing area and perimeter, recognizing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: whole numbers, estimation, describing and comparing different geometric objects, recognizing area and perimeter, recognizing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different geometric objects, recognizing area and perimeter, recognizing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 4

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, describing and comparing different geometric objects, describing area and perimeter, recognizing and extending patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, describing and comparing different geometric objects, describing area and perimeter, recognizing and extending patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different geometric objects, describing area and perimeter, extending patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

Appendix A

GRADE 5

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different geometric objects, describing area and perimeter, recognizing and extending growing patterns, organizing, representing, and comparing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different geometric objects, describing area and perimeter, recognizing and extending growing patterns, organizing, representing, and comparing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different geometric objects, describing area and perimeter, extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 6

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different geometric objects, use units in measurement, recognizing and extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different and congruent geometric objects, use units in measurement, recognizing and extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different geometric objects, use units in measurement, extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 7

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different and congruent geometric objects, use units in measurement, calculate perimeter, recognizing and extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different and congruent geometric objects, use units in measurement, calculate perimeter, recognizing and extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different and congruent geometric objects, use units in measurement, calculate perimeter, extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 8

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, calculate area and perimeter, recognizing and using algebraic expressions, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, calculate area and perimeter, recognizing and using algebraic expressions, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing similar and congruent geometric objects, use units in measurement, calculate area and perimeter, recognizing and using algebraic expressions, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 11

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, use one-to-one proportions, calculate circumference, recognizing and using algebraic problems, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, use one-to-one proportions, calculate circumference, recognizing and using algebraic problems, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing similar and congruent geometric objects, use units in measurement, use one-to-one proportions, calculate circumference, recognizing and using algebraic problems, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

Appendix A

Science

GRADE 4

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to describe, compare, and classify objects and living things to explain the natural world, represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to describe, compare, and classify objects and living things to explain the natural world, represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to describe, compare, and classify objects and living things to explain the natural world, represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, or recall scientific information in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding scientific information of reduced complexity, procedures and tools. Students can sometimes recognize, use, identify, describe, or recall scientific information with external support and modeling in a structured, learning situation with assistance.

GRADE 8

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, and predict phenomenon in the natural world, collect, organize and represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, and predict phenomenon in the natural world, collect, organize and represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, and predict phenomenon in the natural world, collect, organize and represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, or recall scientific information in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding scientific information of reduced complexity, procedures and tools. Students can sometimes recognize, use, identify, describe, or recall scientific information with external support and modeling in a structured, learning situation with assistance.

GRADE 11

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, recall, and predict phenomenon in the natural world, collect, organize and represent data, communicate results and draw appropriate conclusions, applying scientific concepts to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, recall, and predict phenomenon in the natural world, collect, organize and represent data, communicate results and draw appropriate conclusions, applying scientific concepts to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, recall, and predict phenomenon in the natural world, collect, organize and represent data, communicate results and draw appropriate conclusions, applying scientific concepts to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, or recall scientific information in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding scientific information of reduced complexity, procedures and tools. Students can sometimes recognize, use, identify, describe, or recall scientific information with external support and modeling in a structured, learning situation with assistance.

Appendix B: Standard Setting Meeting Agenda

Appendix B

PAWS-ALT Standard Setting Meeting

September 24-25, 2011

Best Western – Lander, WY

DAY 1

8:00-8:30	Registration and Breakfast
8:30-10:00	Opening Session
10:00-10:15	Break
10:15-12:00	Small Group Training and Round 1 for Grade 6
12:00-12:45	Lunch
12:45-1:45	Round 2 for Grade 6
1:45-5:00	Continue the same process for the remaining grades and science

DAY 2

8:00-8:30	Breakfast
8:30-12:00	Continue as on Day 1
12:00-12:45	Lunch
12:45-4:30	Complete the process for all grades and content areas
4:30-5:00	Finalize the cut points for all grades and complete evaluation survey

Wyoming Department of Education

Appendix C: Standard Setting Power Point

Appendix C

Standard Setting
PAWS-ALT

September 24-25, 2011
Presented by:
Questar Assessment, Inc.

Overview

- Welcome and Housekeeping
- Introduction to the assessment and the students
- Outline of the process
- Policy review

Appendix C

Overview of PAWS-ALT

- Reading, writing, mathematics in 3-8, 11
- Science in 4, 8, 11
- Students with the most significant cognitive disabilities (as determined by the IEP team using the participation requirements)
- Measured against grade-level extended Wyoming Academic Content and Performance Standards
  - Reduced in breadth, depth, and complexity

Student Performance Events

- Distinct performance tasks for each content area
- Administered using provided stimulus materials
- Scaffolded assistance approach from least to most intrusive
- Scored by the Test Administrator and a Second Scorer
- Worth 0 to 4 points per item (36 points total)

Appendix C

Performance Level Descriptors

- Advanced:

  Students performing at this level demonstrate exemplary performance, can perform in several learning situations or unfamiliar problem contexts without assistance

- Proficient:

  Students meet the standard of understanding grade-appropriate information, can perform in several familiar learning situations with some assistance

Performance Level Descriptors

- Basic

  Students have not yet met the acceptable standard for the grade, performance and understanding are emerging, can perform in a familiar learning situation with assistance

- Below Basic

  Students have not yet met the acceptable standard for the grade, can sometimes perform with external support and modeling in a structured, learning situation with assistance

Panelists

- Educators
  - Experience working with students with significant cognitive disabilities
  - Experience teaching the subject area
  - Understand the learning characteristics of this population
  - Administered the 2011 PAWS-ALT

Standard Setting

- Reasoned Integrated Judgment
  - Two rounds to consider
    - What expectations really make one level of performance different than the next? How do these differences translate to a number?
    - How does reviewing these items affect your initial decision?

Standard Setting

- Round 1
  - Facilitators will lead panelists through a discussion of the differences in level of expectation from one level of performance to the next
  - Based on this discussion, make your determination of what number corresponds to this level of expectation

Standard Setting

- Round 2
  - Panelists will receive the minimum, maximum, and median ratings from Round 1
  - Facilitators will present items and the score rubric for panelist review
  - Facilitators will lead a discussion about the items and score rubric
  - Facilitators will ask panelists to review their cut point decisions based on this discussion

Standard Setting

- Final cuts
  - Cuts obtained from Round 2 will be submitted to the WDE for approval
  - Cuts cannot be finalized until after the 2012 administration

Standard Setting

- Viewing Results
  - No student data is available for 2012
  - Facilitators will present data from 2011
    - This is not exact, but will help
  - A separate, smaller meeting following 2012 administration to finalize cuts

Appendix C

Standard Setting

- We will begin in grade 6 and move up
  - We'll then go back to grades 3, 4, 5

Important Note

- Keep in mind that this is a very small population of students
- There will be discrepancies in the performance distributions from year to year
- This is to be expected

Questions?

- Please take a 15 minute break and report to your assigned room

Appendix D: Target Definitions

D.1 Target Definitions for Reading

Grade	Advanced	Proficient	Basic
3	• Identify character and setting independently • Identify similar ideas in texts (main idea) independently • Identify meanings of familiar words independently • Locate specific information in a text independently	• Identify character and setting with minimal assistance • Identify similar ideas in texts (main idea) with minimal assistance • Identify meanings of familiar words with minimal assistance • Locate specific information in a text with minimal assistance	• Identify character and setting with multiple prompts (visual, auditory, modeling) • Identify similar ideas in texts (main idea) with multiple prompts (visual, auditory, modeling) • Identify basic sounds of words with multiple prompts (visual, auditory, modeling) • Locate specific information in a text with multiple prompts (visual, auditory, modeling)
4	• Identify character traits/setting without assistance • Sequence elements of plot (beginning, middle, end) without assistance • Use strategies to understand meaning of unfamiliar words without assistance • Locate information in text without assistance	• Identify character traits/setting with minimal assistance • Sequence elements of plot (beginning, middle, end) with minimal assistance • Use strategies to understand meaning of unfamiliar words with minimal assistance • Locate information in text with minimal assistance	• Identify character traits/setting with multiple prompts (visual, auditory, modeling) • Sequence elements of plot (beginning, middle, end) with multiple prompts (visual, auditory, modeling) • Use strategies to understand meaning of unfamiliar words with multiple prompts (visual, auditory, modeling) • Locate information in text with multiple prompts (visual, auditory, modeling)
5	• Identify story elements, character, setting, plot without assistance when provided a template • Sequence key ideas without assistance when provided a template • Identify problem/resolution – compare and make simple connections to text without assistance • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words without assistance • Locate information in a text without assistance	• Identify story elements, character, setting, plot with minimal assistance when provided a template and/or visual cues • Sequence key ideas with minimal assistance when provided a template and/or visual cues • Identify problem/resolution – compare and make simple connections to text with minimal assistance • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words with minimal assistance • Locate information in a text with minimal assistance	• Identify story elements, character, setting, plot when provided partially filled-template and/or visual cues • Sequence key ideas when provided partially filled-template and/or visual cues • Identify problem/resolution – compare and make simple connections to text with multiple prompts (visual, auditory, modeling) • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words with multiple prompts (visual, auditory, modeling) • Locate information in a text with multiple prompts (visual, auditory, modeling)
6	• Relating texts to own experiences • Using prior knowledge & critical thinking skills without assistance. • Follow multi-step directions with no assistance • Perform without cueing or prompting.	• Using prior knowledge with some assistance • Follow multi-step directions with cueing • Complete a task when provided opportunity to use template • Complete a task when teacher-provided example is given • Seek clarification to determine task	• Identify story elements/sequencing when given step by step prompting • Demonstrate a subset of expected skills • Make simple connections from text to self • Follow simple directions • Complete a task when provided partially filled-template and/or visual cues

Grade	Advanced	Proficient	Basic
7	• Knowledge of how different texts are organized (e.g., informational/research compared to pleasure reading) • Identify text characteristics of literary and informational passages • Identify specific information from texts (e.g., story elements, main idea, sequencing) • Make connections between text and text (compare two passages) and text to self • Work without cueing or assistance	• Identify text characteristics with minimal assistance • Identify specific information from texts given choices • Make connections between text and text (compare two passages) and text to self, given choices • Knowledge of how different texts are organized (e.g., informational/research compared to pleasure reading) given charts and visuals	• Identify story elements with multiple prompts (visual, auditory, modeling) • Make simple connections from text to text and text to self with multiple prompts (visual, auditory, modeling) • Use prior knowledge to understand meaning with multiple prompts (visual, auditory, modeling) • Identify specific information from texts given limited choices
8	• Summarize main idea and sequence key ideas independently • Identify author's purpose without assistance • Identify/locate specific information in a text independently • Make connection between text and self independently • Identify/compare texts to summarize and make predictions independently • Recognize what is being compared in a simile with no assistance	• Identify main idea and sequence key ideas with minimal assistance • Identify author's purpose with minimal assistance • Identify/locate specific information in a text with minimal assistance • Make connection between text and self with minimal assistance • Identify/compare texts to summarize and make predictions with minimal assistance • Recognize what is being compared in a simile with minimal assistance	• Identify main idea and sequence key ideas with multiple prompts given choices • Identify author's purpose with multiple prompts given choices (visual, auditory, modeling) • Identify/locate specific information in a text with multiple prompts • Make simple connections between text and self with multiple prompts • Make predictions with multiple prompts • Recognize what is being compared in a simile with multiple prompts
11	• Summarize main ideas and supporting details independently • Make connections between text to text/text to self/text to world independently • Identify author's purpose in different genres and sequence key ideas independently • Apply strategies to understand meanings of unfamiliar words • Identify and compare story elements independently	• Summarize main ideas and supporting details with minimal assistance • Make connections between text to text/text to self/text to world with minimal assistance • Identify author's purpose in different genres and sequence key ideas with minimal assistance • Apply strategies to understand meanings of unfamiliar words with minimal assistance • Identify and compare story elements with minimal assistance	• Summarize main ideas and supporting details with multiple prompts • Make simple connections between text to text/text to self with multiple prompts • Identify author's purpose in different genres and sequence key ideas with multiple prompts • Apply strategies to understand meanings of unfamiliar words with multiple prompts • Identify story elements with multiple prompts

D.2 Target Definitions for Writing

Grade	Advanced	Proficient	Basic
3	• Independent • Consistently demonstrates correct use of simple sentence structure • Specific selection of topic and use of descriptive words related to the topic • Consistently uses basic conventions (capital letters, punctuation, spelling of sight words) • Consistent evidence of using voice based on word choice	• Limited assistance • Frequently demonstrates correct use of simple sentence structure • Selects topic and limited use of descriptive words related to the topic • Frequently uses basic conventions (capital letters, punctuation, spelling of sight words) • Frequent evidence of using voice based on word choice	• Frequent but not continuous assistance • Minimal demonstration of correct use of simple sentence structure • Selects topic and limited use of descriptive words related to the topic, but not at grade level • Emerging use of basic conventions (capital letters, punctuation, spelling of sight words) • Minimal evidence of using voice based on word choice • Writing is interpretable by others and conveys meaning
4	• Independent • Consistently demonstrates correct use of simple sentence and organizational structure • Specific selection of topic and use of descriptive ideas/words related to the topic • Consistently uses basic conventions (capital letters, punctuation, spelling of sight words) • Consistent evidence of using voice based on word choice	• Limited assistance • Frequently demonstrates correct use of simple sentence and organizational structure • Selects topic and limited use of descriptive ideas/words related to the topic • Frequently uses basic conventions (capital letters, punctuation, spelling of sight words) • Frequent evidence of using voice based on word choice	• Frequent but not continuous assistance • Minimal demonstration of correct use of simple sentence and organizational structure • Selects topic and limited use of descriptive ideas/words related to the topic, but not at grade level • Emerging use of basic conventions (capital letters, punctuation, spelling of sight words) • Minimal evidence of using voice based on word choice • Writing is interpretable by others and conveys meaning
5	• Independent • Consistent use of simple sentence and organizational structure • Specific selection of topic and use of relevant descriptive ideas/details related to the topic • Consistently uses basic conventions (capital letters, punctuation, spelling of sight words) • Consistent use of voice based on word choice	• Limited assistance • Frequently uses simple sentence and organizational structure • Selects topic and limited use of relevant descriptive ideas/details related to the topic • Frequently uses basic conventions (capital letters, punctuation, spelling of sight words) • Frequent use of voice based on word choice	• Frequent but not continuous assistance • Minimal use of simple sentence and organizational structure • Selects topic and limited use of relevant descriptive ideas/details related to the topic, but not at grade level • Emerging use of basic conventions (capital letters, punctuation, spelling of sight words) • Minimal use of voice based on word choice • Writing is interpretable by others and conveys meaning

Grade	Advanced	Proficient	Basic
6	• Independent • Frequently demonstrates correct use of varied sentence structure, punctuation, and voice • Organizes by demonstrating logical selection of details, transition words, and sequencing • Specific selection of topic • Use more descriptive/technical language (additional adjectives)	• Limited assistance • Selects a topic • Uses simplified details (yellow cat, loud noise), transitions (first, next, and, but), sentence end marks (period, question mark) • Write multiple sentences on the same topic with varied sentence length and structure • Demonstrate an understanding that there is a beginning, middle, and end with a clear main idea sentence	• Frequent but not continuous assistance • Demonstrates emerging understanding of writing to communicate about topic • Writes and organizes simple sentences with graphic assistance • Emerging use of phonetic spelling, capitals and periods • Writing is interpretable by others and conveys meaning
7	• Independent • Frequently demonstrates correct use of varied sentence structure, punctuation, and voice • Organizes by demonstrating logical selection of details, transition words, and sequencing • Specific selection of topic • Use more descriptive/technical language (additional adjectives)	• Limited assistance • Selects a topic • Uses simplified details (yellow cat, loud noise), transitions (first, next, and, but), sentence end marks (period, question mark) • Write multiple sentences on the same topic with varied sentence length and structure • Demonstrate an understanding that there is a beginning, middle, and end with a clear main idea sentence	• Frequent but not continuous assistance • Demonstrates emerging understanding of writing to communicate about topic • Writes and organizes simple sentences with graphic assistance • Emerging use of phonetic spelling, capitals and periods • Writing is interpretable by others and conveys meaning
8	• Independent • Frequently demonstrates correct use of varied sentence structure, punctuation, and voice • Organizes by demonstrating logical selection of details, transition words, and sequencing • Specific selection of topic • Use more descriptive/technical language (additional adjectives)	• Limited assistance • Selects a topic • Uses simplified details (yellow cat, loud noise), transitions (first, next, and, but), sentence end marks (period, question mark) • Write multiple sentences on the same topic with varied sentence length and structure • Demonstrate an understanding that there is a beginning, middle, and end with a clear main idea sentence	• Frequent but not continuous assistance • Demonstrates emerging understanding of writing to communicate about topic • Writes and organizes simple sentences with graphic assistance • Emerging use of phonetic spelling, capitals and periods • Writing is interpretable by others and conveys meaning

Grade	Advanced	Proficient	Basic
11	• Independent • Frequently demonstrates correct use of varied sentences and voice using revision and reflection • Frequently demonstrates correct use of structure, punctuation, and spelling using editing • Organizes by demonstrating logical selection of details, examples, transition words, and sequencing • Specific selection of topic • Use more descriptive/technical language (additional adjectives)	• Limited assistance • Selects a topic • Uses simplified details/examples (yellow cat, loud noise), transitions (first, next, and, but), sentence end marks (period, question mark) • Write multiple sentences on the same topic with varied sentence length and structure • Demonstrate an understanding that there is a beginning, middle, and end with a clear main idea sentence • Demonstrates use of revision/reflection	• Frequent but not continuous assistance • Demonstrates emerging understanding of writing to communicate about topic • Writes, organizes, and revises simple sentences with graphic organizer • Emerging use of phonetic spelling, capitals and periods • Writing is interpretable by others and conveys meaning

D.3 Target Definitions for Mathematics

Grade	Advanced	Proficient	Basic
3	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method
4	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method
5	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

Grade	Advanced	Proficient	Basic
6	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting
7	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method
8	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method
11	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

D.4 Target Definitions for Science

Grade	Advanced	Proficient	Basic
4	• Use scientific procedure and tools (scientific method) without assistance • Use observation to describe, compare, and classify objects and living things without assistance • Use living things to explain the natural world and make connections to daily life without assistance • Represent data and communicate results without assistance	• Use scientific procedure and tools (scientific method) with minimal assistance • Use observation to describe, compare, and classify objects and living things with minimal assistance • Use living things to explain the natural world and make connections to daily life with minimal assistance • Represent data and communicate results with minimal assistance	• Use scientific procedure and tools (scientific method) with multiple prompts (visual, auditory, modeling) • Use observation to describe, compare, and classify objects and living things with multiple prompts (visual, auditory, modeling) • Use living things to explain the natural world and make connections to daily life with multiple prompts (visual, auditory, modeling) • Represent data and communicate results with multiple prompts (visual, auditory, modeling)
8	• Independently performs the following tasks at a consistent level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution	• Limited Assistance with the following tasks at a frequent use level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution	• Continuous assistance with the following tasks at a minimal level, but not at grade level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution
11	• Exemplary—understanding of scientific investigations • Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.	• Solid- most of the time apply the appropriate methods in scientific investigations • May have some assistance to complete tasks • Apply understanding and concepts in several familiar situations • Recognize, use, and recall scientific concepts	• Emerging skill showing some understanding of scientific investigations with errors • Requires assistance • In a familiar situation • Recognize, use, or recall scientific concepts

Appendix E: Panelists Cuts Round 1

E.1 Reading Round 1 Grade 3

	Basic	Proficient	Advanced
Rater 1:	8	18	30
Rater 2:	10	22	32
Rater 3:	11	21	31
Rater 4:	10	17	31
Rater 5:	11	21	31
Rater 6:	11	25	31

E.2 Reading Round 1 Grade 4

	Basic	Proficient	Advanced
Rater 1:	8	20	30
Rater 2:	9	21	32
Rater 3:	10	19	30
Rater 4:	9	17	30
Rater 5:	10	21	30
Rater 6:	10	23	30

E.3 Reading Round 1 Grade 5

	Basic	Proficient	Advanced
Rater 1:	8	19	29
Rater 2:	10	20	30
Rater 3:	9	20	30
Rater 4:	9	17	30
Rater 5:	11	21	31
Rater 6:	10	22	30

E.4 Reading Round 1 Grade 6

	Basic	Proficient	Advanced
Rater 1:	9	20	30
Rater 2:	10	18	29
Rater 3:	5	18	27
Rater 4:	7	18	28
Rater 5:	9	18	27
Rater 6:	14	22	28

E.8 Writing Round 1 Grade 3

	Basic	Proficient	Advanced
Rater 1:	12	22	31
Rater 2:	12	22	31
Rater 3:	12	24	34
Rater 4:	10	19	30
Rater 5:	11	24	33
Rater 6:	12	22	32

E.9 Writing Round 1 Grade 4

	Basic	Proficient	Advanced
Rater 1:	18	24	32
Rater 2:	14	22	32
Rater 3:	12	24	32
Rater 4:	12	23	32
Rater 5:	10	21	34
Rater 6:	11	23	33

E.10 Writing Round 1 Grade 5

	Basic	Proficient	Advanced
Rater 1:	13	23	32
Rater 2:	12	22	34
Rater 3:	14	24	33
Rater 4:	12	22	31
Rater 5:	16	24	32
Rater 6:	11	22	33

E.11 Writing Round 1 Grade 6

	Basic	Proficient	Advanced
Rater 1:	12	23	33
Rater 2:	12	24	32
Rater 3:	6	18	30
Rater 4:	14	23	32
Rater 5:	10	19	28
Rater 6:	12	21	30

E.5 Reading Round 1 Grade 7

	Basic	Proficient	Advanced
Rater 1:	8	18	30
Rater 2:	13	21	30
Rater 3:	12	21	33
Rater 4:	8	18	30
Rater 5:	11	21	30
Rater 6:	14	25	30

E.6 Reading Round 1 Grade 8

	Basic	Proficient	Advanced
Rater 1:	7	17	32
Rater 2:	10	21	31
Rater 3:	12	23	32
Rater 4:	9	17	30
Rater 5:	12	22	31
Rater 6:	10	22	30

E.7 Reading Round 1 Grade 11

	Basic	Proficient	Advanced
Rater 1:	10	21	30
Rater 2:	10	21	30
Rater 3:	11	20	31
Rater 4:	9	17	30
Rater 5:	10	21	30
Rater 6:	12	22	30

E.12 Writing Round 1 Grade 7

	Basic	Proficient	Advanced
Rater 1:	12	20	28
Rater 2:	12	23	32
Rater 3:	14	24	33
Rater 4:	12	21	34
Rater 5:	13	23	33
Rater 6:	12	24	33

E.13 Writing Round 1 Grade 8

	Basic	Proficient	Advanced
Rater 1:	12	22	33
Rater 2:	16	24	32
Rater 3:	13	22	34
Rater 4:	14	23	32
Rater 5:	12	25	33
Rater 6:	14	24	32

E.14 Writing Round 1 Grade 11

	Basic	Proficient	Advanced
Rater 1:	11	22	32
Rater 2:	13	24	32
Rater 3:	12	24	34
Rater 4:	12	23	34
Rater 5:	13	23	31
Rater 6:	11	22	33

E.15 Mathematics Round 1 Grade 3

	Basic	Proficient	Advanced
Rater 1:	10	20	31
Rater 2:	13	21	28
Rater 3:	12	22	30
Rater 4:	10	18	25
Rater 5:	10	18	27
Rater 6:	10	18	30

E.16 Mathematics Round 1 Grade 4

	Basic	Proficient	Advanced
Rater 1:	10	22	30
Rater 2:	13	23	31
Rater 3:	13	22	29
Rater 4:	10	18	25
Rater 5:	10	18	27
Rater 6:	10	18	30

E.17 Mathematics Round 1 Grade 5

	Basic	Proficient	Advanced
Rater 1:	10	19	30
Rater 2:	12	24	32
Rater 3:	12	21	30
Rater 4:	10	18	26
Rater 5:	9	18	29
Rater 6:	10	18	30

E.18 Mathematics Round 1 Grade 6

	Basic	Proficient	Advanced
Rater 1:	9	18	30
Rater 2:	14	24	30
Rater 3:	12	20	25
Rater 4:	16	24	34
Rater 5:	10	18	28
Rater 6:	10	19	30

E.19 Mathematics Round 1 Grade 7

	Basic	Proficient	Advanced
Rater 1:	9	18	30
Rater 2:	10	18	25
Rater 3:	14	22	30
Rater 4:	12	20	30
Rater 5:	10	18	29
Rater 6:	10	18	27

E.20 Mathematics Round 1 Grade 8

	Basic	Proficient	Advanced
Rater 1:	10	17	28
Rater 2:	11	19	29
Rater 3:	12	20	28
Rater 4:	10	18	26
Rater 5:	10	18	28
Rater 6:	10	18	30

E.21 Mathematics Round 1 Grade 11

	Basic	Proficient	Advanced
Rater 1:	11	19	29
Rater 2:	12	20	28
Rater 3:	10	18	26
Rater 4:	10	18	29
Rater 5:	10	18	30
Rater 6:	10	20	26

E.22 Science Round 1 Grade 4

	Basic	Proficient	Advanced
Rater 1:	10	21	30
Rater 2:	10	21	31
Rater 3:	10	20	30
Rater 4:	10	20	30
Rater 5:	10	20	30
Rater 6:	9	20	30

E.23 Science Round 1 Grade 8

	Basic	Proficient	Advanced
Rater 1:	14	24	33
Rater 2:	12	23	32
Rater 3:	12	22	31
Rater 4:	18	28	34
Rater 5:	12	22	32
Rater 6:	11	20	31

E. 24 Science Round 1 Grade 11

	Basic	Proficient	Advanced
Rater 1:	10	18	31
Rater 2:	10	17	29
Rater 3:	15	20	30
Rater 4:	11	21	29
Rater 5:	10	18	30
Rater 6:	10	18	30

E.25 Reading Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	10	8	11	21	17	25	31	30	32
4	9	8	10	20	17	23	30	30	32
5	9	8	11	20	17	22	30	29	31
6	9	5	14	18	18	22	28	27	30
7	11	8	14	21	18	25	30	30	33
8	10	7	12	21	17	23	31	30	32
11	10	9	12	21	17	22	30	30	31

E.26 Writing Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	12	10	12	22	19	24	31	30	34
4	12	10	18	23	21	24	32	32	34
5	12	11	16	22	22	24	32	31	34
6	12	6	14	22	18	24	31	28	33
7	12	12	14	23	20	24	33	28	34
8	13	12	16	23	22	25	32	32	34
11	12	11	13	23	22	24	32	31	34

E.27 Mathematics Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	10	10	13	19	18	22	29	25	31
4	10	10	13	20	18	23	29	25	31
5	10	9	12	18	18	24	30	26	32
6	11	9	16	19	18	24	30	25	34
7	10	9	14	18	18	22	29	25	30
8	10	10	12	18	17	20	28	26	30
11	10	10	12	18	18	20	28	26	30

E.28 Science Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
4	10	9	10	20	20	21	30	30	31
8	12	11	18	22	20	28	32	31	34
11	10	10	15	18	17	21	30	29	31

Appendix F: Panelists Cuts Round 2

F.1 Reading Round 2 Grade 3

	Basic	Proficient	Advanced
Rater 1:	9	20	31
Rater 2:	9	20	31
Rater 3:	9	20	31
Rater 4:	9	20	31
Rater 5:	9	20	31
Rater 6:	9	20	31

F.2 Reading Round 2 Grade 4

	Basic	Proficient	Advanced
Rater 1:	8	20	30
Rater 2:	9	20	31
Rater 3:	10	18	30
Rater 4:	10	18	30
Rater 5:	10	20	30
Rater 6:	10	23	30

F.3 Reading Round 2 Grade 5

	Basic	Proficient	Advanced
Rater 1:	10	20	31
Rater 2:	10	20	31
Rater 3:	10	20	31
Rater 4:	10	20	31
Rater 5:	12	20	30
Rater 6:	10	20	31

F.4 Reading Round 2 Grade 6

	Basic	Proficient	Advanced
Rater 1:	9	20	30
Rater 2:	10	20	30
Rater 3:	10	20	30
Rater 4:	10	20	30
Rater 5:	10	17	30
Rater 6:	10	20	30

F.5 Reading Round 2 Grade 7

	Basic	Proficient	Advanced
Rater 1:	10	21	31
Rater 2:	10	21	31
Rater 3:	10	21	31
Rater 4:	10	21	31
Rater 5:	10	21	31
Rater 6:	10	21	31

F.6 Reading Round 2 Grade 8

	Basic	Proficient	Advanced
Rater 1:	8	17	31
Rater 2:	10	21	32
Rater 3:	11	22	31
Rater 4:	8	16	30
Rater 5:	11	21	31
Rater 6:	12	22	30

F.7 Reading Round 2 Grade 11

	Basic	Proficient	Advanced
Rater 1:	9	20	31
Rater 2:	9	20	31
Rater 3:	9	30	31
Rater 4:	9	20	31
Rater 5:	9	21	31
Rater 6:	9	20	31

F.8 Writing Round 2 Grade 3

	Basic	Proficient	Advanced
Rater 1:	12	22	32
Rater 2:	12	22	33
Rater 3:	12	22	32
Rater 4:	12	23	32
Rater 5:	11	20	33
Rater 6:	12	24	32

F.9 Writing Round 2 Grade 4

	Basic	Proficient	Advanced
Rater 1:	12	22	34
Rater 2:	12	23	32
Rater 3:	12	23	33
Rater 4:	14	24	33
Rater 5:	14	24	34
Rater 6:	18	28	32

F.10 Writing Round 2 Grade 5

	Basic	Proficient	Advanced
Rater 1:	13	22	32
Rater 2:	12	22	32
Rater 3:	13	23	32
Rater 4:	12	22	32
Rater 5:	12	22	33
Rater 6:	10	21	31

F.11 Writing Round 2 Grade 6

	Basic	Proficient	Advanced
Rater 1:	18	28	32
Rater 2:	12	21	33
Rater 3:	10	20	32
Rater 4:	12	23	32
Rater 5:	12	22	32
Rater 6:	13	23	32

F.12 Writing Round 2 Grade 7

	Basic	Proficient	Advanced
Rater 1:	14	23	32
Rater 2:	18	28	34
Rater 3:	12	26	34
Rater 4:	14	24	33
Rater 5:	13	23	34
Rater 6:	12	22	34

F.13 Writing Round 2 Grade 8

	Basic	Proficient	Advanced
Rater 1:	16	26	34
Rater 2:	11	22	34
Rater 3:	14	23	31
Rater 4:	13	23	32
Rater 5:	12	22	32
Rater 6:	13	24	32

F.14 Writing Round 2 Grade 11

	Basic	Proficient	Advanced
Rater 1:	12	24	34
Rater 2:	12	23	32
Rater 3:	13	24	32
Rater 4:	14	23	32
Rater 5:	12	23	32
Rater 6:	12	24	34

F.15 Mathematics Round 2 Grade 3

	Basic	Proficient	Advanced
Rater 1:	10	20	32
Rater 2:	12	22	32
Rater 3:	14	23	30
Rater 4:	10	18	28
Rater 5:	11	18	28
Rater 6:	10	17	28

F.16 Mathematics Round 2 Grade 4

	Basic	Proficient	Advanced
Rater 1:	10	20	31
Rater 2:	11	20	29
Rater 3:	14	23	32
Rater 4:	10	17	22
Rater 5:	10	18	29
Rater 6:	10	18	30

F.17 Mathematics Round 2 Grade 5

	Basic	Proficient	Advanced
Rater 1:	13	23	33
Rater 2:	10	20	31
Rater 3:	11	20	29
Rater 4:	10	18	28
Rater 5:	10	18	30
Rater 6:	10	18	30

F.18 Mathematics Round 2 Grade 6

	Basic	Proficient	Advanced
Rater 1:	9	18	30
Rater 2:	13	21	30
Rater 3:	14	23	32
Rater 4:	10	16	27
Rater 5:	11	18	25
Rater 6:	10	18	25

F.19 Mathematics Round 2 Grade 7

	Basic	Proficient	Advanced
Rater 1:	10	17	28
Rater 2:	10	18	28
Rater 3:	10	18	27
Rater 4:	10	18	26
Rater 5:	10	18	28
Rater 6:	11	18	30

F.20 Mathematics Round 2 Grade 8

	Basic	Proficient	Advanced
Rater 1:	11	18	30
Rater 2:	7	15	26
Rater 3:	10	18	27
Rater 4:	12	21	29
Rater 5:	12	20	29
Rater 6:	10	19	30

F.21 Mathematics Round 2 Grade 11

	Basic	Proficient	Advanced
Rater 1:	10	20	29
Rater 2:	12	22	30
Rater 3:	11	20	28
Rater 4:	10	18	29
Rater 5:	10	18	28
Rater 6:	11	18	29

F.22 Science Round 2 Grade 4

	Basic	Proficient	Advanced
Rater 1:	9	21	30
Rater 2:	10	21	31
Rater 3:	10	20	30
Rater 4:	10	20	30
Rater 5:	10	20	30
Rater 6:	10	20	30

F.23 Science Round 2 Grade 8

	Basic	Proficient	Advanced
Rater 1:	13	22	31
Rater 2:	12	22	32
Rater 3:	12	22	32
Rater 4:	12	22	33
Rater 5:	11	23	34
Rater 6:	16	22	30

F.24 Science Round 2 Grade 11

	Basic	Proficient	Advanced
Rater 1:	10	18	30
Rater 2:	10	18	29
Rater 3:	10	17	28
Rater 4:	11	18	28
Rater 5:	10	15	28
Rater 6:	12	22	30

F.25 Reading Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	9	9	9	20	20	20	31	31	31
4	10	8	10	20	18	23	30	30	31
5	10	10	12	20	20	20	31	30	31
6	10	9	10	20	17	20	30	30	30
7	10	10	10	21	21	21	31	31	31
8	10	8	12	21	16	22	31	30	32
11	9	9	9	20	20	30	31	31	31

F.26 Writing Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	12	11	12	22	20	24	32	32	33
4	13	12	18	23	22	28	33	32	34
5	12	10	13	22	21	23	32	31	33
6	12	10	18	22	20	28	32	30	34
7	13	12	18	23	22	28	34	32	34
8	13	11	16	23	22	26	32	31	34
11	12	12	14	23	23	24	32	32	34

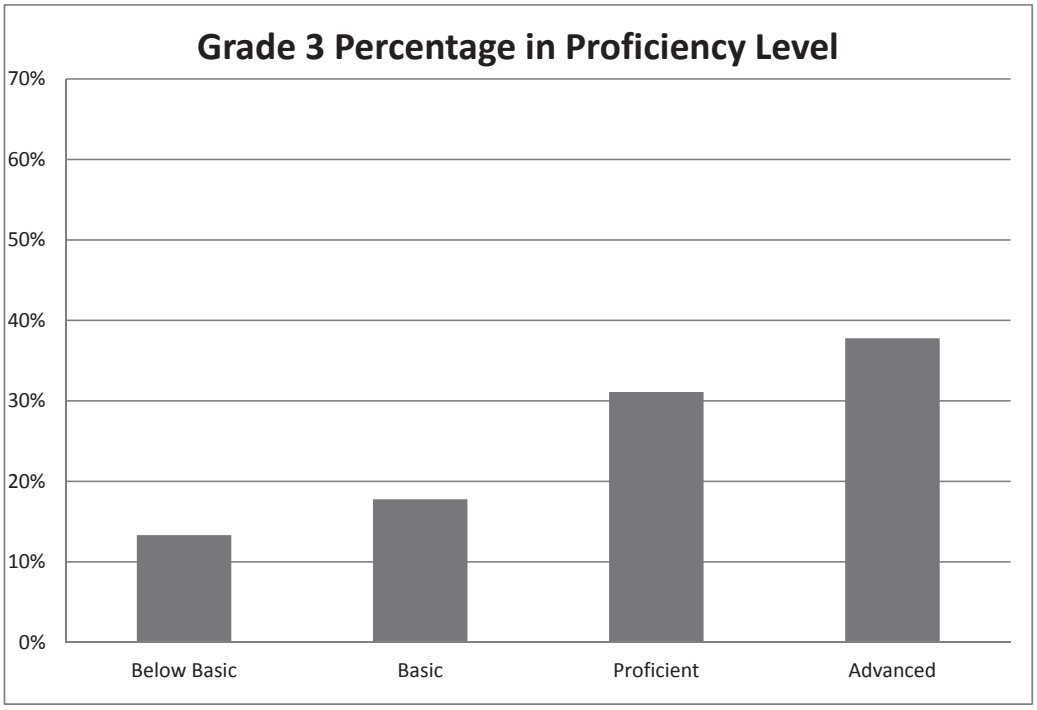
F.27 Mathematics Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	10	10	14	19	17	23	30	28	32
4	10	10	14	19	17	23	30	22	32
5	10	10	13	19	18	23	31	28	33
6	10	9	14	18	16	23	29	25	32
7	10	10	11	18	17	18	29	26	30
8	10	7	12	18	15	21	30	26	30
11	10	10	12	19	18	22	30	28	30

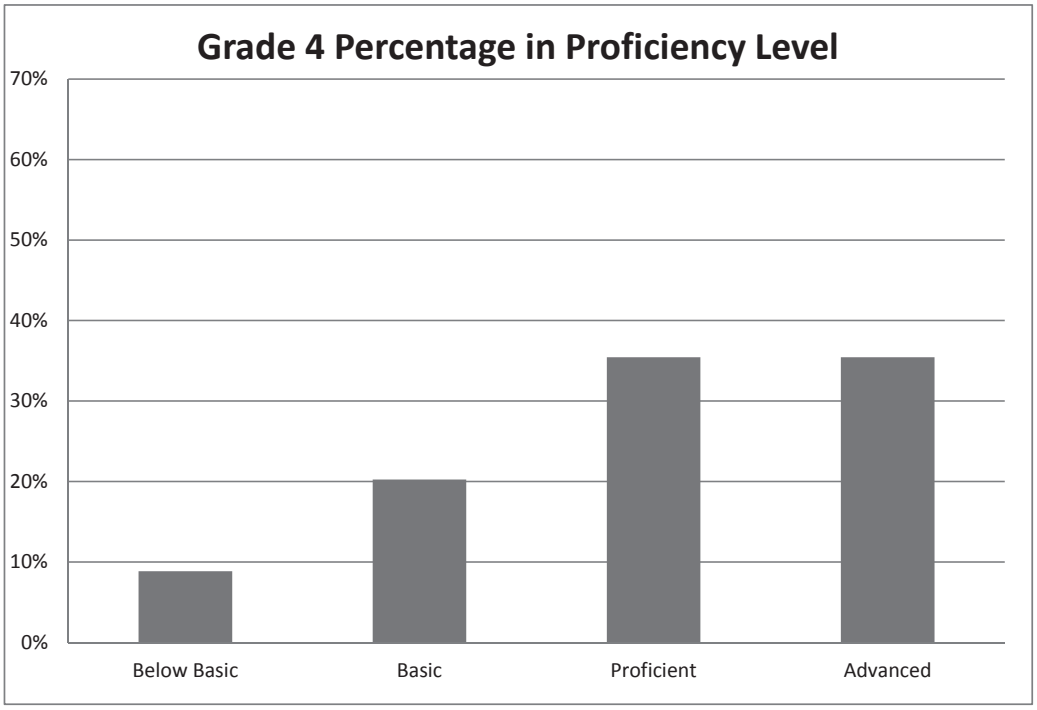
F.28 Science Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
4	10	9	10	20	20	21	30	30	31
8	12	11	16	22	22	23	32	30	34
11	10	10	12	18	15	22	28	28	30

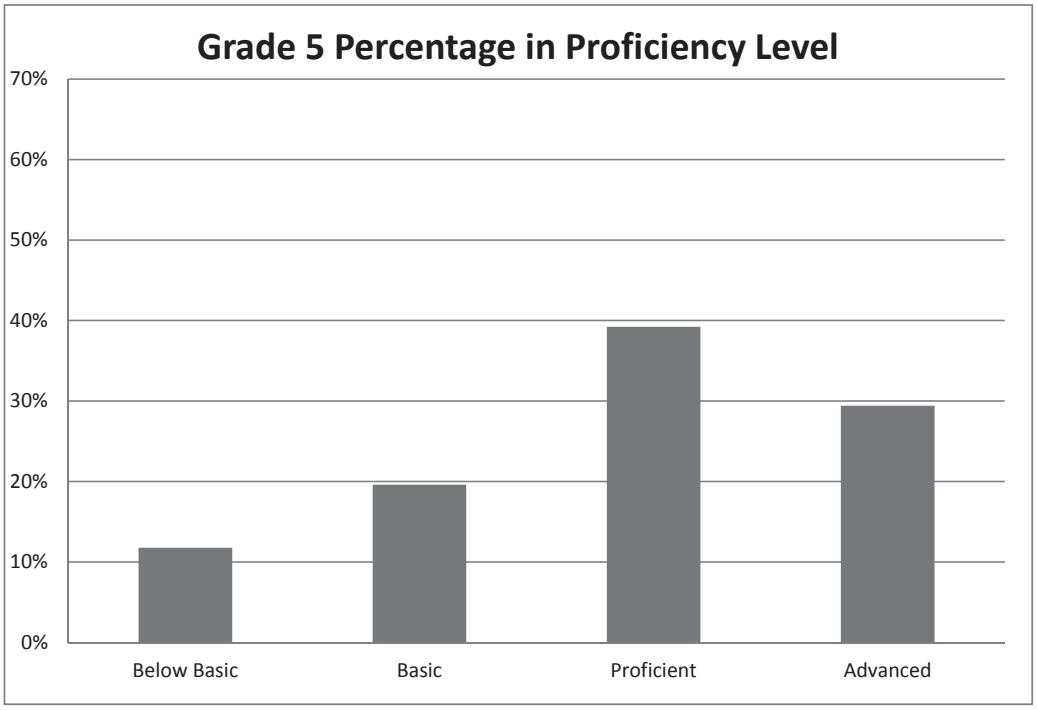
F.29 Reading Grade 3 Impact Data



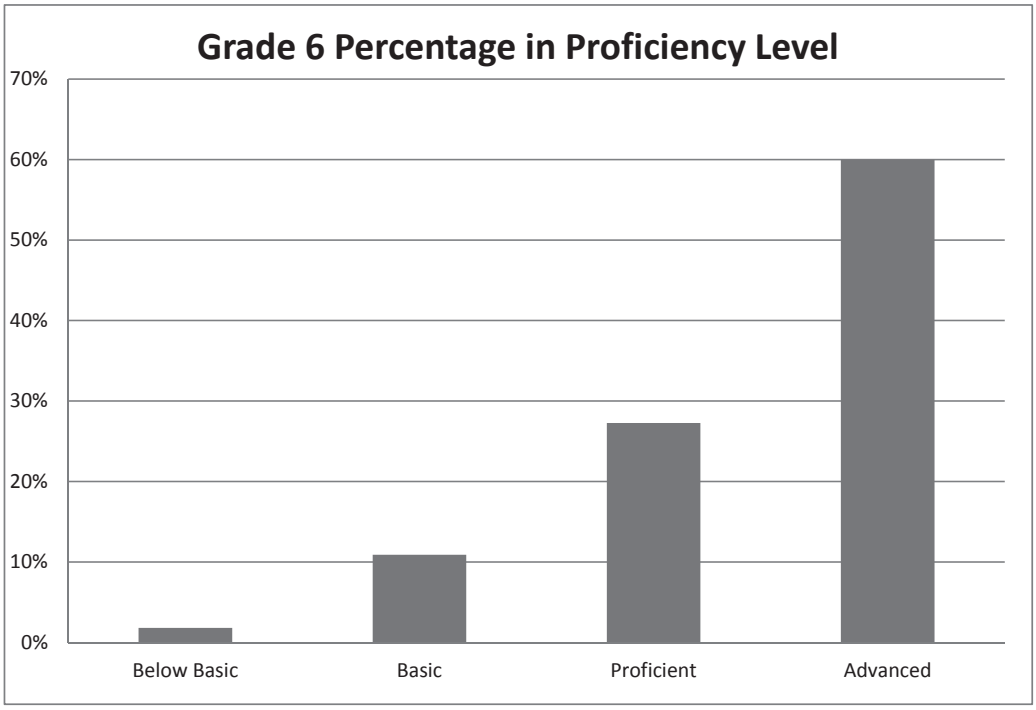
F.30 Reading Grade 4 Impact Data



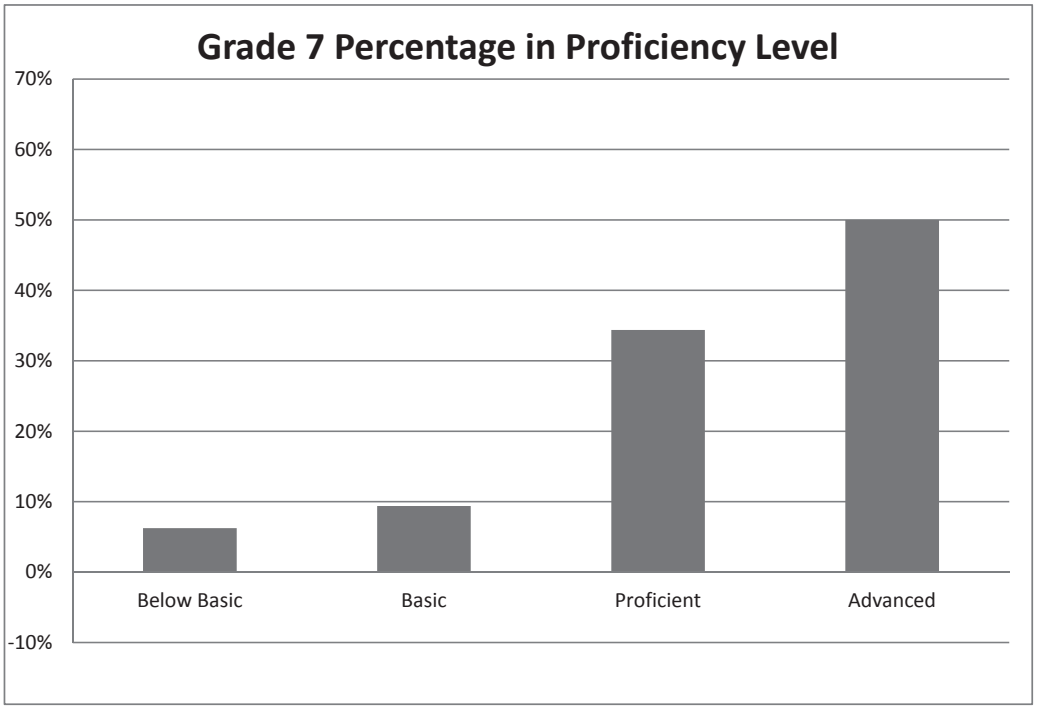
F.31 Reading Grade 5 Impact Data



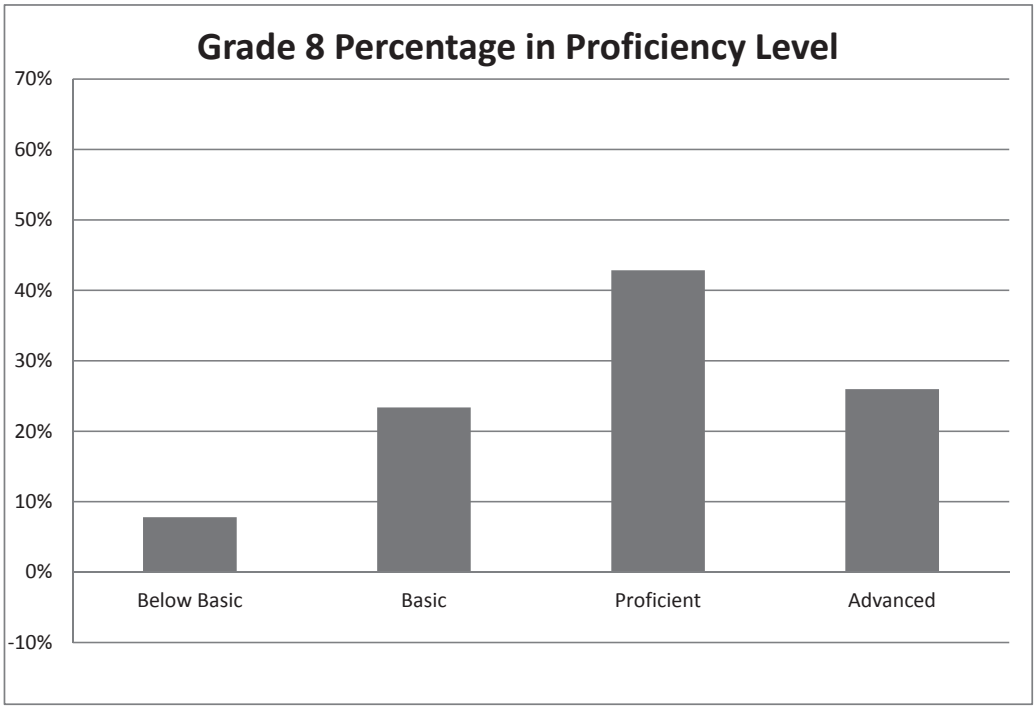
F32. Reading Grade 6 Impact Data



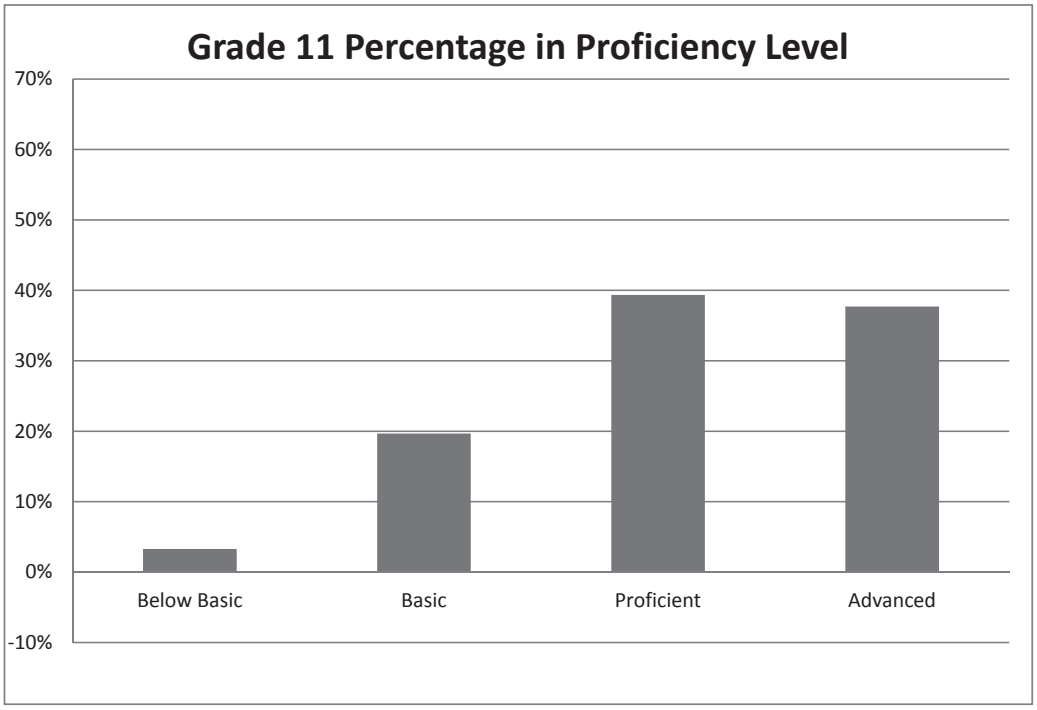
F33. Reading Grade 7 Impact Data



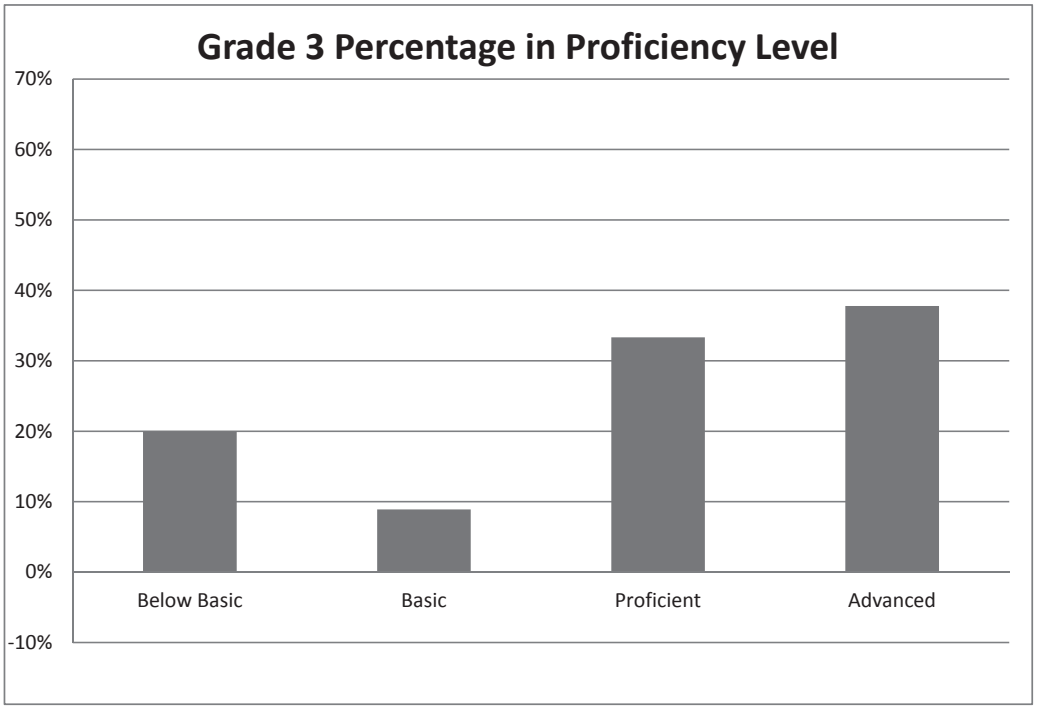
F34. Reading Grade 8 Impact Data



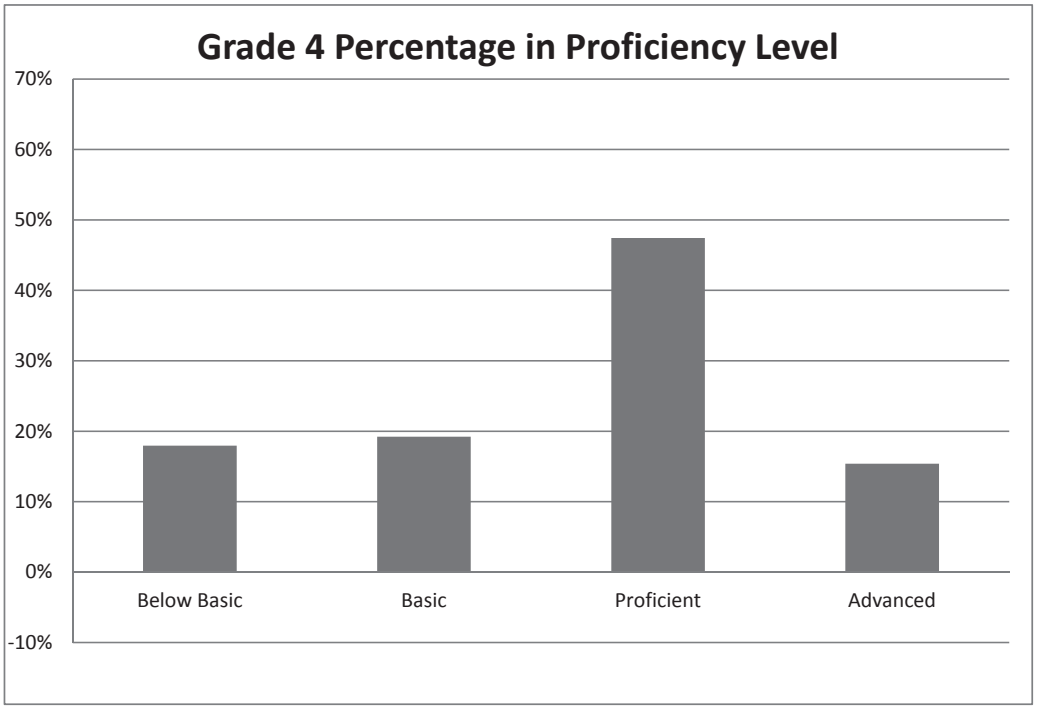
F35. Reading Grade 11 Impact Data



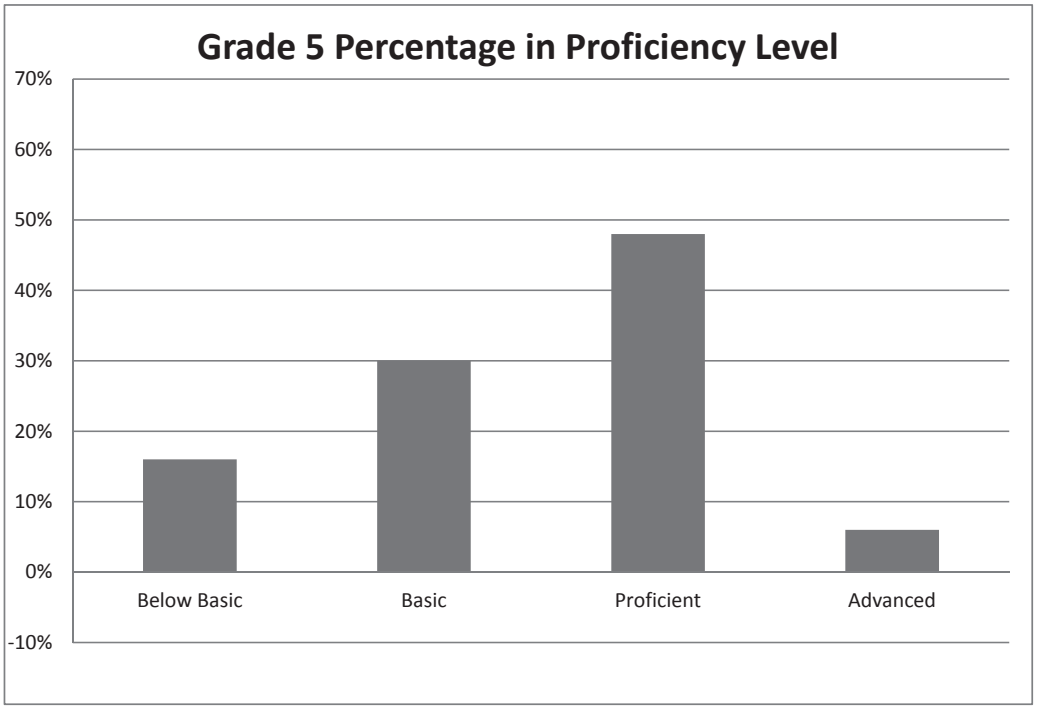
F36. Writing Grade 3 Impact Data



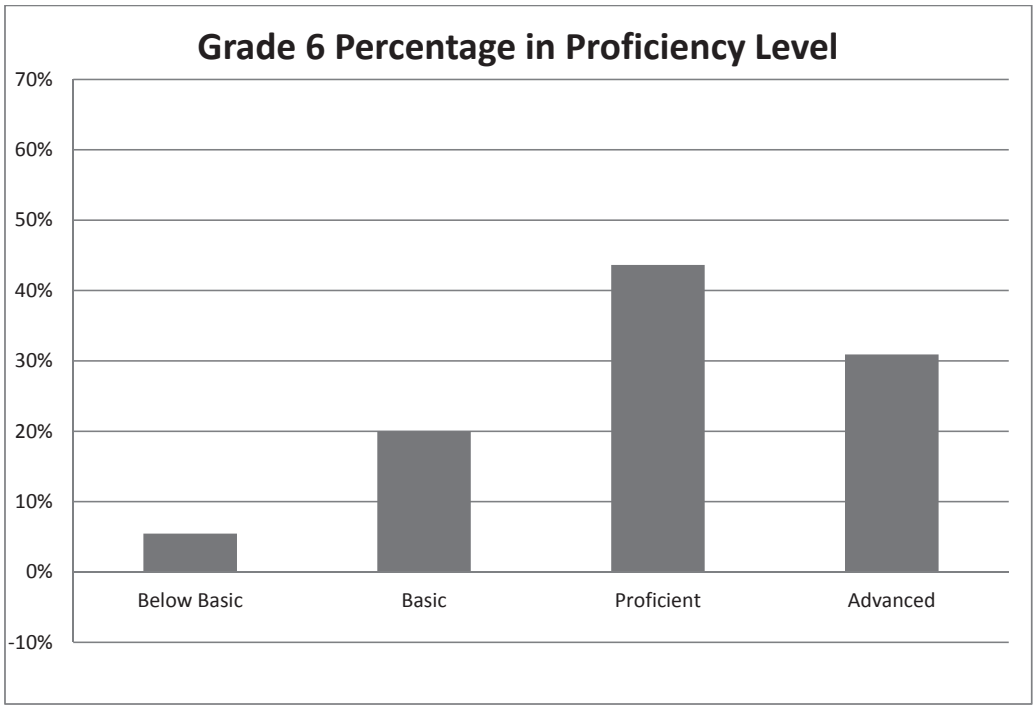
F37. Writing Grade 4 Impact Data



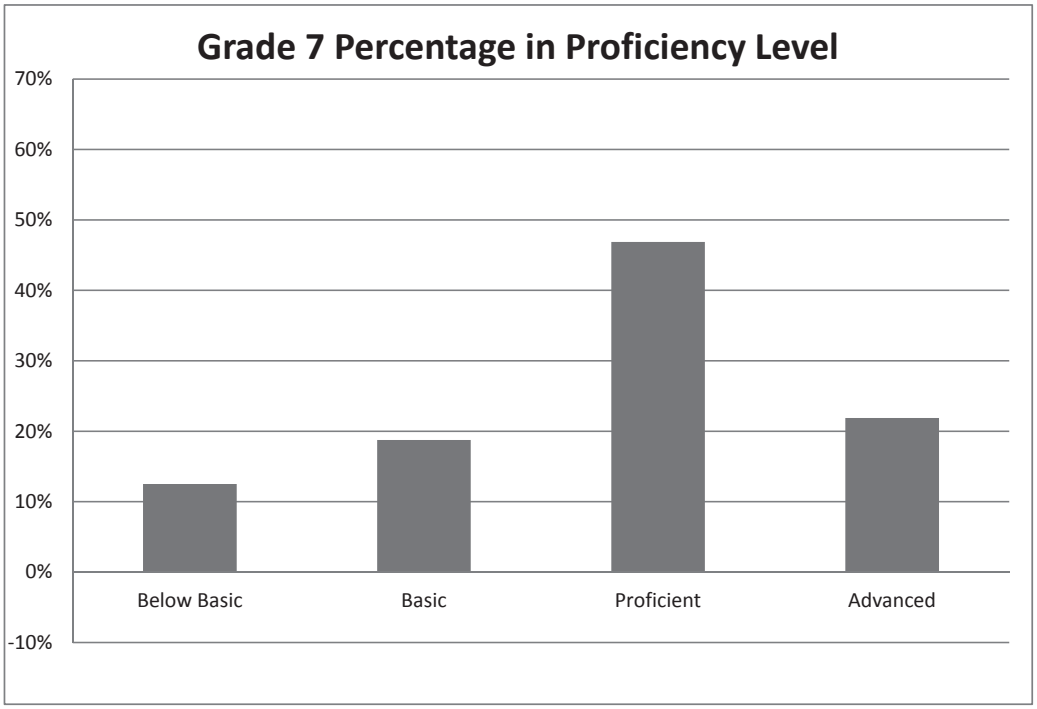
F38. Writing Grade 5 Impact Data



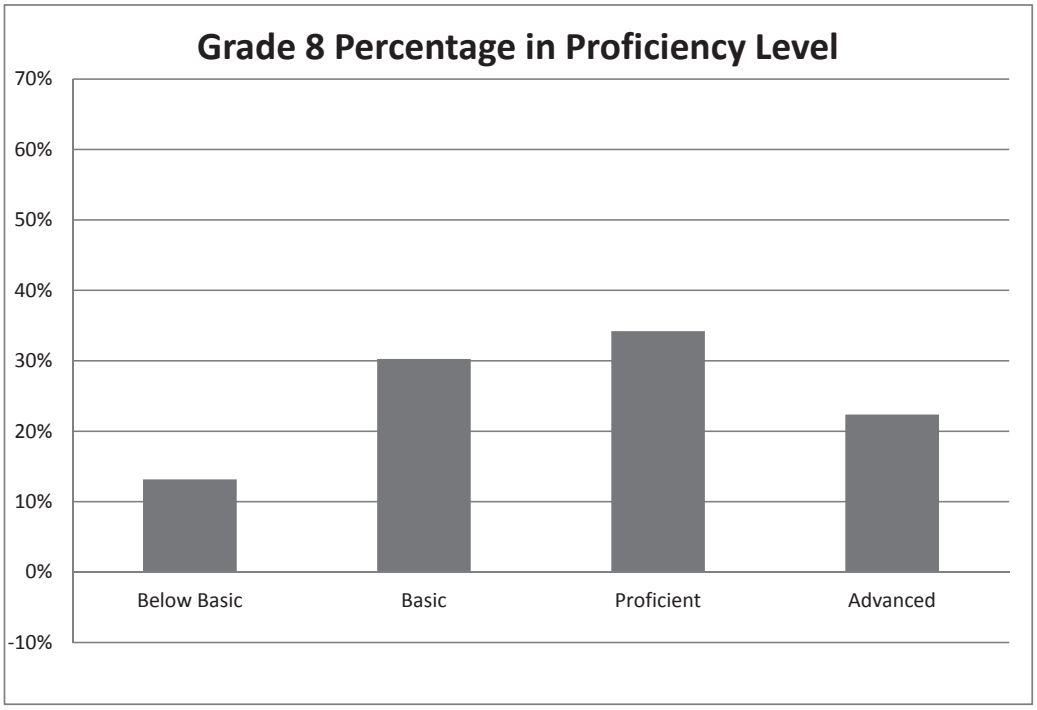
F39. Writing Grade 6 Impact Data



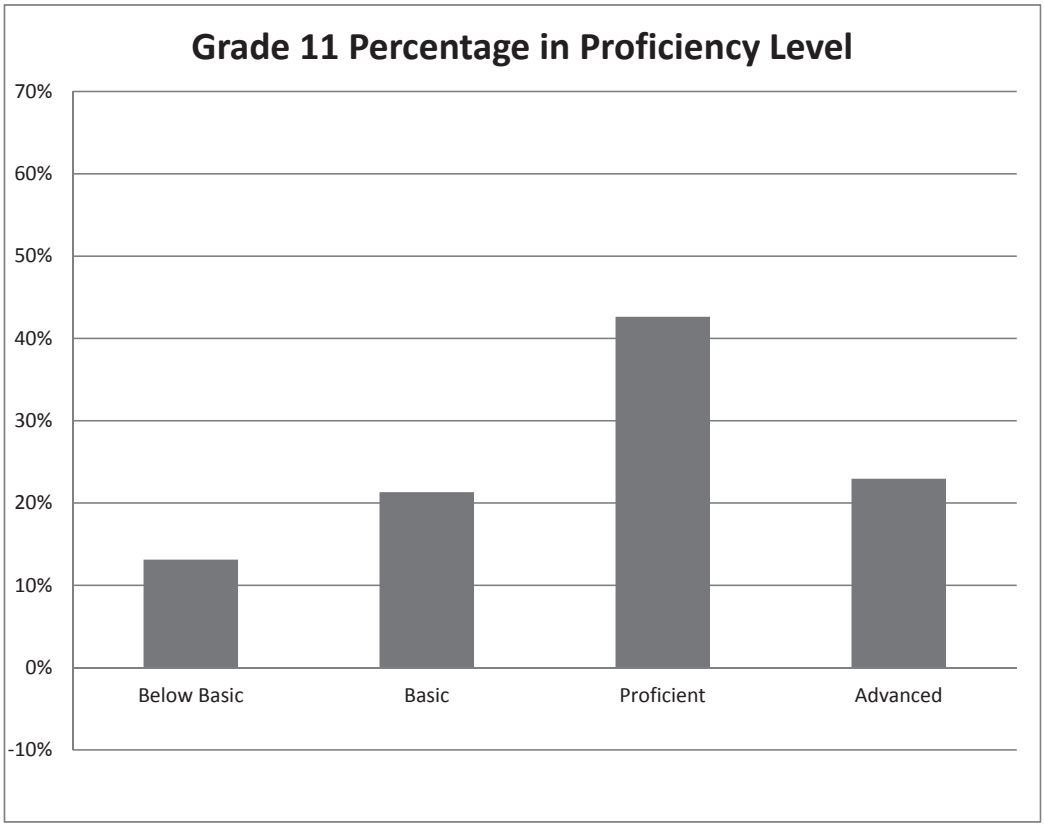
F40. Writing Grade 7 Impact Data



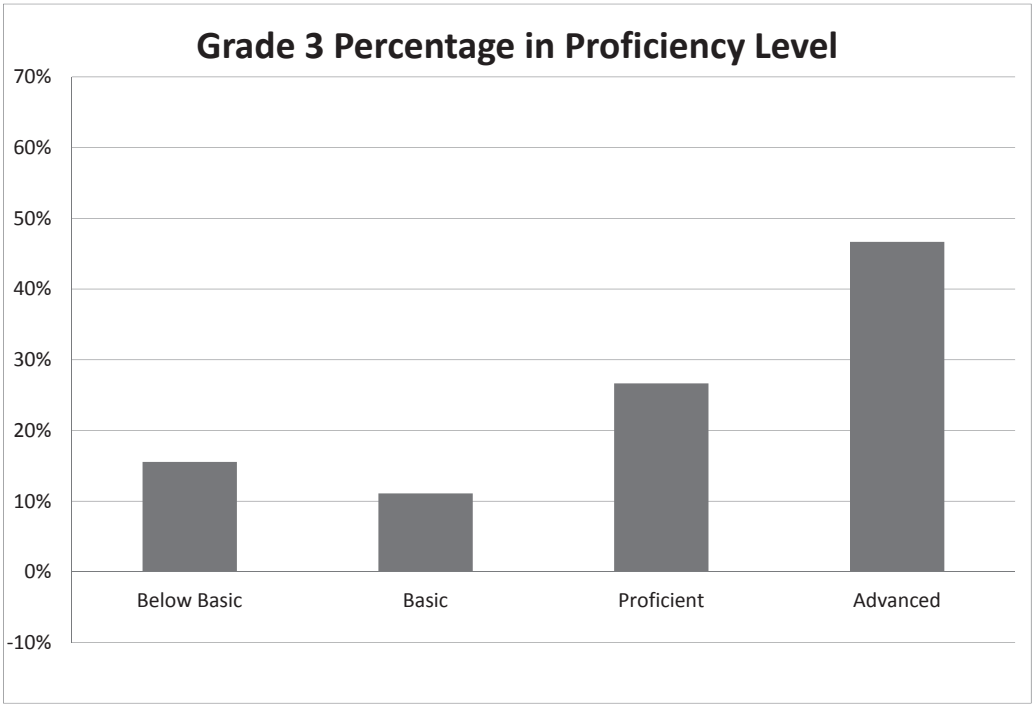
F41. Writing Grade 8 Impact Data



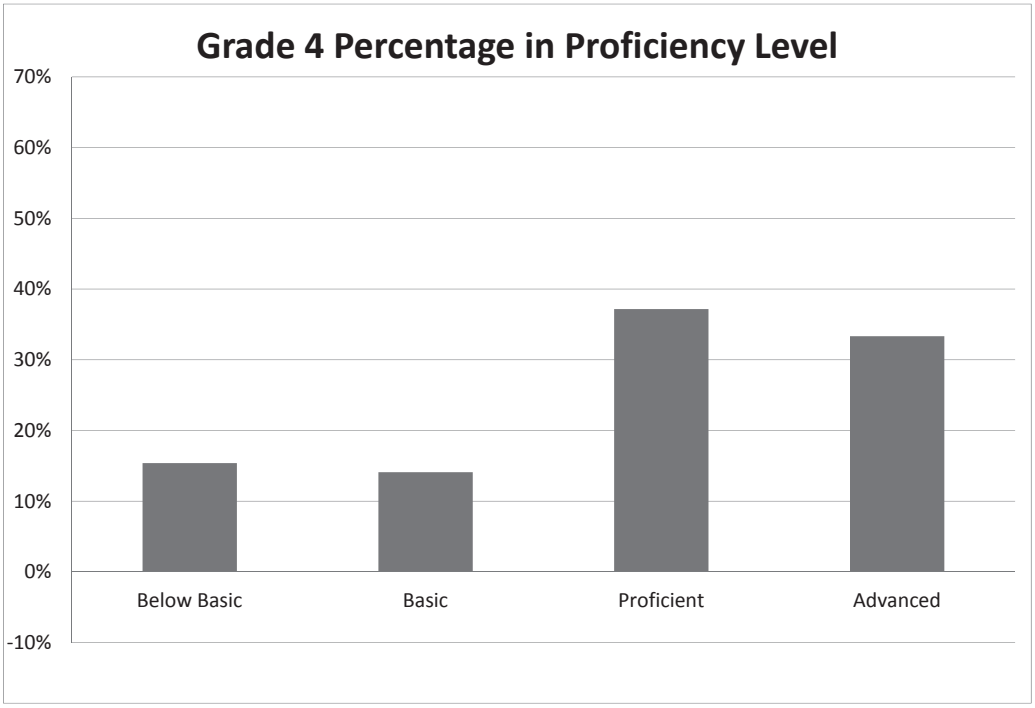
F42. Writing Grade 11 Impact Data



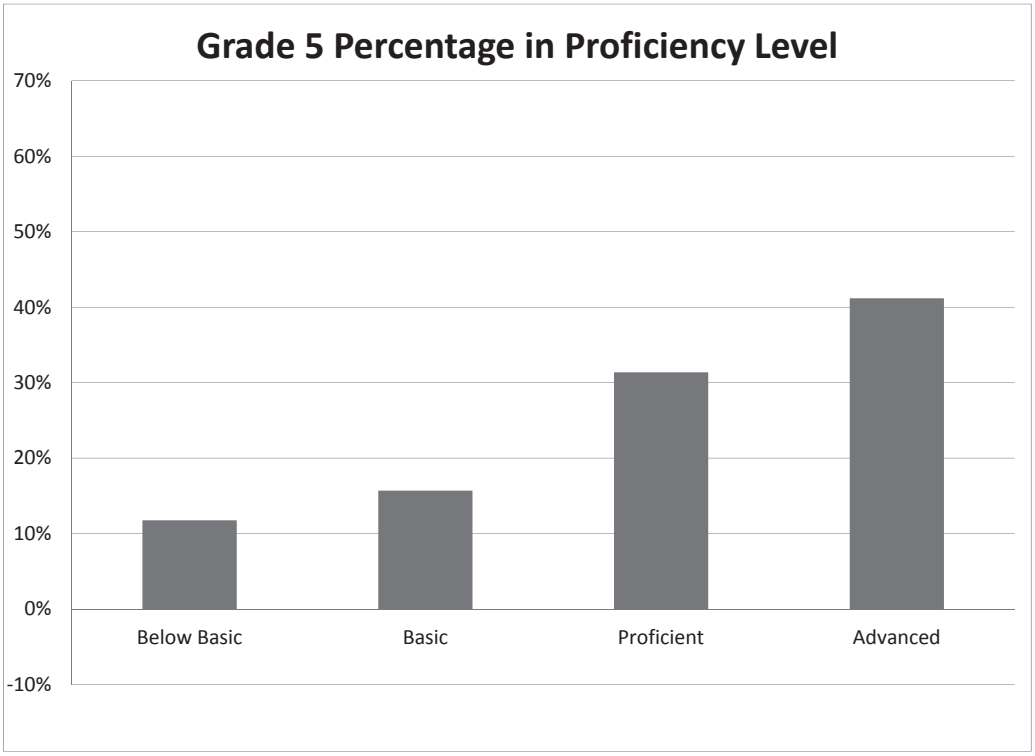
F43. Mathematics Grade 3 Impact Data



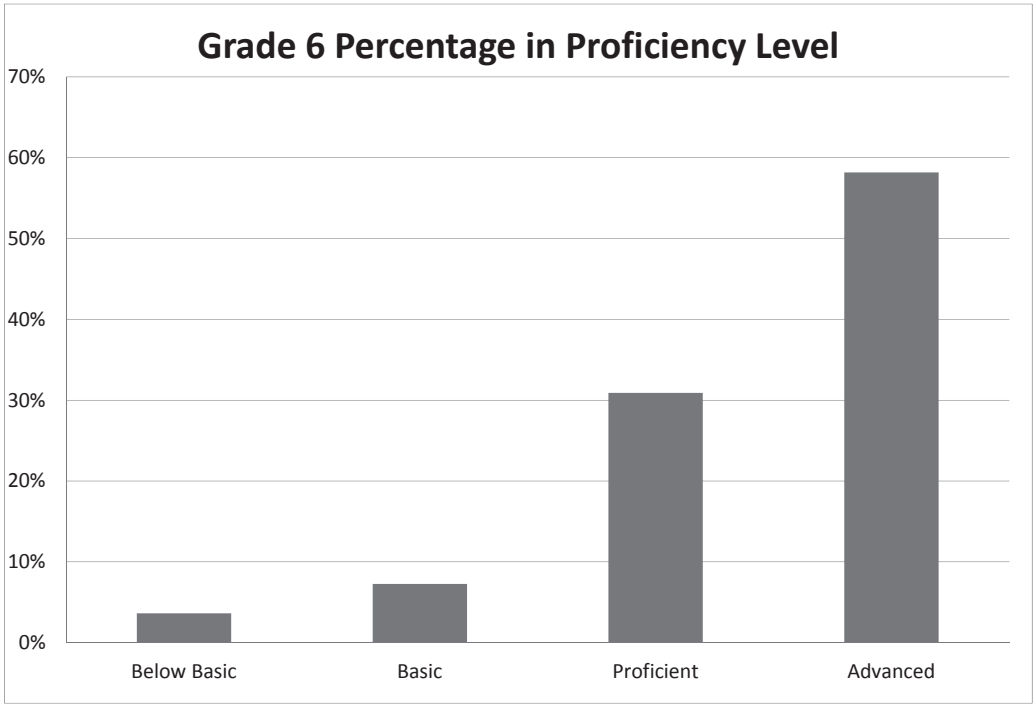
F44. Mathematics Grade 4 Impact Data



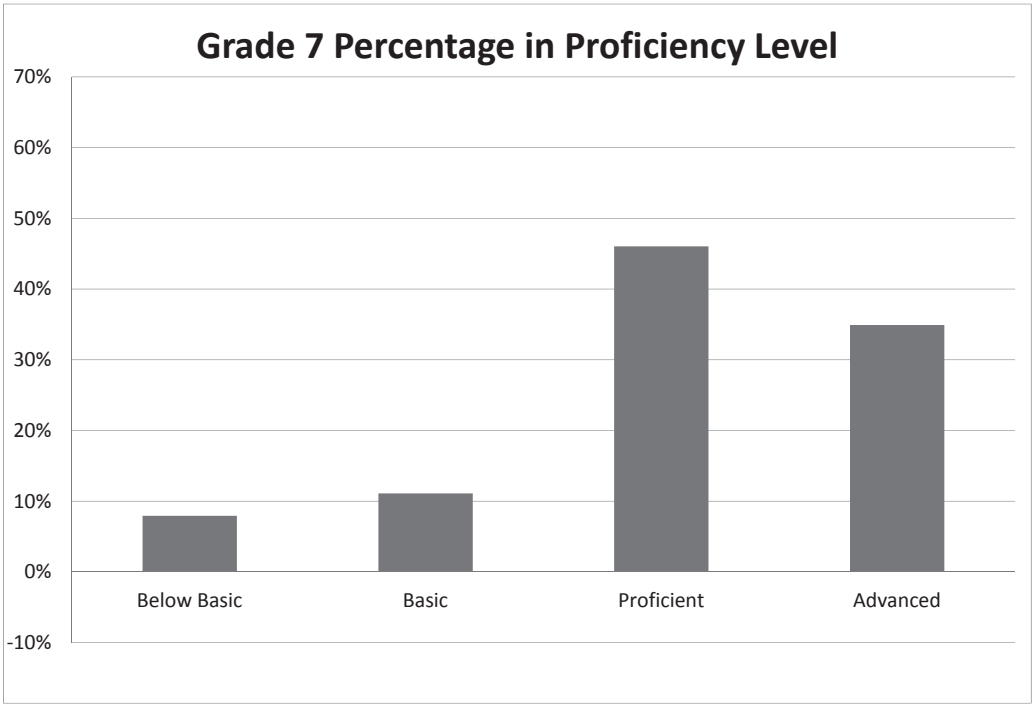
F45. Mathematics Grade 5 Impact Data



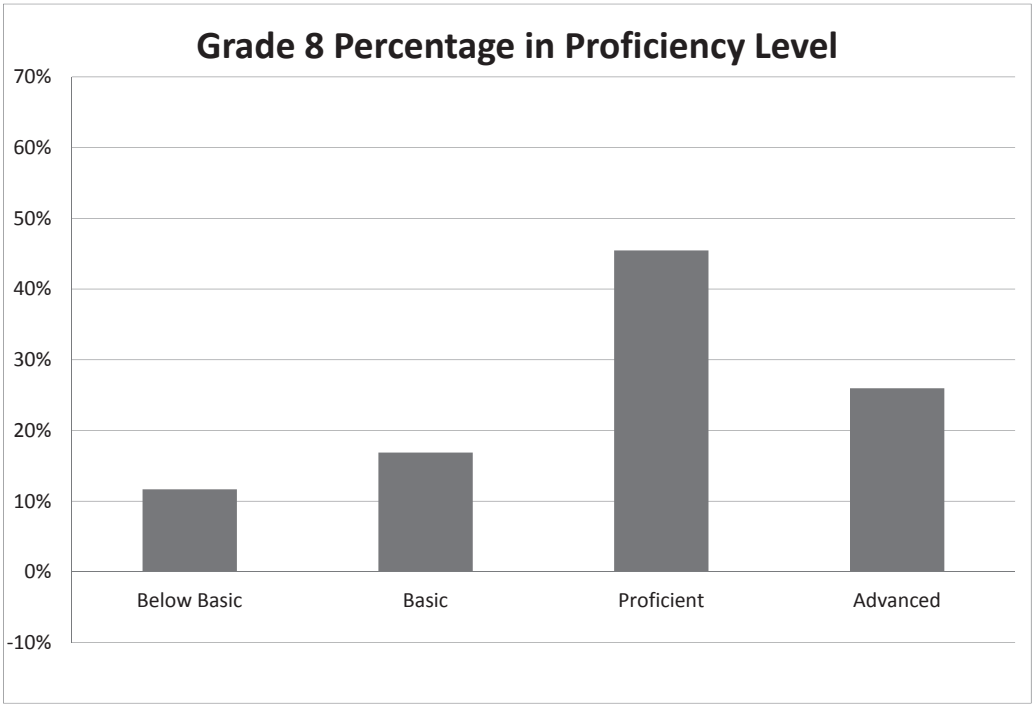
F46. Mathematics Grade 6 Impact Data



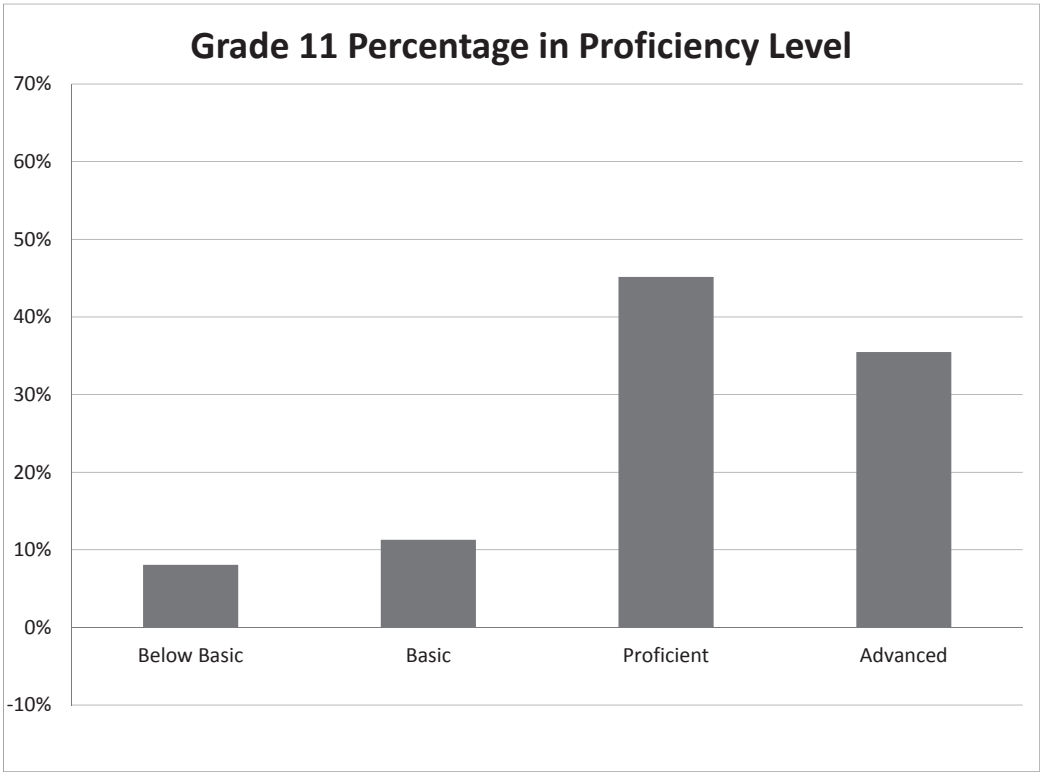
F47. Mathematics Grade 7 Impact Data



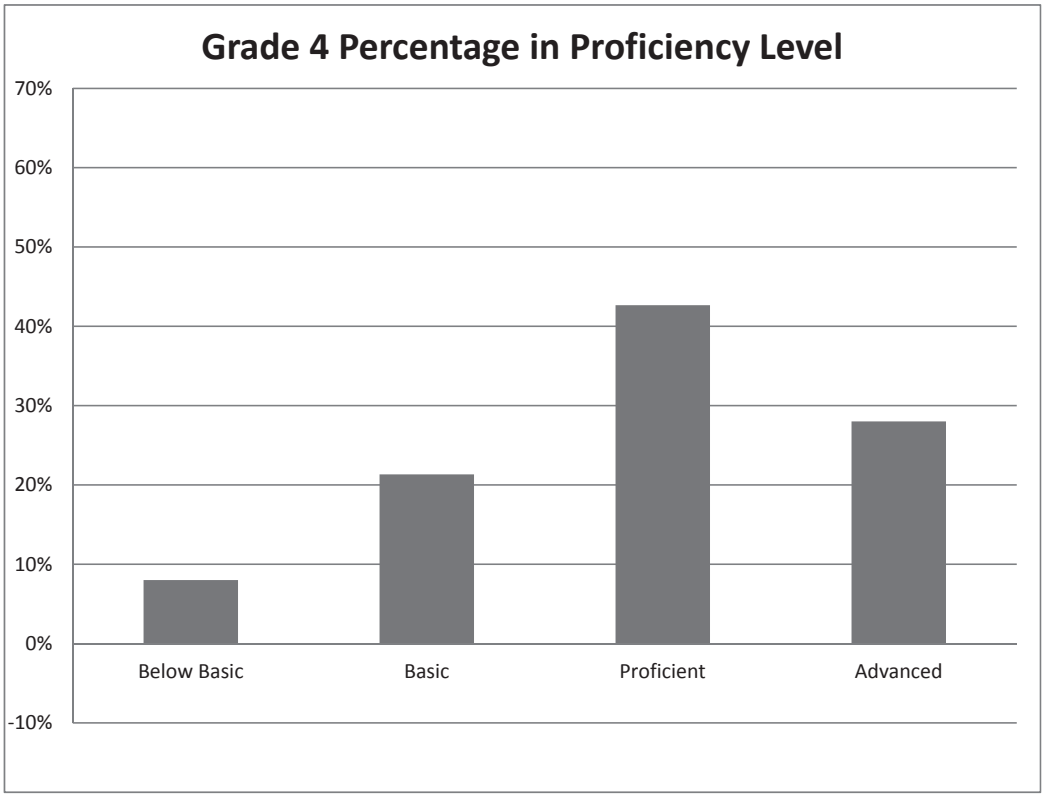
F48. Mathematics Grade 8 Impact Data



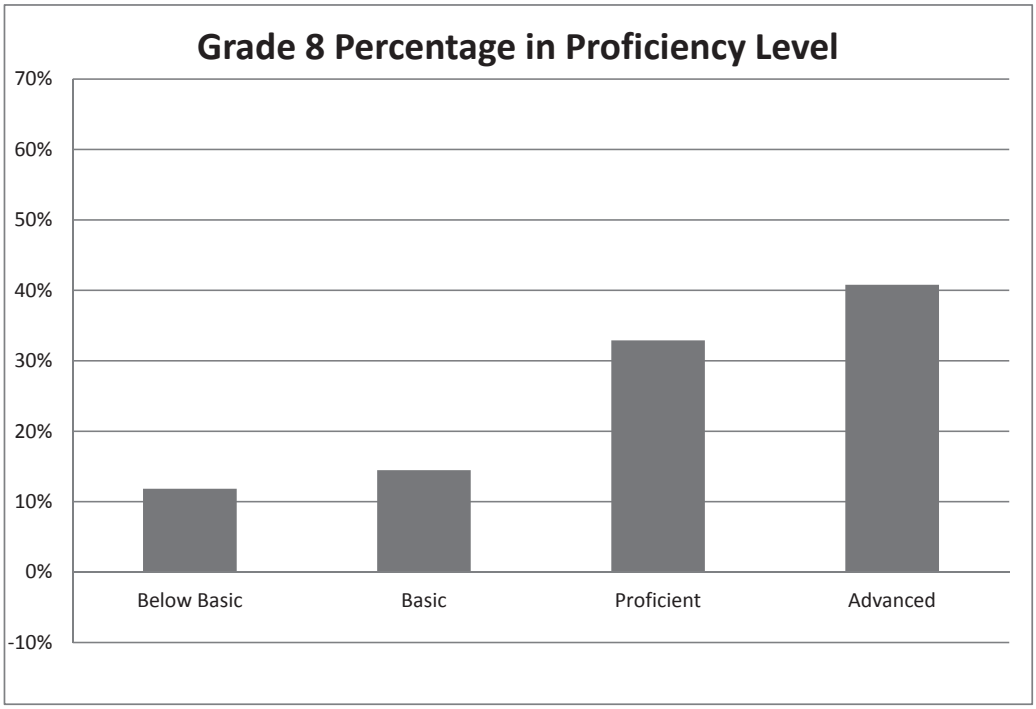
F49. Mathematics Grade 11 Impact Data



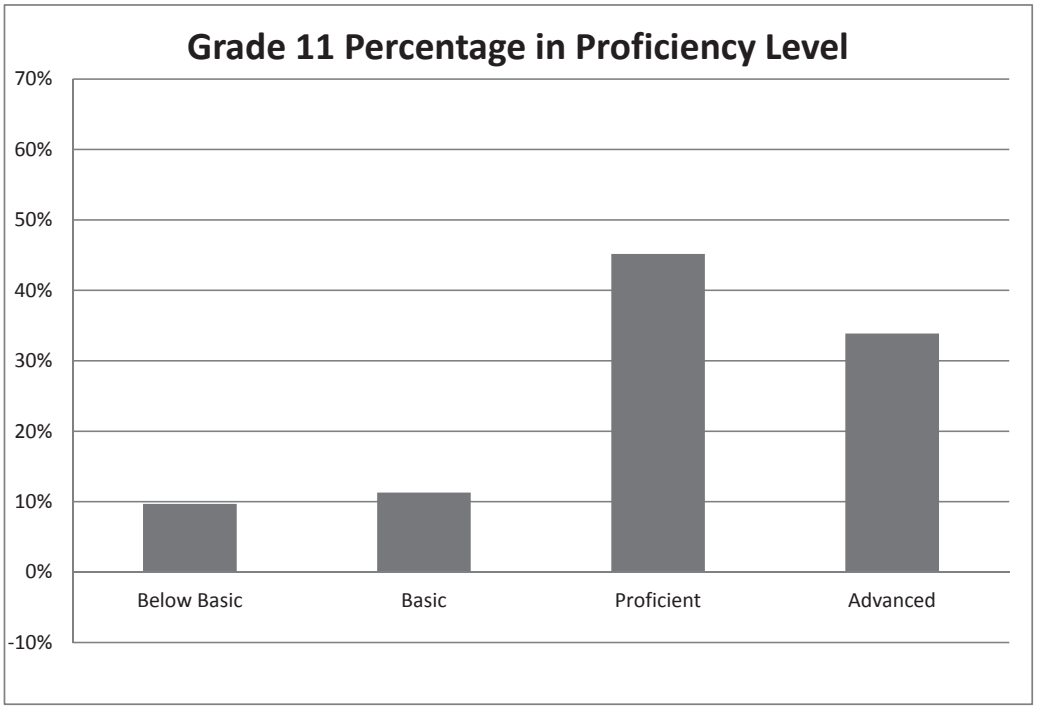
F50. Science Grade 4 Impact Data



F51. Science Grade 8 Impact Data

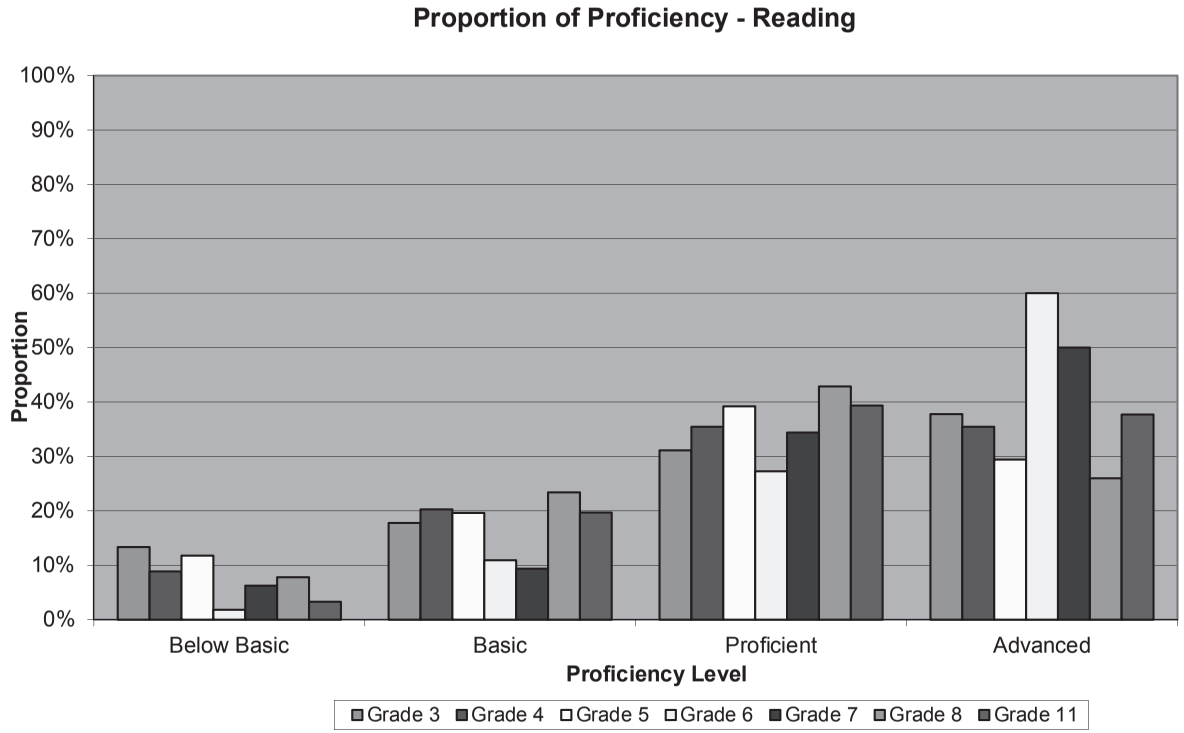


F52. Science Grade 11 Impact Data



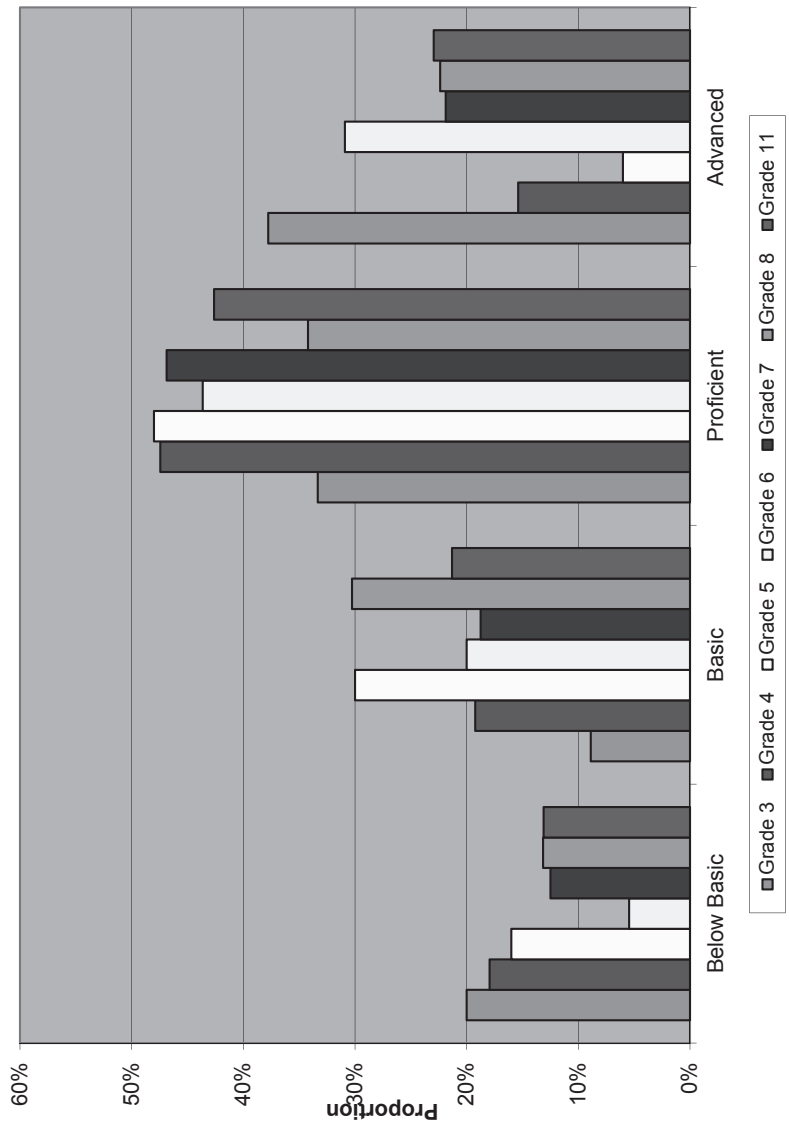
Appendix G: Overall Cuts per Grade

G1. Reading Final Proficiency Level Proportions

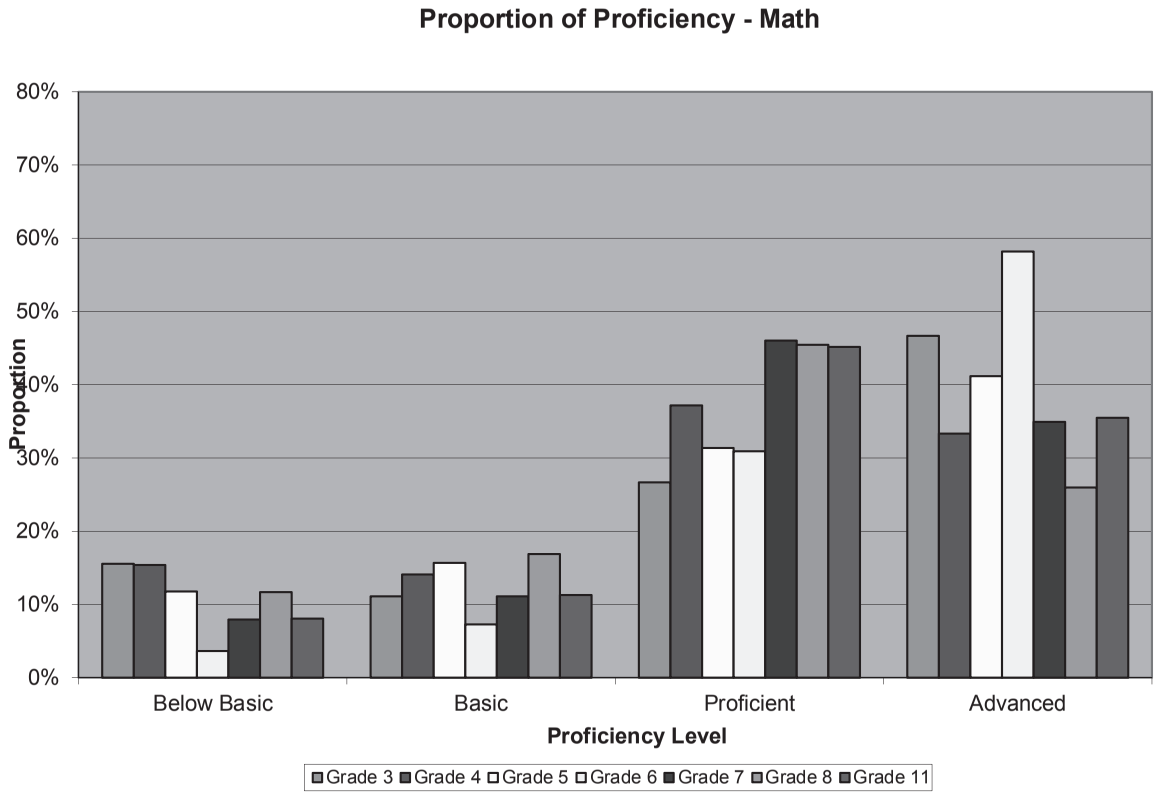


Appendix G

G2. Writing Final Proficiency Level Proportions

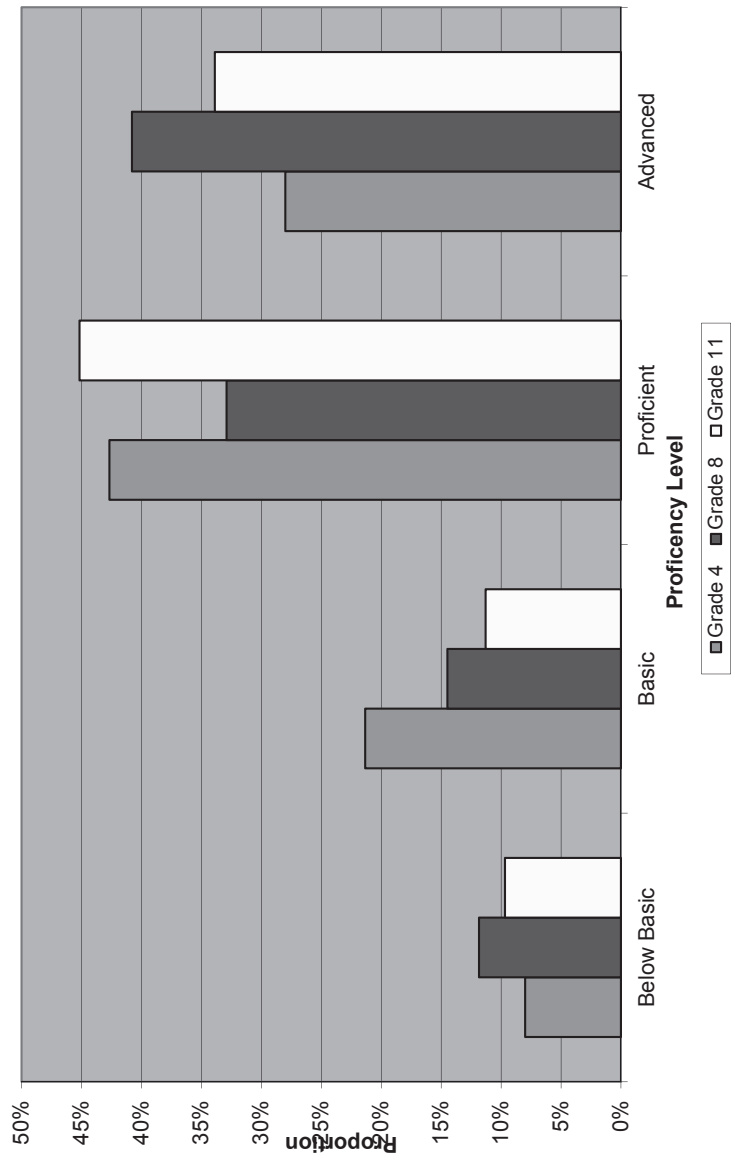


G3. Mathematics Final Proficiency Level Proportions



Appendix G

G4. Science Final Proficiency Level Proportions



Appendix H: Panelists Evaluations

Appendix H

Proficiency Assessment for Wyoming Students- Alternate

Standard Setting

Evaluation Survey

Please complete the following survey. Your responses will remain anonymous.

Part I: About You

1. **Occupation:** 13 Classroom Teacher
   5 Education (Non-Teacher)
   0 Non Education Professional
2. **How many years have you been working in your current profession?**___18.9____
3. **Ethnicity:** 0 Minority
   18 Non-Minority
4. **Gender:** 17 Female
   1 Male

Part II: Your Group's Process

5. **Overall, how satisfied are you with your group's final recommended cut scores?**

   0 Very Dissatisfied 0 Dissatisfied 2 Neutral 5 Satisfied 11 Very Satisfied

6. **How satisfied are you that your group's final recommended cut scores are standards referenced, (that is, based on what students should know and be able to do)?**

   0 Very Dissatisfied 0 Dissatisfied 1 Neutral 4 Satisfied 13 Very Satisfied

7. Overall, how satisfied are you that your opinions were considered and valued by your group?

0 Very Dissatisfied 0 Dissatisfied 0 Neutral 4 Satisfied 14 Very Satisfied

8. Suppose you were discussing the standards set by your group with some of your peers next week. Would you defend the recommended standards to criticisms?
Please check which statement most closely agrees with your opinion.

1	No, I would not defend any of the cut points we recommended.
4	Yes, I would defend some of the cut points we recommended.
13	Yes, I would defend all of the cut points that we recommended.

9. When 2011 data was presented, illustrating the percentage of students at each performance level, did the data or other participants' reactions to it influence your decision to change your cut points?
Please check which statement most closely agrees with your opinion.

2	No, neither the data nor others reaction to it influenced my decision.
7	Yes, the impact data influenced my cut point decisions.
1	Yes, others reactions to the impact data influenced my cut point decisions.
8	Yes, both the impact data and others reactions to it influenced my cut point decisions.

Part III: The Standard Setting Procedure

10. How confident are you that the procedure used is valid for setting standards?

0 Not at all confident 2 Not confident 0 Neutral 7 Confident 9 Very Confident

11. Please give us your overall impression of how organized the standard setting was in terms of how well we followed the agenda and how smoothly the conference ran.

0 Very Disorganized 0 Disorganized 0 Neutral 4 Organized 14 Very Organized

Appendix H

1. Please assign an overall grade (A, B, C, D, or F) to each of the areas listed below. Let your grades reflect: A=Excellent, B=Good, C=Fair, D=Poor, F=Failing

		A	B	C	D	F	Blank
Quality of Training and Assistance	General Process Training	12	4	1	0	0	1
Value of workshop as a professional development experience	Overall	16	2	0	0	0	0
	Analyzing the SPE portion within the student work	15	1	0	0	0	2
	Interacting with peers in group	17	1	0	0	0	0
	Constructing better classroom tests	9	2	2	0	1	4
	Targeting instruction	11	2	2	0	0	3
	Understanding Performance Level Descriptors	14	1	2	0	0	1
Quality of Accommodations	Meeting rooms	13	4	1	0	0	0
	Catered food options	7	9	2	0	0	0
	Facilities, overall	7	7	1	0	0	3

Part V: Your Turn

Please feel free to expand on any of your responses above, make suggestions to improve future standard settings, and/or tell us what you liked and did not like about this conference. Use the back if needed to complete your expression.

Reading and 4th grade Science

Comments:	
Respondent 1	This was an excellent experience for me. It was my first experience with setting cut scores. I've enjoyed it and learned a lot about the process & appreciate having a voice in the process. Glad that I was involved.
Respondent 2	I feel some of the test questions were not really fair to students. They were evaluating skills not addressed in descriptors.
Respondent 4	Took us a little while to figure out what we were doing - grade 6. We became more proficient as time progressed. Still see flaws with 6th grade cut scores - reading.
Respondent 5	Susan was a terrific facilitator and our group worked very well together. As a regular ed teacher I appreciated this experience. .

Writing and 8th grade Science

Comments:	
Respondent 1	Excellent experience. Professionally I am very dismayed about WY dropping the portfolio piece. We are now going evaluate performance on 9 items - none of which can accurately show the individual & unique skills of our most severely disabled students.
Respondent 2	Our group had valid conversations regarding the PAWS Act [sic] in general - many issues that are not able to be solved in this meeting. I would have liked more standardization in applying the cut scores ie: assigning points values for each question to advanced, proficient, or basic. This would lend to more "scientific" setting of cuts "gut feeling"
Respondent 3	I have no comments on how to improve - in general keeping a group focused on task and not off on philosophical babble isn't your issue.
Respondent 4	I am concerned about the small number of points and how the 2012 scores will compare to past scores. How to explain these changes to peers & parents.
Respondent 6	It has been a strong learning experience for me as a regular ed teacher. I have worked with PAWS and it helped me to understand the PAWS ALT test. Canda, you did a wonderful job helping us to have discussion that make us reflect and reconsider our responses. Travel safely! :)

Mathematics and 11th grade Science

Comments:	
Respondent 3	I enjoyed learning the reasoned integrated judgment process. I am familiar with other standard setting techniques. This give [sic]me another tool for my kit.
Respondent 4	It was very beneficial and I am pleased to have had an opportunity to contribute and participate. Suggestion: Begin early & finish early on second day to allow us to get home earlier. Some of us have mountain passes to travel in the dark & it makes our travel more dangerous &slow. :)
Respondent 6	Maybe giving us a copy of all the test booklets for comparing level of test content to see where we are heading.

Appendix I: Standards Verification Agenda

Appendix I

PAWS-ALT Standards Verification Meeting

May 8, 2012

Wyoming Department of Education Cheyenne, WY

8:00-8:30	Registration and Breakfast
8:30-9:30	Overview of Process and Outcome
9:30-10:30	Presentation of Reading Performance
10:30-11:00	Finalize Reading Cuts
11:00-12:00	Presentation of Mathematics Performance
12:00-12:30	Finalize Mathematics Cuts
12:30-1:30	Lunch
1:30-2:30	Presentation of Science Performance
2:30-3:00	Finalize Science Cuts
3:00-3:30	Wrap-Up and Final Evaluation
3:30-4:00	Travel Reimbursement Paperwork

Wyoming Department of Education

Appendix J: Standards Verification Power Point

Appendix J

Standards Verification
PAWS-ALT

May 8, 2012
Presented by:
Questar Assessment, Inc.

Overview

- Welcome and Housekeeping
- Introduction to the assessment and the students
- Outline of the process
- Policy review

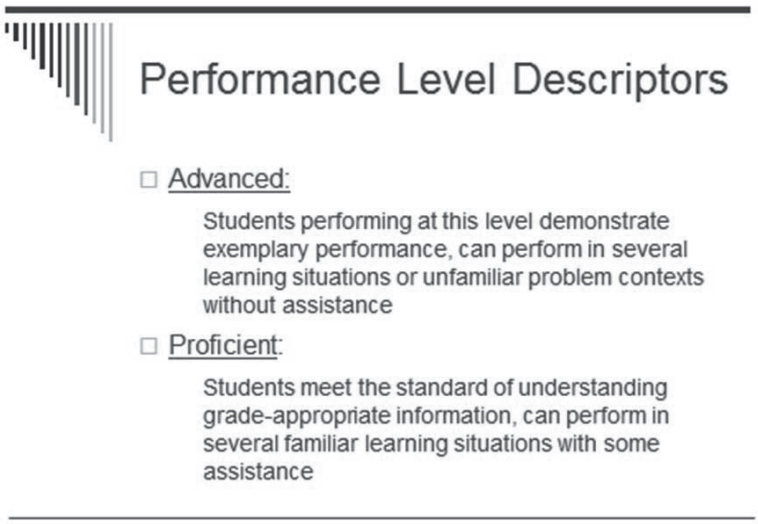
Overview of PAWS-ALT

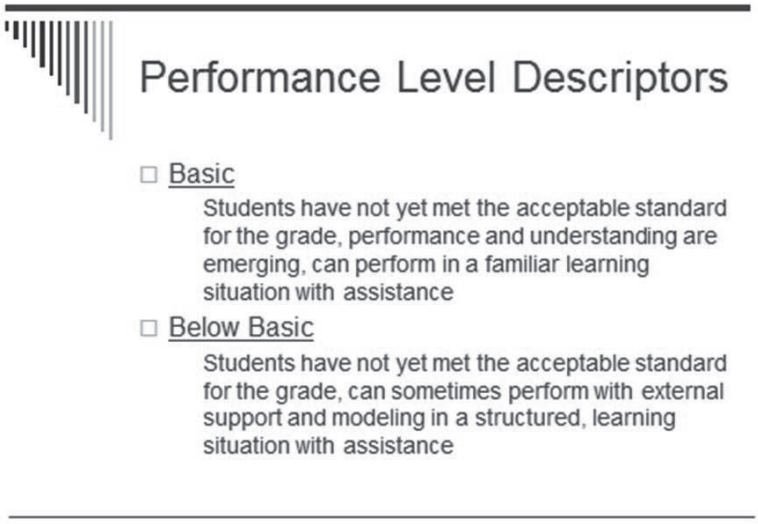
- Reading and mathematics in 3-8, 11
- Science in 4, 8, 11
- Students with the most significant cognitive disabilities (as determined by the IEP team using the participation requirements)
- Measured against grade-level extended Wyoming Academic Content and Performance Standards
  - Reduced in breadth, depth, and complexity

Student Performance Events

- Distinct performance tasks for each content area
- Administered using provided stimulus materials
- Scaffolded assistance approach from least to most intrusive
- Scored by the Test Administrator and a Second Scorer
- Worth 0 to 4 points per item (36 points total)

Appendix J


Performance Level Descriptors
Advanced:
Students performing at this level demonstrate exemplary performance, can perform in several learning situations or unfamiliar problem contexts without assistance
Proficient:
Students meet the standard of understanding grade-appropriate information, can perform in several familiar learning situations with some assistance


Performance Level Descriptors
Basic
Students have not yet met the acceptable standard for the grade, performance and understanding are emerging, can perform in a familiar learning situation with assistance
Below Basic
Students have not yet met the acceptable standard for the grade, can sometimes perform with external support and modeling in a structured, learning situation with assistance

Panelists

- Educators
  - Experience working with students with significant cognitive disabilities
  - Experience teaching the subject area
  - Understand the learning characteristics of this population
  - Administered the 2012 PAWS-ALT

Standard Setting

- Reasoned Integrated Judgment
  - Two rounds were considered
    - What expectations really make one level of performance different than the next? How do these differences translate to a number?
    - How does reviewing these items affect your initial decision?

Standard Setting

- Round 1
  - Facilitators lead panelists through a discussion of the differences in level of expectation from one level of performance to the next
  - Based on this discussion, panelists made a determination of what number corresponded to this level of expectation

Standard Setting

- Round 2
  - Panelists received the minimum, maximum, and median ratings from Round 1
  - Facilitators presented items and the score rubric for panelist review
  - Facilitators lead a discussion about the items and score rubric
  - Facilitators asked panelists to review their cut point decisions based on this discussion

Standard Setting

- Final cuts
  - Cuts obtained from Round 2 were submitted to the WDE for approval
  - Cuts will be finalized following this meeting
  - We will review performance data from the 2012 assessment based on the September cuts

Standard Setting

- We will begin in grade 6 and move up
  - We'll then go back to grades 3, 4, 5
- You will see the Target Definition and then the Performance Data
- If the results seem appropriate, you'll sign off on the provided ratings sheet

Important Note

- Keep in mind that this is a very small population of students
- There will be discrepancies in the performance distributions from year to year
- This is to be expected

Questions?

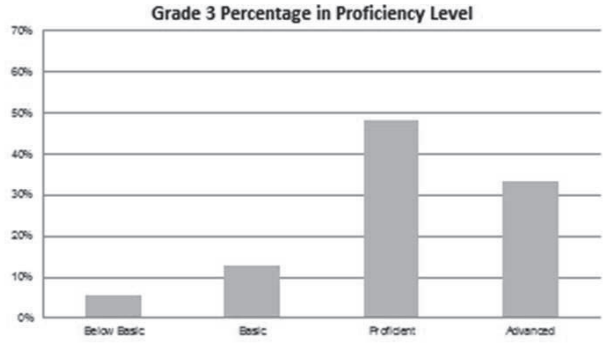
- We will begin reviewing impact data after a quick break

Appendix J

Reading Grade 3

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Identify character and setting independently • Identify similar ideas in texts (main idea) independently • Identify meanings of familiar words independently • Locate specific information in a text independently	• Identify character and setting with minimal assistance • Identify similar ideas in texts (main idea) with minimal assistance • Identify meanings of familiar words with minimal assistance • Locate specific information in a text with minimal assistance	• Identify character and setting with multiple prompts (visual, auditory, modeling) • Identify similar ideas in texts (main idea) with multiple prompts (visual, auditory, modeling) • Identify basic sounds of words with multiple prompts (visual, auditory, modeling) • Locate specific information in a text with multiple prompts (visual, auditory, modeling)

Reading Grade 3

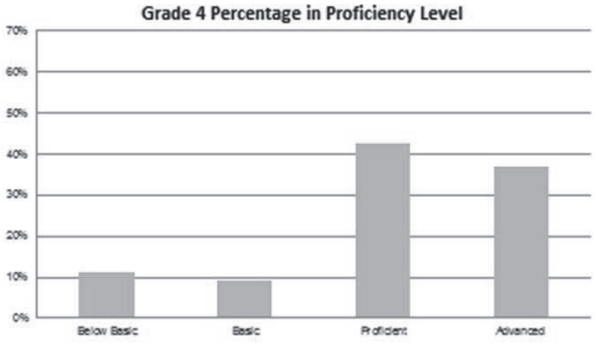


Appendix J

Reading Grade 4

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Identify character traits/setting without assistance • Sequence elements of plot (beginning, middle, end) without assistance • Use strategies to understand meaning of unfamiliar words without assistance • Locate information in text without assistance	• Identify character traits/setting with minimal assistance • Sequence elements of plot (beginning, middle, end) with minimal assistance • Use strategies to understand meaning of unfamiliar words with minimal assistance • Locate information in text with minimal assistance	• Identify character traits/setting with multiple prompts (visual, auditory, modeling) • Sequence elements of plot (beginning, middle, end) with multiple prompts (visual, auditory, modeling) • Use strategies to understand meaning of unfamiliar words with multiple prompts (visual, auditory, modeling) • Locate information in text with multiple prompts (visual, auditory, modeling)

Reading Grade 4

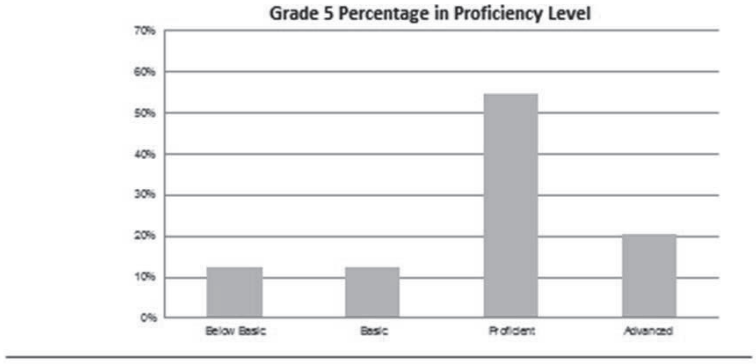


Appendix J

Reading Grade 5

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Identify story elements, character, setting, plot without assistance when provided a template • Sequence key ideas without assistance when provided a template • Identify problem/resolution – compare and make simple connections to text without assistance • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words without assistance • Locate information in a text without assistance	• Identify story elements, character, setting, plot with minimal assistance when provided a template and/or visual cues • Sequence key ideas with minimal assistance when provided a template and/or visual cues • Identify problem/resolution – compare and make simple connections to text with minimal assistance • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words with minimal assistance • Locate information in a text with minimal assistance	• Identify story elements, character, setting, plot when provided partially filled-template and/or visual cues • Sequence key ideas when provided partially filled-template and/or visual cues • Identify problem/resolution – compare and make simple connections to text with multiple prompts (visual, auditory, modeling) • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words with multiple prompts (visual, auditory, modeling) • Locate information in a text with multiple prompts (visual, auditory, modeling)

Reading Grade 5

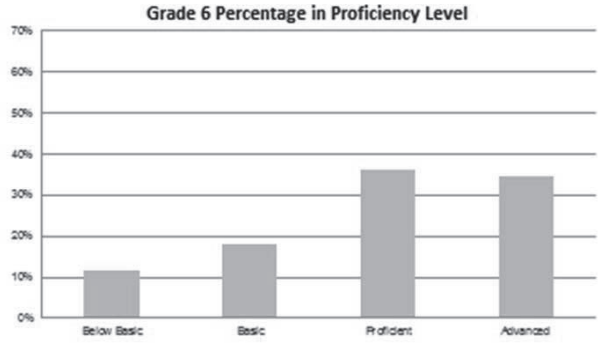


Appendix J

Reading Grade 6

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Relating texts to own experiences • Using prior knowledge & critical thinking skills without assistance. • Follow multi-step directions with no assistance • Perform without cueing or prompting.	• Using prior knowledge with some assistance • Follow multi-step directions with cueing • Complete a task when provided opportunity to use template • Complete a task when teacher-provided example is given • Seek clarification to determine task	• Identify story elements/sequencing when given step by step prompting • Demonstrate a subset of expected skills • Make simple connections from text to self • Follow simple directions • Complete a task when provided partially filled-template and/or visual cues

Reading Grade 6

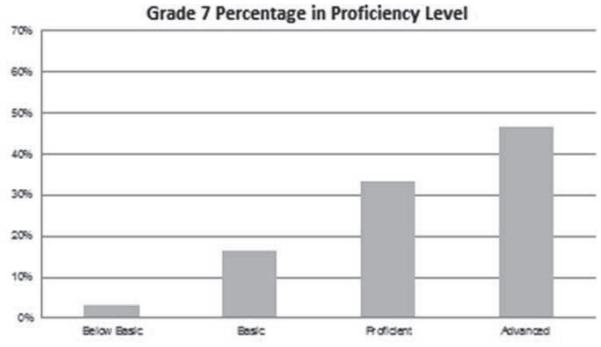


Appendix J

Reading Grade 7

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Knowledge of how different texts are organized (e.g., informational/research compared to pleasure reading) • Identify text characteristics of literary and informational passages • Identify specific information from texts (e.g., story elements, main idea, sequencing) • Make connections between text and text (compare two passages) and text to self • Work without cueing or assistance	• Identify text characteristics with minimal assistance • Identify specific information from texts given choices • Make connections between text and text (compare two passages) and text to self, given choices • Knowledge of how different texts are organized (e.g., informational/research compared to pleasure reading) given charts and visuals	• Identify story elements with multiple prompts (visual, auditory, modeling) • Make simple connections from text to text and text to self with multiple prompts (visual, auditory, modeling) • Use prior knowledge to understand meaning with multiple prompts (visual, auditory, modeling) • Identify specific information from texts given limited choices

Reading Grade 7

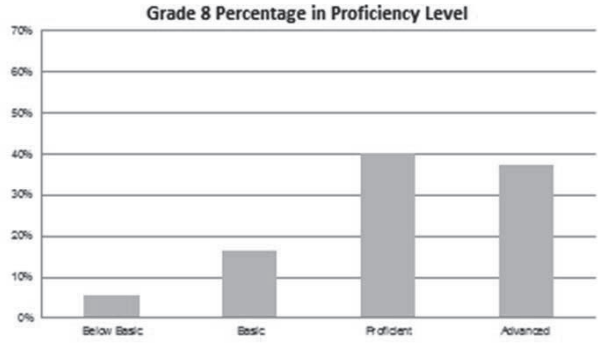


Appendix J

Reading Grade 8

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Summarize main idea and sequence key ideas independently • Identify author's purpose without assistance • Identify/locate specific information in a text independently • Make connection between text and self independently • Identify/compare texts to summarize and make predictions independently • Recognize what is being compared in a simile with no assistance	• Identify main idea and sequence key ideas with minimal assistance • Identify author's purpose with minimal assistance • Identify/locate specific information in a text with minimal assistance • Make connection between text and self with minimal assistance • Identify/compare texts to summarize and make predictions with minimal assistance • Recognize what is being compared in a simile with minimal assistance	• Identify main idea and sequence key ideas with multiple prompts given choices • Identify author's purpose with multiple prompts given choices (visual, auditory, modeling) • Identify/locate specific information in a text with multiple prompts • Make simple connections between text and self with multiple prompts • Make predictions with multiple prompts • Recognize what is being compared in a simile with multiple prompts

Reading Grade 8

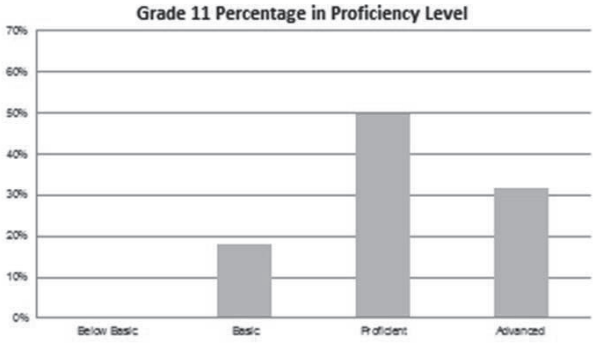


Appendix J

Reading Grade 11

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Summarize main ideas and supporting details independently • Make connections between text to text/text to self/text to world independently • Identify author's purpose in different genres and sequence key ideas independently • Apply strategies to understand meanings of unfamiliar words • Identify and compare story elements independently	• Summarize main ideas and supporting details with minimal assistance • Make connections between text to text/text to self/text to world with minimal assistance • Identify author's purpose in different genres and sequence key ideas with minimal assistance • Apply strategies to understand meanings of unfamiliar words with minimal assistance • Identify and compare story elements with minimal assistance	• Summarize main ideas and supporting details with multiple prompts • Make simple connections between text to text/text to self with multiple prompts • Identify author's purpose in different genres and sequence key ideas with multiple prompts • Apply strategies to understand meanings of unfamiliar words with multiple prompts • Identify story elements with multiple prompts

Reading Grade 11

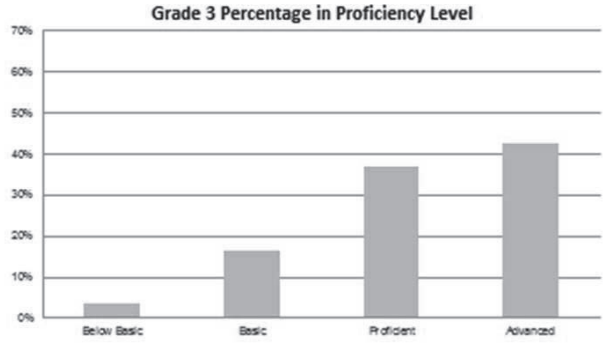


Appendix J

Math Grade 3

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

Math Grade 3

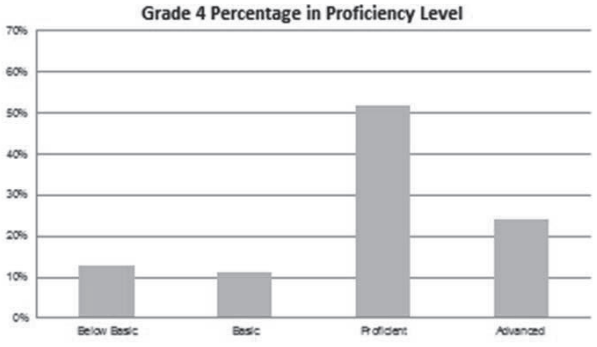


Appendix J

Math Grade 4

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

Math Grade 4

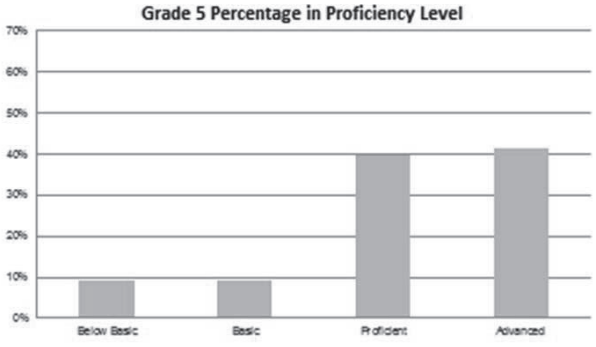


Appendix J

Math Grade 5

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

Math Grade 5

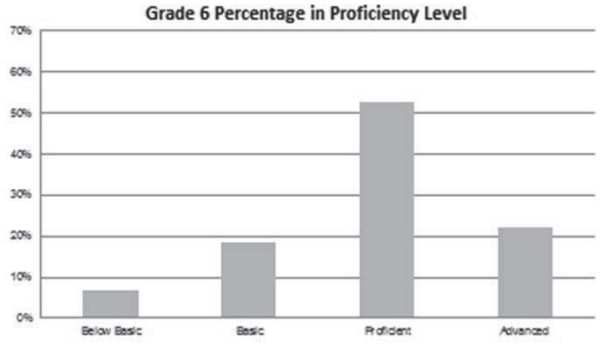


Appendix J

Math Grade 6

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting

Math Grade 6

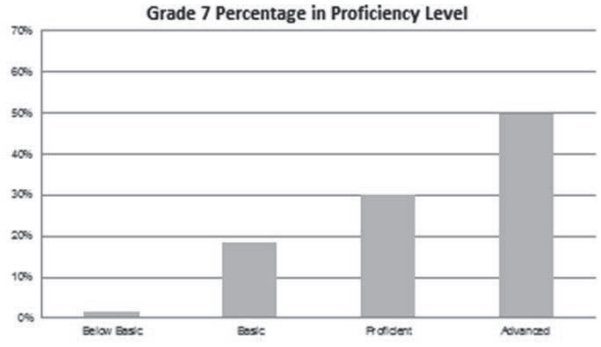


Appendix J

Math Grade 7

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

Math Grade 7

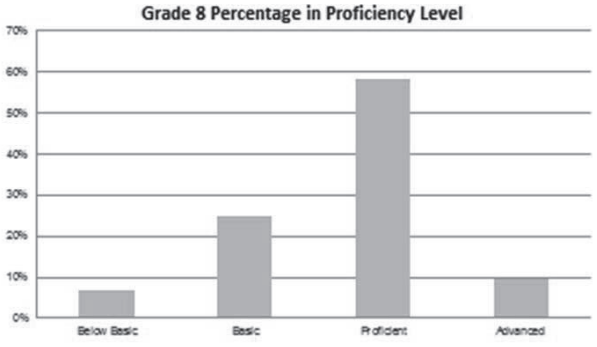


Appendix J

Math Grade 8

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

Math Grade 8

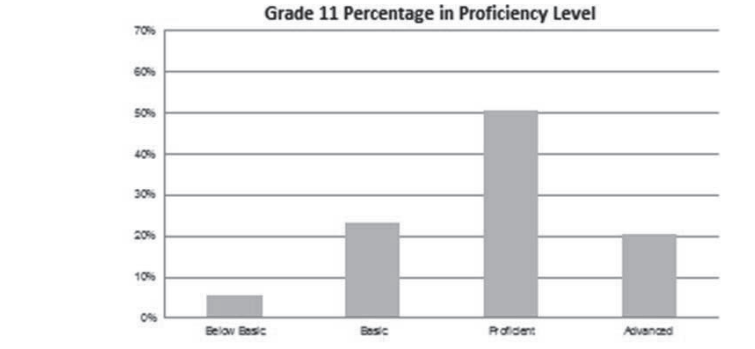


Appendix J

Math Grade 11

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occassionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

Math Grade 11

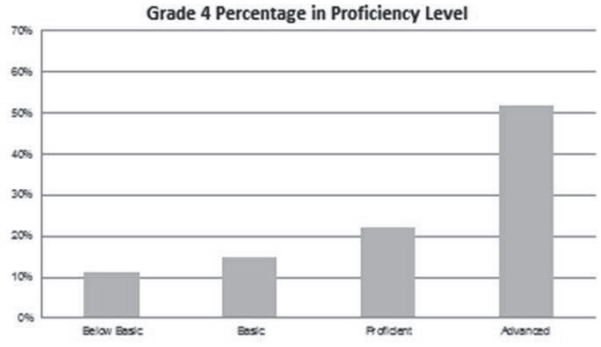


Appendix J

Science Grade 4

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Use scientific procedure and tools (scientific method) without assistance • Use observation to describe, compare, and classify objects and living things without assistance • Use living things to explain the natural world and make connections to daily life without assistance • Represent data and communicate results without assistance	• Use scientific procedure and tools (scientific method) with minimal assistance • Use observation to describe, compare, and classify objects and living things with minimal assistance • Use living things to explain the natural world and make connections to daily life with minimal assistance • Represent data and communicate results with minimal assistance	• Use scientific procedure and tools (scientific method) with multiple prompts (visual, auditory, modeling) • Use observation to describe, compare, and classify objects and living things with multiple prompts (visual, auditory, modeling) • Use living things to explain the natural world and make connections to daily life with multiple prompts (visual, auditory, modeling) • Represent data and communicate results with multiple prompts (visual, auditory, modeling)

Science Grade 4

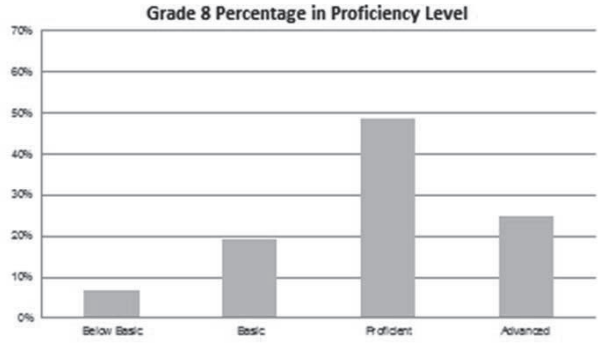


Appendix J

Science Grade 8

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Independently performs the following tasks at a consistent level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution	• Limited Assistance with the following tasks at a frequent use level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution	• Continuous assistance with the following tasks at a minimal level, but not at grade level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution

Science Grade 8

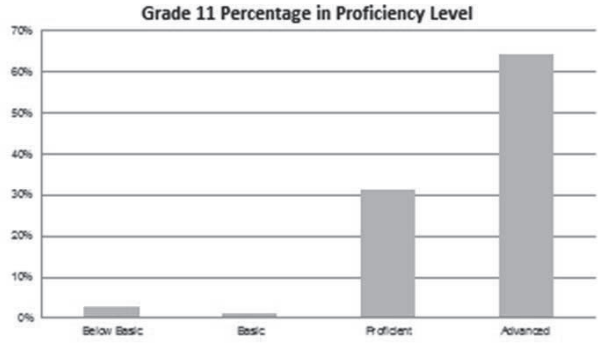


Appendix J

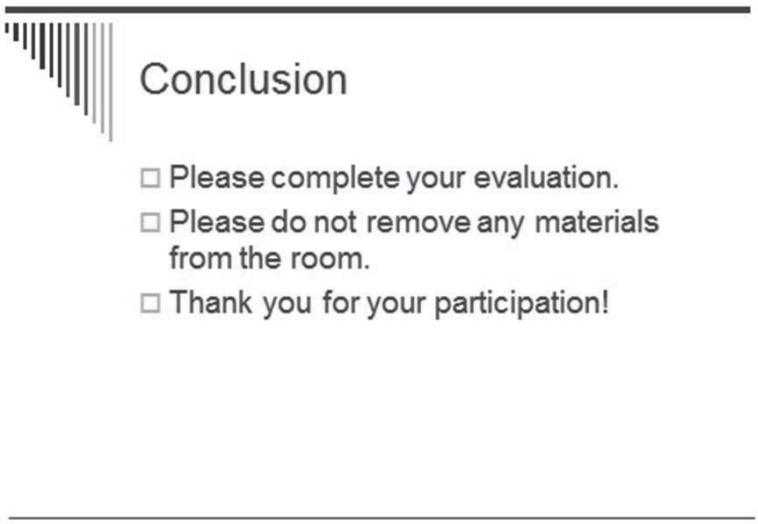
Science Grade 11

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—understanding of scientific investigations • Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.	• Solid- most of the time apply the appropriate methods in scientific investigations • May have some assistance to complete tasks • Apply understanding and concepts in several familiar situations • Recognize, use, and recall scientific concepts	• Emerging skill showing some understanding of scientific investigations with errors • Requires assistance • In a familiar situation • Recognize, use, or recall scientific concepts

Science Grade 11



Appendix J


Conclusion
Please complete your evaluation.
Please do not remove any materials from the room.
Thank you for your participation!

Appendix K: Ratings Sheets

Appendix K

Reading Ratings

Grade	Basic Median	Proficient Median	Advanced Median
3	9	20	31
4	10	20	30
5	10	20	31
6	10	20	30
7	10	21	31
8	10	21	31
11	9	20	31

Based on the results you have seen, do you agree with the cut scores as submitted? Yes No

Appendix K

Mathematics Ratings

Grade	Basic Median	Proficient Median	Advanced Median
3	10	19	30
4	10	19	30
5	10	19	31
6	10	18	29
7	10	18	29
8	10	18	30
11	10	19	30

Based on the results you have seen, do you agree with the cut scores as submitted? Yes No

Appendix K

Science Ratings

Grade	Basic Median	Proficient Median	Advanced Median
4	10	20	30
8	12	22	32
11	10	18	28

Based on the results you have seen, do you agree with the cut scores as submitted? Yes No

Panelist Agreement with September Cut Scores											
							Science				
	Reading			Mathematics			Original			Revised G11	
ID	Yes	No		Yes	No		Yes	No		Yes	No
1		X			X			X			X
2	X			X				X		X	
3	X			X				X			X
4	X			X			X			X	
5	X			X			X			X	
6	X			X				X		X	
7	X			X			X			X	
8	X			X			X			X	
9		X			X			X			X
10	X			X				X		X	
11	X			X			X			X	
12	X			X				X		X	
Count	10	2		10	2		5	7		9	3
Percent	83.3%	16.7%		83.3%	16.7%		41.7%	58.3%		75.0%	25.0%

Two members of the panel were concerned with the basic cut being set around 10 (this varies slightly by grade and content). Their rational for wanting the cut score raised was that a student only needed a 1 on eight of the SPE tasks and a 2 on one of the SPE Tasks. Other members of the panel who have administered the PAWS-Alt indicated that most students do not complete all 9 tasks either because they are unable to complete, regardless of the level of support, or refused to participate on some tasks and therefore students are receiving higher scores on the remaining SPE tasks. The majority of the panel agreed that this is typical of their students as well and recommended that the basic cut scores remain the same.

Appendix L: Panelists Evaluations

Appendix L

Proficiency Assessment for Wyoming Students- Alternate

Standards Verification

Evaluation Survey

Please complete the following survey. Your responses will remain anonymous.

Part I: About You

1. **Occupation:** 9 Classroom Teacher
   0 Education (Non-Teacher)

   0 Non Education Professional

2. **How many years have you been working in your current profession?**___average 15____

3. **Ethnicity:** 1 Minority
   8 Non-Minority

4. **Gender:** 8 Female
   1 Male

Part II: Your Group's Process

5. **Overall, how satisfied are you with your final recommended cut scores?**
   0 Very Dissatisfied 1 Dissatisfied 1 Neutral 4 Satisfied 3 Very Satisfied

6. **Overall, how satisfied are you that your opinions were considered and valued?**
   0 Very Dissatisfied 0 Dissatisfied 2 Neutral 3 Satisfied 4 Very Satisfied

7. **Suppose you were discussing the standards set with some of your peers next week. Would you defend the recommended standards to criticisms?**
   Please check which statement most closely agrees with your opinion.

   0 No, I would not defend any of the cut points we recommended.

   3 Yes, I would defend some of the cut points we recommended.

   6 Yes, I would defend all of the cut points that we recommended.

8. **When impact data was presented, illustrating the percentage of students at each performance level, did the data or other participants' reactions to it influence your decision to finalize your cut points?**
   Please check which statement most closely agrees with your opinion.

   1 No, neither the data nor others reaction to it influenced my decision.

   3 Yes, the impact data influenced my cut point decisions.

   1 Yes, others reactions to the impact data influenced my cut point decisions.

   4 Yes, both the impact data and others reactions to it influenced my cut point decisions.

Part III: The Standard Setting Procedure

9. **How confident are you that the procedure used is valid for setting standards?**

0 Not at all confident 2 Not confident 1 Neutral 3 Confident 3 Very Confident

10. **Please give us your overall impression of how organized the standard setting was in terms of how well we followed the agenda and how smoothly the meeting ran.**

0 Very Disorganized 0 Disorganized 1 Neutral 3 Organized 5 Very Organized

---

Part V: Your Turn

Please feel free to expand on any of your responses above, make suggestions to improve future standard settings, and/or tell us what you liked and did not like about this meeting.

Include people from original Standard Setting - at least 1 in each area. I would have also liked more data - rather than just median score, the mode, and range would have been useful info in making a final decision.
Very informative and worth-while
The data used by prior group in setting cut scores is different than what we say today-the 2012 scores. 2011 data that included portfolio scores aren't equitable. There needs to be more consistency among grade level cut scores. Also, the group changed scores on their own papers because no consensus was made within group. Perhaps, anonymous voting would be beneficial.
This is very different to only look at results and have no idea what the content is. Target definitions are very vague - not sure whether that is good or bad. Hearing teacher's comments was helpful, but I have been in other standard setting meetings (for regular ed) where teachers worked very hard to lower the level of rigor for their low performing kids.

Appendix H:

PAWS–ALT District and School Frequencies

WY 2012 — District and School Frequencies

DistrictID = .	
School	**N**
350002	17
2050002	6
Total	**23**

DistrictID = 101000	
School	**N**
101002	1
101027	3
101028	7
101031	1
101050	2
101055	1
Total	**15**

DistrictID = 201000	
School	**N**
201004	1
201051	1
Total	**2**

DistrictID = 202000	
School	**N**
202050	1
202055	1
Total	**2**

DistrictID = 203000	
School	**N**
203050	1
203055	1
Total	**2**

DistrictID = 204000	
School	**N**
204001	1
204003	1
Total	**2**

DistrictID = 301000	
School	**N**
301006	1
301009	2
301013	3
301021	1
301022	10
301050	3
301051	8
301055	3
Total	**31**

DistrictID = 401000	
School	**N**
401008	1
401050	1
Total	**2**

DistrictID = 402000	
School	**N**
402048	1

DistrictID = 501000	
School	**N**
501010	3
501050	3
Total	**6**

DistrictID = 502000	
School	**N**
502004	1
502007	3
Total	**4**

DistrictID = 601000	
School	**N**
601007	1
601059	1
Total	**2**

WY 2012 — District and School Frequencies

DistrictID = 701000	
School	**N**
701009	5
701050	3
701055	1
Total	**9**

DistrictID = 706000	
School	**N**
706055	2

DistrictID = 714000	
School	**N**
714001	2

DistrictID = 721000	
School	**N**
721050	1
721055	1
Total	**2**

DistrictID = 724000	
School	**N**
724001	2
724050	2
Total	**4**

DistrictID = 725000	
School	**N**
725005	1
725007	3
725050	7
725056	4
Total	**15**

DistrictID = 738000	
School	**N**
738001	3

DistrictID = 801000	
School	**N**
801006	3
801052	7
801055	1
801058	1
801059	2
Total	**14**

DistrictID = 901000	
School	**N**
901004	1
901055	1
Total	**2**

DistrictID = 1101000	
School	**N**
1101001	15
1101002	2
1101005	2
1101015	2
1101016	4
1101020	3
1101022	1
1101024	4
1101027	2
1101028	1
1101029	2
1101030	5
1101050	6
1101051	6
1101052	1
1101056	5
1101058	5
Total	**66**

WY 2012 — District and School Frequencies

DistrictID = 1102000	
School	**N**
1102002	2
1102056	1
1102057	2
Total	**5**

DistrictID = 1201000	
School	**N**
1201001	2
1201050	4
1201055	1
Total	**7**

DistrictID = 1202000	
School	**N**
1202003	1
1202004	3
1202005	4
1202051	7
1202055	1
1202056	1
Total	**17**

DistrictID = 1301000	
School	**N**
1301002	8
1301005	10
1301011	3
1301027	9
1301038	9
1301048	5
1301051	3
1301054	6
1301055	1
1301057	2
Total	**56**

DistrictID = 1401000	
School	**N**
1401004	1
1401050	2
Total	**3**

DistrictID = 1501000	
School	**N**
1501003	3
1501050	2
1501055	2
Total	**7**

DistrictID = 1506000	
School	**N**
1506002	5
1506050	7
1506055	7
Total	**19**

DistrictID = 1601000	
School	**N**
1601005	3
1601050	2
1601051	1
Total	**6**

DistrictID = 1602000	
School	**N**
1602001	2
1602050	2
1602055	2
Total	**6**

WY 2012 — District and School Frequencies

DistrictID = 1702000	
School	**N**
1702003	3
1702007	1
1702010	2
1702050	8
1702057	1
Total	**15**

DistrictID = 1801000	
School	**N**
1801002	1
1801050	3
Total	**4**

DistrictID = 1809000	
School	**N**
1809001	2
1809050	1
1809055	1
Total	**4**

DistrictID = 1901000	
School	**N**
1901003	1
1901013	5
1901015	8
1901016	2
1901050	6
1901053	1
1901056	5
Total	**28**

DistrictID = 1902000	
School	**N**
1902002	2
1902004	1
1902007	2
1902050	6
1902055	3
Total	**14**

DistrictID = 2001000	
School	**N**
2001009	10
2001050	7
2001055	4
Total	**21**

DistrictID = 2101000	
School	**N**
2101005	1
2101006	3
2101050	6
2101055	1
Total	**11**

DistrictID = 2104000	
School	**N**
2104002	3

DistrictID = 2106000	
School	**N**
2106002	1
2106050	4
2106055	1
Total	**6**

DistrictID = 2202000	
School	**N**
2202049	2

DistrictID = 2301000	
School	**N**
2301050	4

DistrictID = 2307000	
School	**N**
2307001	1

Appendix I:

PAWS–ALT N-Count Summaries by Gender and Ethnicity

N-Counts by Gender

N-Counts by Gender and Grade for Reading

Grade	Female		Male		Total
3	16	30%	38	70%	54
4	17	31%	37	69%	54
5	25	33%	51	67%	76
6	17	28%	44	72%	61
7	22	37%	38	63%	60
8	30	42%	42	58%	72
11	31	42%	42	58%	73

N-Counts by Gender and Grade for Mathematics

Grade	Female		Male		Total
3	16	30%	38	70%	54
4	17	31%	37	69%	54
5	25	33%	51	67%	76
6	17	28%	44	72%	61
7	22	37%	38	63%	60
8	30	42%	42	58%	72
11	31	42%	42	58%	73

N-Counts by Gender and Grade for Science

Grade	Female		Male		Total
4	17	31%	37	69%	54
8	30	42%	42	58%	72
11	31	42%	42	58%	73

N-Counts by Ethnicity

N-Counts by Race/Ethnicity and Grade for Reading

Grade	"Hispanic/ Latino"	"Non-Hispanic/ Latino"	Asian	"Native Hawaiian/ Pacific Islander"	"American Indian/ Alaskan Native"	Black	White	"Not Indicated or Multiple Marks"	Total
3	11	0	0	0	4	1	38	0	54
4	2	0	0	0	0	1	49	2	54
5	15	1	0	0	2	0	56	2	76
6	4	0	0	0	0	1	52	4	61
7	7	0	0	0	2	1	47	3	60
8	13	0	0	0	5	0	51	3	72
11	11	0	1	0	1	2	55	3	73

N-Counts by Race/Ethnicity and Grade for Mathematics

Grade	"Hispanic/ Latino"	"Non-Hispanic/ Latino"	Asian	"Native Hawaiian/ Pacific Islander"	"American Indian/ Alaskan Native"	Black	White	"Not Indicated or Multiple Marks"	Total
3	11	0	0	0	4	1	38	0	54
4	2	0	0	0	0	1	49	2	54
5	15	1	0	0	2	0	56	2	76
6	4	0	0	0	0	1	52	4	61
7	7	0	0	0	2	1	47	3	60
8	13	0	0	0	5	0	51	3	72
11	11	0	1	0	1	2	55	3	73

N-Counts by Race/Ethnicity and Grade for Science

Grade	"Hispanic/ Latino"	"Non-Hispanic/ Latino"	Asian	"Native Hawaiian/ Pacific Islander"	"American Indian/ Alaskan Native"	Black	White	"Not Indicated or Multiple Marks"	Total
4	2	0	0	0	0	1	49	2	54
8	13	0	0	0	5	0	51	3	72
11	11	0	1	0	1	2	55	3	73

Appendix J:

PAWS–ALT Raw Score Summaries

Raw Score by Gender

Raw Score Summaries by Gender and Grade
Reading

Grade	Female			Male		
	N	Mean	SD	N	Mean	SD
3	16	28.25	5.29	38	24.16	9.10
4	17	25.65	9.04	37	24.05	9.65
5	25	24.40	8.36	51	21.67	9.91
6	17	26.41	7.50	44	22.05	9.81
7	22	27.50	7.47	38	27.39	6.88
8	30	29.57	5.34	42	23.60	9.22
11	31	26.81	8.14	42	26.02	6.81

Raw Score Summaries by Gender and Grade
Mathematics

Grade	Female			Male		
	N	Mean	SD	N	Mean	SD
3	16	26.13	7.42	38	25.47	8.88
4	17	22.88	9.03	37	22.35	9.13
5	25	26.80	6.90	51	24.88	9.41
6	17	22.71	6.31	44	22.84	14.40
7	22	24.82	7.53	38	26.79	7.72
8	30	24.10	5.96	42	19.10	7.42
11	31	21.58	8.70	42	23.40	6.87

Raw Score Summaries by Gender and Grade
Science

Grade	Female			Male		
	N	Mean	SD	N	Mean	SD
4	17	26.24	9.56	37	25.78	9.68
8	30	27.67	6.00	42	24.38	8.27
11	31	28.26	7.51	42	28.76	5.46

Raw Score by Ethnicity

Raw Score Summaries by Race/Ethnicity and Grade
Reading

Grade	Female			Male		
	N	Mean	SD	N	Mean	SD
3	38	24.97	8.82	11	29.55	5.20
4	49	25.45	8.62	2	11.50	13.44
5	56	21.79	9.35	15	24.60	9.50
6	52	23.77	9.47	4	18.00	10.80
7	47	27.04	7.65	7	30.14	3.72
8	51	25.92	8.36	13	26.46	8.21
11	55	26.95	6.45	11	22.91	10.44

Raw Score Summaries by Race/Ethnicity and Grade
Mathematics

Grade	Female			Male		
	N	Mean	SD	N	Mean	SD
3	38	25.79	8.80	11	27.09	8.25
4	49	23.20	8.52	2	12.50	13.44
5	56	25.11	8.36	15	26.00	9.94
6	52	23.38	13.24	4	17.00	6.88
7	47	25.87	7.70	7	29.57	5.44
8	51	21.04	7.11	13	22.15	8.71
11	55	22.60	7.52	11	21.36	8.79

Raw Score Summaries by Race/Ethnicity and Grade
Science

Grade	Female			Male		
	N	Mean	SD	N	Mean	SD
4	49	26.71	8.79	2	16.50	19.09
8	51	25.75	7.47	13	25.38	8.54
11	55	29.09	5.45	11	25.91	9.15

Appendix K:

PAWS–ALT Performance Level By Grade

Performance Level by Grade

Grade	Below Basic		Basic		Proficient		Advanced	
	N	%	N	%	N	%	N	%
Reading								
3	3	5.6	7	13.0	26	48.1	18	33.3
4	6	11.1	5	9.3	23	42.6	20	37.0
5	11	14.5	10	13.2	40	52.6	15	19.7
6	7	11.5	11	18.0	22	36.1	21	34.4
7	2	3.3	10	16.7	20	33.3	28	46.7
8	4	5.6	12	16.7	29	40.3	27	37.5
11	1	1.4	13	17.8	36	49.3	23	31.5
Total	34	7.6	68	14.9	196	43.7	152	33.9
Mathematics								
3	2	3.7	9	16.7	20	37.0	23	42.6
4	7	13.0	6	11.1	28	51.9	13	24.1
5	7	9.2	7	9.2	31	40.8	31	40.8
6	5	8.2	11	18.0	31	50.8	13	21.3
7	1	1.7	11	18.3	18	30.0	30	50.0
8	5	6.9	18	25.0	42	58.3	7	9.7
11	4	5.5	17	23.3	37	50.7	15	20.5
Total	31	6.9	79	17.6	207	46.0	132	29.5
Science								
4	6	11.1	8	14.8	12	22.2	28	51.9
8	5	6.9	14	19.4	35	48.6	18	25.0
11	2	2.7	5	6.8	28	38.4	38	52.1
Total	13	6.5	27	13.6	75	37.7	84	42.2

Appendix L:

PAWS–ALT Inter-rater Agreement Rates

Reading

Reading	Perfect Agreement		One Point Difference		More Than One Point Difference	
	N	%	N	%	N	%
Grade 3						
SPE-1	53	100.0				
SPE-2	52	98.1	1	1.9		
SPE-4	49	92.5	4	7.5		
SPE-5	52	98.1	1	1.9		
SPE-6	52	98.1	1	1.9		
SPE-7	53	100.0				
SPE-8	52	98.1			1	1.9
SPE-9	52	98.1	1	1.9		
SPE-10	49	94.2	3	5.8		
Grade 4						
SPE-1	52	98.1	1	1.9		
SPE-2	52	98.1			1	1.9
SPE-3	53	100.0				
SPE-5	49	92.5	3	5.7	1	1.9
SPE-6	52	98.1			1	1.9
SPE-7	52	98.1	1	1.9		
SPE-8	51	96.2	2	3.8		
SPE-9	52	98.1	1	1.9		
SPE-10	53	100.0				
Grade 5						
SPE-1	75	98.7	1	1.3		
SPE-2	73	96.1	3	3.9		
SPE-3	71	93.4	5	6.6		
SPE-4	76	100.0				
SPE-6	72	94.7	4	5.3		
SPE-7	73	96.1	2	2.6	1	1.3
SPE-8	75	98.7	1	1.3		
SPE-9	75	98.7	1	1.3		
SPE-10	76	100.0				

Reading

Grade 6						
SPE-1	60	98.4	1	1.6		
SPE-2	61	100.0				
SPE-3	60	100.0				
SPE-4	61	100.0				
SPE-5	61	100.0				
SPE-6	61	100.0				
SPE-7	61	100.0				
SPE-8	60	98.4	1	1.6		
SPE-9	60	98.4	1	1.6		
Grade 7						
SPE-1	58	96.7	2	3.3		
SPE-2	59	98.3	1	1.7		
SPE-3	58	96.7	2	3.3		
SPE-4	59	98.3	1	1.7		
SPE-5	57	95.0	3	5.0		
SPE-6	59	98.3	1	1.7		
SPE-7	60	100.0				
SPE-8	60	100.0				
SPE-9	60	100.0				
Grade 8						
SPE-1	72	100.0				
SPE-2	71	98.6	1	1.4		
SPE-3	72	100.0				
SPE-4	71	98.6			1	1.4
SPE-5	70	97.2	2	2.8		
SPE-6	70	98.6	1	1.4		
SPE-7	71	100.0				
SPE-8	72	100.0				
SPE-9	70	97.2	1	1.4	1	1.4

Reading

Grade 11						
SPE-1	73	100.0				
SPE-2	72	100.0				
SPE-3	73	100.0				
SPE-4	72	98.6			1	1.4
SPE-5	72	98.6	1	1.4		
SPE-6	71	97.3	2	2.7		
SPE-7	71	97.3	2	2.7		
SPE-8	72	98.6			1	1.4
SPE-9	72	98.6	1	1.4		

Math

Math	Perfect Agreement		One Point Difference		More Than One Point Difference	
	N	%	N	%	N	%
Grade 3						
SPE-1	52	96.3	1	1.9		
SPE-2	53	98.1				
SPE-3	53	98.1				
SPE-4	53	98.1				
SPE-5	51	94.4	2	3.7		
SPE-6	51	94.4	1	1.9	1	1.9
SPE-7	53	98.1				
SPE-8	52	96.3	1	1.9		
SPE-9	51	94.4	2	3.7		
Grade 4						
SPE-1	52	96.3	1	1.9		
SPE-2	51	94.4	2	3.7		
SPE-3	51	94.4				
SPE-4	50	92.6	1	1.9	2	3.7
SPE-5	52	96.3	1	1.9		
SPE-6	51	94.4	2	3.7		
SPE-7	52	96.3	1	1.9		
SPE-8	49	90.7	3	5.6		
SPE-9	50	92.6	3	5.6		
Grade 5						
SPE-1	75	98.7			1	1.3
SPE-2	76	100.0				
SPE-3	75	98.7			1	1.3
SPE-4	73	96.1	3	3.9		
SPE-5	76	100.0				
SPE-6	75	98.7	1	1.3		
SPE-7	76	100.0				
SPE-8	75	98.7	1	1.3		
SPE-9	74	97.4	1	1.3	1	1.3

Math

Grade 6						
SPE-1	59	96.7	1	1.6		
SPE-2	58	95.1	1	1.6		
SPE-3	60	98.4				
SPE-4	60	98.4				
SPE-5	60	98.4				
SPE-6	60	98.4				
SPE-7	55	90.2	3	4.9	1	1.6
SPE-8	60	98.4				
SPE-9	60	98.4				
Grade 7						
SPE-1	60	100.0				
SPE-2	60	100.0				
SPE-3	57	95.0	2	3.3		
SPE-4	57	95.0	3	5.0		
SPE-5	60	100.0				
SPE-6	58	96.7	2	3.3		
SPE-7	58	96.7	2	3.3		
SPE-8	59	98.3	1	1.7		
SPE-9	53	88.3	6	10.0	1	
Grade 8						
SPE-1	71	98.6				
SPE-2	70	97.2	2	2.8		
SPE-3	71	98.6				
SPE-4	72	100.0				
SPE-5	68	94.4	2	2.8	1	1.4
SPE-6	70	97.2	1	1.4		
SPE-7	71	98.6	1	1.4		
SPE-8	71	98.6	1	1.4		
SPE-9	71	98.6	1	1.4		

Math

Grade 11						
SPE-1	73	100.0				
SPE-2	71	97.3	2	2.7		
SPE-3	71	97.3	2	2.7		
SPE-4	71	97.3	2	2.7		
SPE-5	72	98.6	1	1.4		
SPE-6	72	98.6			1	1.4
SPE-7	73	100.0				
SPE-8	72	98.6	1	1.4		
SPE-9	72	98.6	1	1.4		

Science

Science	Perfect Agreement		One Point Difference		More Than One Point Difference	
	N	%	N	%	N	%
Grade 4						
SPE-1	53	98.1				
SPE-2	51	94.4	1	1.9	1	1.9
SPE-3	51	94.4	1	1.9	1	1.9
SPE-4	52	96.3	1	1.9		
SPE-5	53	98.1				
SPE-7	53	98.1				
SPE-8	53	98.1				
SPE-9	52	96.3			1	1.9
SPE-10	51	94.4	2	3.7		
Grade 8						
SPE-1	70	97.2	1	1.4		
SPE-2	70	97.2	1	1.4		
SPE-3	71	98.6				
SPE-4	69	95.8	2	2.8		
SPE-5	69	95.8	2	2.8		
SPE-7	68	94.4	2	2.8	1	1.4
SPE-8	71	98.6				
SPE-9	68	94.4	3	4.2		
SPE-10	69	95.8	2	2.8		
Grade 11						
SPE-1	72	98.6				
SPE-2	73	100.0				
SPE-3	71	97.3	1	1.4		
SPE-4	73	100.0				
SPE-5	73	100.0				
SPE-6	72	98.6	1	1.4		
SPE-8	73	100.0				
SPE-9	73	100.0				
SPE-10	69	94.5	3	4.1	1	1.4

Wyoming Department of Education

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS–ALTERNATE (PAWS-ALT)

Bias and Sensitivity Review—August 10, 2011

Item Judgment Form

Math		
Grade	**Presented**	**Accepted**
3	1	1
4	1	1
5	3	3
6	1	1
7	1	1
8	1	1
11	1	1
Total	**9**	**9**

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS–ALTERNATE (PAWS-ALT)

Bias and Sensitivity Review—August 10, 2011

Item Judgment Form

Science		
Grade	**Presented**	**Accepted**
4	1	1
8	1	1
11	1	1
Total	**3**	**3**

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS–ALTERNATE (PAWS-ALT)

Bias and Sensitivity Review—August 10, 2011

Item Judgment Form

Reading		
Grade	**Presented**	**Accepted**
3	2	2
4	1	1
5	1	1
6	1	1
7	1	1
8	1	1
11	1	1
Total	**8**	**8**

2012 PAWS-ALT

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS – ALTERNATE
Item and Bias and Sensitivity Reviews
August 11, 2011
Evaluation Form

The WDE and Questar appreciate the time and effort you have put forth during this activity. We ask that you fill out this form to let us know your views regarding this activity. I participated in (check all that apply):

____ Item Review _____ Bias and Sensitivity Review

On a scale of 1 to 5, with 5 as the highest rating, please rate the following statements:

A	Session Materials	Poor	Average			Excellent	Comments:
A-1	Usefulness	1	2	3	4	5	
A-2	Quality of materials	1	2	3	4	5	
A-3	Contribution to Understanding	1	2	3	4	5	
A-4	Readability and organization	1	2	3	4	5	

B	Delivery	Poor	Average			Excellent	Comments
B-1	Role as a participant made clear	1	2	3	4	5	
B-2	Sufficient time to complete tasks	1	2	3	4	5	
B-3	Overall flow of the session	1	2	3	4	5	
B-4	Mix of presentations and discussion	1	2	3	4	5	
B-5	Facilitation of activities	1	2	3	4	5	

C	Facilities and Logistics	Poor	Average			Excellent	Comments
C-1	Meeting room arrangement	1	2	3	4	5	
C-2	Meeting room accessibility	1	2	3	4	5	

D	Overall rating	Poor	Average			Excellent
D-1	What is your overall rating?	1	2	3	4	5
D-2	Would you recommend this activity to a colleague?	Yes			No	

Comments:

January 11, 2010

Grade 6 Reading				
	SPE			
Academic Benchmark	2010-2011	2011-2012	2012-2013	Overall
6.A.R.1.1	✓	✓	✓✓	✓
6.A.R.1.2	✓	✓✓	✓	✓
6.A.R.1.3	✓✓	✓	✓	✓
6.A.R.2.1		✓	✓	✓
6.A.R.2.2	✓✓	✓	✓	✓
6.A.R.2.3	✓	✓	✓	✓
6.A.R.3.1	✓	✓	✓	✓
6.A.R.3.2	✓	✓	✓	✓

Appendix D - 2011 PAWS-ALT Data Review Plan1

Overview

- Review a total of 24 SPE items (7 reading, 7 math, 7 writing, 3 science)
  - Combine reading/writing/math/science in one large group meeting
  - Date for review meeting = **Thursday, August 11** (One-day meeting)

- Attendees: (WDE, Questar, Teachers)

  Questar: 1 Psychometrician: Canda Mueller; 1 Item Development Project Manager: Lisa Moore; 1 Content Manager: Sue Ornelas; 2 Program Managers: Dennis Hood, Cheryl Hilinski

  WDE: Director of Alternate Assessment: Charlene Turner, Director of Assessment: Bill Herrera

  Teachers: 12 teachers with expertise across grade levels and content areas

- Location:

  Casper, WY - Hilton Garden Inn
  1150 N. Poplar Street
  Casper, WY 82601
  307-266-1300
  http://www.hiltongardeninn.com/en/gi/hotels/index.jhtml?WT.mc_id=EPEMGIResconfEN&ctyhocn=CPRCAGI

- Meeting Responsibilities

  Questar:
  Cover own travel expenses.
  Provide breakfast and lunch for participants.
  Cover expense of shredding and disposing of secure documents.
  Pay teacher stipends of $250 per complete day.
  Pay for/reimburse teachers' hotel stay, mileage, and a per diem for dinner

  WDE:
  Obtain participant information; number of teacher participants, participants per grade level.
  Secure meeting location and the hotel rooms for Questar, WDE, and teacher participants.
  Provide projector for PowerPoint presentations.

- Meeting Materials
  - PowerPoint presentations
    - Introductory presentation by WDE? (No PPT)
    - Instructional presentation for reviewing data components (Canda)

  Questar will provide one copy of the following:
  - Item/data booklet sign-out sheet

- Name tent for each participant

WDE will provide one copy of the following:

- Extended Grade-level Wyoming Academic Content Standards and Academic Benchmarks (1 set to share with group)

Questar will provide 18 copies of the following:

- Item booklet with stimulus cards incorporated
- Data sheet
- Meeting agenda 8:00 – 4:30
- Security agreement
- Reimbursement form
- Item judgment form

WDE will provide 18 copies of the following:

- Panelist registration form
- Meeting evaluation form

- Item Book/Data Sheet Layout
  - Item Book will contain all test items for all grade levels and subject areas. Data will be printed at the beginning of each item. Stimulus cards associated with items will be printed in the booklet after the corresponding item. Stimulus card information will be reduced to 50% to fit two per page and to avoid switching between portrait and landscape layout.
    Cover must include security number blank.

  - Data sheet will contain statistics for all items for all grade levels and subject areas.

- Data to include the following: N-counts, Mean, Adjusted Mean, Item Total Correlations, response distribution.

- Blank responses and zeros will be combined.

Meeting Procedures:

- QAI and WDE lead opening presentation. QAI and WDE will work together to prepare slides for general welcome, purpose of meeting, data interpretation (QAI psychometrician), and review process (QAI content specialist/facilitator) [There are many decisions that need to be made before these slides are created (e.g., acceptable data ranges, process for reaching consensus, etc)].

Appendix D - 2011 PAWS-ALT Data Review Plan1

- After the large group training session, the QAI psychometrician will be available to answer questions regarding data interpretation.

- QAI facilitator will lead the item review. (See "Facilitator Responsibilities" below.)

- QAI facilitator/project manager will be responsible for overall meeting logistics, answering questions about expense reimbursement, will liaison with the facility, etc.

- QAI facilitator/project manager will collect all materials for shredding following the end of the meeting.

Facilitator Responsibilities

Facilitator responsibilities **before** the meeting:

I. Review the item specifications

II. Review the item coding schematic

III. Become familiar with review forms

Facilitator roles and responsibilities **during** the meeting:

I. Review the agenda closely with committee members.

II. Review security and confidentiality

A. Explain that committee members may **not** share specific information about items or data outside of the meeting. The items and the data are secure and confidential.

B. Each committee member and facilitator will sign a Security Agreement. Collect the signed agreements and ensure that you have one agreement for each member and facilitator.

C. All of the item and data review materials are SECURE. Each has a unique security number. Each committee member and facilitator must sign out these materials on the Security Sign-out Sheet. Each person will be assigned ONE security number. This number must be maintained on all secure materials.

D. Collect the secure materials and data/item review sheets at the end of the day and store them securely.

III. Make sure the committee understands what its charge is. They may accept or reject items. They may make recommendations to revise an item, but they must understand that this will be a considered a NEW item and will be ineligible for use as an operational item on an assessment form. Any items that are revised must be field tested again.

Please keep in mind that committees should NOT reject an item simply because it is too difficult. The item bank needs to have a pool of items that reflect a range of difficulty levels. It is crucial for the bank to have difficult items to assess students who will "Surpass" the standard.

IV. Explain the process used for reviewing items and data—first independently and then as a group.

A. Ensure that members are comfortable with their task—review the first three items (and their data) together as a group. Afterwards, assign the committee a reasonable chunk of items (and data) to review independently. When all members have completed their assignment, discuss any questions or concerns about the items and/or data as a group.

B. Ensure that reviewers are recording their comments on their item review sheets during their **INDEPENDENT** review. During independent review, members are recording and tracking their initial impressions of items so they may share them with the other reviewers later on during group discussion. Reviewers are NOT to change their item review forms during group discussion!!! The role of the facilitator is to record comments and decisions made during group discussion.

V. Lead group discussions and keep committee on track so that they complete their task within the time allotted for reviewing items and data.

VI. The facilitator will keep a Questar Assessment **master** copy of each set of items, embedded item booklet, and data booklet. These master copies will be kept for Questar Assessment records. Write "Questar Assessment MASTER" at the top of each.

On the appropriate pages of the Questar Assessment master item packet or embedded item booklet, record committee discussion, and any revisions the committee suggests to make to an item or passage. If an item is rejected, the item should be clearly crossed out and labeled "DNU" for "Do not use."

VII. Have committee members fill out an evaluation form.

VIII. Set aside a clean copy of item packets, embedded item booklets, and data booklets. These booklets will be used later by the content specialist to create a second master copy for Questar Assessment.

Facilitator roles and responsibilities **after** the meeting:

I. Organize any extra secure materials and put them in a box for shipment back to Questar Assessment.

II. Organize the meeting materials into bundles and submit them to the appropriate person.

Following the Data Review Meeting:

- QAI will provide summaries regarding number of items accepted, rejected or recommended for revision and re-field testing for WDE final review and sign-off.

- QAI will update item bank with item data and item status.

Wyoming Department of Education

PAWS-ALT Item Data Review Workshop August 11, 2011

Dr. Canda D. Mueller
Senior Psychometrician
Questar Assessment, Inc.

Objectives

- Overview of PAWS-ALT Development
- Statistics 101
- Overview of Item Review
- Questions and Answers

PAWS-ALT Development

- Purpose
  - Provide achievement data for students with disabilities as indicated by IEP or 504 plan
- Universal Design
  - Clear, concise, and more accessible assessment
- Item specifications developed
- Assessment specialists create, review, and edit items before Wyoming committees review

PAWS-ALT Development

- Wyoming educators have input via review committees
- Once approved, items are field tested
- After field testing, conduct an item statistical review to get approval for final operational use

Statistics 101

- Item statistics are an indicator of item functioning
- Item statistics are not the final arbiter of item usage
- Item statistics point to an item that may not function as intended.

Statistics 101

- Item Mean
- Adjusted Item Mean
- p-value
- Item-Total Correlation
- Score Distributions

Statistics 101

- Item Mean
  - Simply the average score given for each student for that item
- Adjusted Item Mean
  - Approximates a p-value using classical true score statistics
  - Simply divide the item mean by the number of possible points
  - For example: 3.24 ÷ 4 = .81

Statistics 101

- p-value
  - It is the classic index of item difficulty
  - As typically used, it is the proportion of students who get an item correct
- Item-Total Correlation
  - A measure of the discrimination of an item
  - Or, how well the item differentiates students who know and can do from those who cannot
  - A correlation of the item to the total test score

Statistics 101

- Score Distribution
  - Number and percent of students receiving each score point
  - Provides an indication of how well distributed the scores are across the possible points of an item

Item Statistics

SCIENCE				SPE
Item 10	Grade 4			
7500625				N: 76
Mean: 2.63	Adjusted Mean: .66		Item-Tot. Correlation: .774	

0	1	2	3	4
0 (0.0%)	18 (23.7%)	16 (21.1%)	18 (23.7%)	24 (31.6%)

Item Review

- Multiple pieces of information to review
  - The item (in the data review booklet)
  - The item statistics (at the top of each item and in the Data Sheet booklet)
  - Your own expertise
- Review the item
  - Does it make sense
  - Is it clear and unambiguous
  - Does it assess the Academic Benchmark

Item Review

- Review Statistics
  - How many students took the item or were assessed
  - How difficult is the item (item mean and adjusted item mean)
  - Are scores distributed across the score points (e.g., are there score points with no student assigned)
  - Is the item-total correlation acceptable (e.g., greater than .30)

Evaluation and Recommendation

- Make your best evaluation of the item including any changes you deem necessary
- Make a recommendation to use the item, revise the item, or reject the item

DIRECTIONS:

Please use the review sheets to rate each item according to the following criteria and then make a final recommendation to use (U) revise (R), or do not use (DNU) each item.

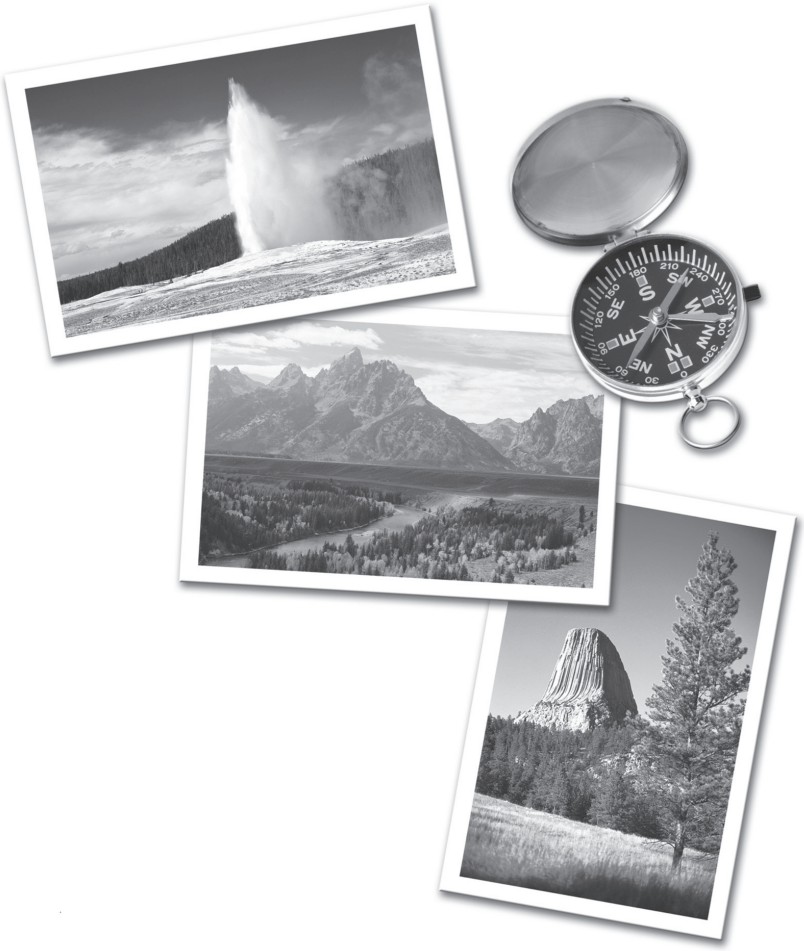
SCIENCE						
Grade 4						
item #	**Does the item correctly measure the Extended Academic Standard and Academic Benchmark?**	**Is the item worded clearly?**	**Is the item difficulty level appropriate?**	**Is the item biased toward or against any group (e.g., gender, race, ethnicity, socioeconomic status)?**	**Final Recommendation: Use (U), Revise (R), or Do Not Use (DNU)?**	**Comments**
10	yes no	yes no	yes no	yes no	U R DNU	
Grade 8						
item #	**Does the item correctly measure the Extended Academic Standard and Academic Benchmark?**	**Is the item worded clearly?**	**Is the item difficulty level appropriate?**	**Is the item biased toward or against any group (e.g., gender, race, ethnicity, socioeconomic status)?**	**Final Recommendation: Use (U), Revise (R), or Do Not Use (DNU)?**	**Comments**
10	yes no	yes no	yes no	yes no	U R DNU	
Grade 11						
item #	**Does the item correctly measure the Extended Academic Standard and Academic Benchmark?**	**Is the item worded clearly?**	**Is the item difficulty level appropriate?**	**Is the item biased toward or against any group (e.g., gender, race, ethnicity, socioeconomic status)?**	**Final Recommendation: Use (U), Revise (R), or Do Not Use (DNU)?**	**Comments**
2	yes no	yes no	yes no	yes no	U R DNU	

Questions

Wyoming

PAWS-ALT

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS-ALTERNATE



The Complete Guide to the 2012 PAWS-ALT Student Report

WDE

Wyoming Department of Education

Printed in the United States of America

TABLE OF CONTENTS

PURPOSE OF THIS GUIDE

This guide is an aid to parents, guardians, teachers, and administrators in the accurate understanding of the PAWS–ALT Student Report. The *Complete Guide to the 2012 PAWS–ALT Student Report* is the primary document that provides key information about the content and structure of the PAWS–ALT assessment as well as information related to the meaning of results.

Wyoming has high academic expectations of all students. Special education teachers have worked diligently to address the instructional and assessment needs of their students with the most significant cognitive disabilities. Teachers use a range of instructional strategies, selected on the basis of the students' needs and individual learning characteristics, to provide the opportunity for students to achieve mastery.

> "There is a fundamental relationship between the PAWS Alternate Assessment and the extended Wyoming Academic Content Standards. I am convinced it is important and productive to teach academic standards to students with severe cognitive disabilities and to give them access to challenging material. The standards provide a framework to work through, and the assessment makes sure that these concepts are being taught, at some level. My hope is that standards are being thoughtfully consulted when IEP teams are creating annual goals related to academics."
>
> **Kay Cranney, Wyoming Special Education Teacher**

PURPOSE OF THIS ASSESSMENT

High academic expectation of students with the most significant cognitive disabilities can lead to positive change in the lives of these students. These students are fully included in Wyoming's accountability system. Improved access to an academic, standards-based curriculum provides new and appropriately challenging opportunities to learn academic knowledge and skills and to increase a student's abilities. The PAWS–ALT assesses the acquisition of these skills and use of the alternate assessment results can improve instructional programs.

The goal of reading, mathematics, and science instruction is to provide the important knowledge, skills, and abilities that enable students with the most significant cognitive disabilities to achieve high academic expectations at appropriate levels of challenge and to access the general academic curriculum. Wyoming's alternate assessment, Proficiency Assessments for Wyoming Students – Alternate (PAWS–ALT), is designed for a small number of students as part of a statewide instructionally supportive assessment system which complies with the requirements of the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The questions on the alternate assessment might be simpler than those on a regular assessment or the expectations for how well students know particular content standards may be less complex. However, the assessment is appropriately challenging for students with the most significant cognitive disabilities.

The primary goal of the PAWS–ALT is the determination of student subject mastery of grade-level-aligned extended Academic Content Standards and Academic Benchmarks in reading, mathematics, and science. In order to achieve this goal, the assessment design is intended to:

- Produce evidence from which valid inferences can be drawn about students' academic achievement. The assessment is made accessible (by providing a wide range of accommodations in test administration) to students with the most significant cognitive disabilities so that the students can demonstrate their mastery of academic knowledge and skills.

- Guide the development of challenging instructional activities appropriate for this student group based on the extended Academic Content Standards for the grade in which the student is enrolled.

CHANGES FOR THE 2012 PAWS–ALT ADMINISTRATION

- Writing was not assessed on the SPE. Any references to the writing section in the sample Student Report should be disregarded.

- The Portfolio of Student Work (PSW) was not administered. This means no portfolios were distributed or collected.

DESCRIPTION OF THE SPE AND REPORTING

The PAWS–ALT Student Report includes information about a student's performance level in reading and mathematics in grades 3–8 and 11, and in science in grades 4, 8, and 11. A student's score in the PAWS–ALT Student Performance Events (SPE) is shown along with the points earned out of the total points possible for each content area. The report includes score results for the SPE, grade-level specific Performance Levels and descriptions of one of the four levels achieved by the student in each content area. **Please note: the portfolio portion (PSW) for the PAWS–ALT was not administered during the spring 2012 administration.**

This PAWS–ALT Student Report is intended to help parents and guardians track their child's continuing academic progress and provide valuable feedback to teachers. The information provided on the report, when combined with other educational assessments, can be used by your child's teacher to adjust instruction to better assist your child in his or her learning. Below is a description of the SPE, followed by an example of a 2012 PAWS–ALT Student Report on the next page.

Student Performance Events (SPE)

The SPE is an on-demand assessment. The items for the SPE are written to address academic content by means of a scripted format. The number of points earned by the student's correct response is related to the level of support provided by the Test Administrator.

Administration occurs in a planned, one-on-one testing situation.

Student responses are indicated on a score sheet by a trained Test Administrator.

Accommodations, assistive technology, and communication devices are allowed if used on a regular basis during instruction and are necessary for students to access the tasks or items in the most meaningful ways.

DESCRIPTION OF THE SPE AND REPORTING

STUDENT REPORT (PAGE 1)

NOTE: The writing portion was removed from this year's PAWS–ALT; please disregard all references.

STUDENT REPORT

2012 Proficiency Assessments for Wyoming Students - Alternate (PAWS-ALT)

For the family of:

FIRSTNAMEXXXXXX M. LASTNAMEXXXXXXXXXXXXXXXXX

Student ID: 12345678
Grade: XX

SCHOOL: XXXXXXXXXXXXXXXXXXXXXX
DISTRICT: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

FIRSTNAMEXXXXXX's Performance on the PAWS-ALT Test

A description of the 2012 PAWS–ALT Test and its purpose are provided.

Dear Parent or Guardian,

Wyoming has high academic expectations for all students. Student academic achievement is benefitted by an understanding of what a student is expected to know and be able to do. Special Education teachers in Wyoming have worked diligently to address the academic instructional and assessment needs of their students with the most significant cognitive disabilities.

The PAWS-ALT is Wyoming's alternate assessment. It measures your child's knowledge of academic skills based on the extended *Wyoming Academic Content Standards and Academic Benchmarks*. The PAWS-ALT, as required by law, includes test items in reading, writing, and mathematics in grades 3 - 8 & 11 and in science in grades 4, 8, & 11.

This report provides specific information about your child's performance on the 2012 PAWS-ALT. These results provide information for you to make informed decisions about your child's education. Your child's performance on the PAWS-ALT, in combination with other educational assessments, can be used by your child's teacher and the IEP team to promote access to and mastery of academic skills. To learn more about your child's performance in school, please talk with your child's teacher. Your child's success in school depends on your ongoing involvement.

Sincerely,

Cindy Hill
State Superintendent of Public Instruction

PAWS-ALT PERFORMANCE LEVELS

Performance level by content area is shown.

Your child's individual results are reported as a Performance Level in reading, writing, and mathematics in grades 3 - 8 & 11 and in science in grades 4, 8 & 11.

YOUR CHILD'S PERFORMANCE LEVEL BY CONTENT AREA

	Writing	Reading	Mathematics	Science
ADVANCED				
PROFICIENT	✓	✓	✓	✓
BASIC				
BELOW BASIC				

Performance Level - Performance Level (Below Basic, Basic, Proficient, or Advanced) is based on your child's Student Performance Events (SPE) Score in each content area as found in the following pages of this student report. Descriptions of Performance Levels are displayed for each content area.

THE COMPLETE GUIDE TO THE PAWS-ALT STUDENT REPORT

The **Complete Guide to the PAWS-ALT Student Report** is available from your child's teacher or building administrator. The guide provides key information to better understand your child's results and the PAWS-ALT assessment. It contains charts which indicate the skills from which instructional goals are determined and are assessed on the PAWS-ALT. The charts list academic skills in reading, writing and mathematics for grades 3 - 8 & 11, and in science for grades 4, 8 & 11. The reported performance level (Advanced, Proficient, Basic, Below Basic), in each content area, defines your child's mastery of these academic skills. The information provided on the student report, when combined with other educational assessments, can be used by your child's teacher to adjust instruction to better assist your child in his or her learning.

Additional Resources and Information

Visit the Wyoming Department of Education online

Go to the Wyoming Department of Education's website at **edu.wyoming.gov** for more information about the Proficiency Assessments for Wyoming Students - Alternate (PAWS-ALT).

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DESCRIPTION OF THE SPE AND REPORTING

STUDENT REPORT (PAGE 2)

NOTE: The writing portion was removed from this year's PAWS–ALT; please disregard all references.

2012 Proficiency Assessments for Wyoming Students - Alternate

FIRSTNAME's Performance on the PAWS-ALT Student Performance Events (SPE)

SPE scores are provided for each content area.

YOUR CHILD'S WRITING SPE SCORE

Writing	Points Earned/Points Possible
SPE Score	30 of 36

YOUR CHILD'S READING SPE SCORE

Reading	Points Earned/Points Possible
SPE Score	20 of 36

YOUR CHILD'S WRITING PERFORMANCE LEVEL STATEMENT

✓ **PROFICIENT:**

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice and various formats in their writing, selection of a topic, include relevant details or examples related to a topic, writing shows evidence of reflection and revision, organization, includes relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

YOUR CHILD'S READING PERFORMANCE LEVEL STATEMENT

✓ **PROFICIENT:**

Students performing at a proficient level meet the standard of understanding a variety of grade- appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas and supporting details, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge of multiple meanings to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Student performance level statements describe your student's achievement at the indicated performance level in a content area for the enrolled grade.

YOUR CHILD'S MATHEMATICS SPE SCORE

Mathematics	Points Earned/Points Possible
SPE Score	31 of 36

YOUR CHILD'S SCIENCE SPE SCORE

Science	Points Earned/Points Possible
SPE Score	22 of 36

YOUR CHILD'S MATHEMATICS PERFORMANCE LEVEL STATEMENT

✓ **PROFICIENT:**

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, use one-to-one proportions, calculate circumference, recognizing and using algebraic problems, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

YOUR CHILD'S SCIENCE PERFORMANCE LEVEL STATEMENT

✓ **PROFICIENT:**

Students performing at a proficient level demonstrate solid performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, recall, and predict phenomenon in the natural world, collect, organize and represent data, communicate results and draw appropriate conclusions, applying scientific concepts to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several familiar learning situations with some assistance.

WHAT IS THE SPE?

Description of the SPE.

In the **SPE**, your child's teacher administers a set of items in each content area in a one-on-one testing situation. The number of points earned by your child's correct response to each item is related to the teacher-provided level of prompting and support. The items are written with "SAY" and "DO" statements to guide the teacher through the administration. If a student does not respond correctly to an item as it is presented, the teacher provides the stated, additional support. Your child's teacher presents the individualized accommodations and assistive technology during the assessment that are effectively used on a regular basis during daily instruction.

DESCRIPTION OF THE SPE AND REPORTING

GRADE LEVEL ACADEMIC SKILLS

At each grade level, Academic Benchmarks describe skills that students are taught and expected to learn at an appropriate level of complexity as determined by the teacher's knowledge of the student. The following charts describe the academic skills from which instructional goals are determined and taught at an appropriate level of challenge and access to the academic content at grades 3–8 and 11 in reading and mathematics and at grades K–5 and 8–12 in science. The content assessed on the PAWS–ALT is based on these skills.

DESCRIPTION OF THE SPE AND REPORTING

Grade 3 Academic Skills	
In reading, students at this grade:	**In mathematics, students at this grade:**
• know important ideas in literary texts • are aware of information related to a literary text • are familiar with story elements • are acquainted with a variety of literary genres • know ideas in informational text • are aware of similar ideas across two informational texts	• represent whole numbers • compare and order whole numbers • use coins and dollars • recognize standard two dimensional shapes and compare two and three dimensional shapes • compare customary units of length including inches and feet • extend patterns • make use of data

Grade 4 Academic Skills		
In reading, students at this grade:	**In mathematics, students at this grade:**	**In science, students at this grade*:**
• know important ideas across literary texts • sequence ideas • are aware of facts related to a text • are familiar with story elements • know information related to nonfiction or informational texts • know important information in informational texts	• represent larger whole numbers • compare and order whole numbers • use coins and dollars • solve simple addition and subtraction problems • use quantitative labels to estimate • differentiate standard two and three dimensional shapes and objects • compare U.S. customary units of weight, capacity, and length • tell time to the hour • organize and compare data	• describe living organisms and habitats • describe changes on Earth's surface • describe changes in states of matter • demonstrate changes in position of objects • use reference materials to answer questions • conduct simple investigations • use data to communicate results • identify safety symbols • recognize technological advancements • identify and perform tasks associated with a healthy lifestyle

***Science is assessed at Grade 4. The extended Wyoming Academic Content Standards and Academic Benchmarks are defined for the grade span Kindergarten – Grade 4.**

DESCRIPTION OF THE SPE AND REPORTING

Grade 5 Academic Skills	
In reading, students at this grade:	**In mathematics, students at this grade:**
• retell a story • are aware of inference • make simple connections • know descriptive words • are acquainted with a variety of literary genres • compare and contrast information • respond to information mode	• represent and order larger whole numbers and count by two's • use coins and dollars • solve addition problems • solve simple subtraction problems • estimate • identify and express values of coins • identify and compare parts of a whole including halves • identify and name standard two and three dimensional shapes and objects • determine U.S. customary units of weight and capacity • identify patterns growing by two's • organize and compare data

Grade 6 Academic Skills	
In reading, students at this grade:	**In mathematics, students at this grade:**
• identify main ideas and a supporting detail from literary texts • understand cause and effect • make text-to-text connections • compare story elements • identify features of informational texts • identify information from informational texts	• represent and order larger whole numbers and count by two's and five's • identify and compare parts of a whole including halves and quarters • identify congruent geometric shapes • estimate to compare weight • compare and determine U.S. customary units of capacity to measure • provide the value of a variable in number sentences • organize and compare data

DESCRIPTION OF THE SPE AND REPORTING

Grade 7 Academic Skills	
In reading, students at this grade:	**In mathematics, students at this grade:**
• use vocabulary to compare and contrast • identify main ideas and supporting details from literary texts • make connections within a text • identify author's purpose • identify chronology of events in informational texts • identify data presented in graphic representations of informational texts • identify information from an interview	• represent and order larger whole numbers and count by five's and ten's • recognize equivalencies • combine parts of a whole including halves • identify angles and parallel lines in objects • determine U.S. customary units to measure length • understand relationship between U.S. customary units of weight and capacity • calculate perimeter of a four-sided figure • recognize values on a number line • identify sets of data given graphic representations

Grade 8 Academic Skills		
In reading, students at this grade:	**In mathematics, students at this grade:**	**In science, students at this grade*:**
• identify sequence of details in literary texts • identify story elements • identify a simile in literary texts • differentiate relevant from irrelevant information in informational texts • retell information in meaningful order	• represent and order larger whole numbers • multiply by two's • use estimation • identify the sum of parts of a whole and more than whole including quarters • identify congruent and similar geometric objects • calculate the perimeter of a rectangle • make comparisons using U.S. customary units of measure • translate and represent word phrases • recognize values on a vertical scale • organize, represent, and compare sets of data	• understand living systems • describe the traits of offspring • describe processes related to the Earth's changing features • identify physical characteristics of substances • demonstrate motion of objects • use reference materials to answer questions • conduct simple investigations • collect and organize data • communicate results of an investigation • identify safety symbols and associated concepts • identify scientific information related to a healthy lifestyle • study local problems related to natural resources • group science topics and careers in science

***Science is assessed at Grade 8. The extended Wyoming Academic Content Standards and Academic Benchmarks are defined for the grade span Grade 5 – Grade 8.**

Grade 11 Academic Skills		
In reading, students at this grade:	**In mathematics, students at this grade:**	**In science, students at this grade*:**
• identify main idea in literary text • summarize • identify story elements • sequence key events • identify author's purpose	• represent and order whole numbers • divide by two's • use estimation to solve problems involving two values • use one-to-one proportions • interpret geometric descriptions • recognize equivalent U.S. customary units of measure • represent and solve story problems • evaluate algebraic expressions involving multiplication • collect, organize, and interpret data	• demonstrate concepts of natural selection • relate interactions of organisms and ecosystems • recognize the time scale in planetary evolution • distinguish chemical and physical changes • describe the motion of an object • ask questions about the environment using reference materials and present findings • collect, organize, and compare data • communicate results of an investigation and make connections to scientific concepts • identify safety symbols and associated concepts • relate scientific information and personal decision making • identify and study local problems related to limited natural resources • recognize science topics associated with careers in science

***Science is assessed at Grade 11. The extended Wyoming Academic Content Standards and Academic Benchmarks are defined for the grade span Grade 9 – Grade 12.**

DESCRIPTION OF THE SPE AND REPORTING

USING THE RESULTS

Schools and accredited institutions across Wyoming are expected to continually improve their students' achievements from year-to-year to match the federal law, No Child Left Behind (NCLB), requiring all students to achieve at or above grade level by 2014. This is typically referred to as Adequate Yearly Progress (AYP). Students participating in both the general (PAWS) and alternate (PAWS–ALT) tests are included in this system of accountability.

Wyoming's accountability system includes every public school and accredited institution in the state. Wyoming sets certain goals for student achievement and measures progress by how well all students perform on the state-developed tests. To make AYP, schools must meet the state-set levels of achievements on these tests. In keeping with this goal, state officials are required to evaluate every school and accredited institution, every year, according to defined improvement goals.

As required by law, the PAWS–ALT documents that your child is participating and being taught the academic curriculum. Other assessments, as well, are used at the school-level to measure academic progress. Results from the PAWS–ALT along with these other assessment results can be used to determine future individual goals and objectives on the Individualized Education Program (IEP) and to inform instruction provided by your child's teacher.

The information contained within the PAWS–ALT Student Report can be used to:

- improve your child's education and access to the general education curriculum;
- assist teachers and service providers in adjusting instruction to meet the individual academic needs of your child; and
- determine whether each school and district is making Adequate Yearly Progress (AYP).

You are encouraged to talk about this report with your child's teacher and the IEP team. Based on your child's academic program, parents, guardians, teachers, and IEP teams can work together to identify ways to support continued progress and growth in your child.

REQUIREMENTS OF ALTERNATE ASSESSMENT

In compliance with both No Child Left Behind (NCLB, 2001) and the Individuals with Disabilities Act (IDEA, 2004), all students must have access to the state's Academic Content Standards and curriculum. Further, all students, regardless of disability, are required to participate in the state's assessment program.

These federal laws require that students with disabilities be instructed and assessed on the same content as their grade-level peers. Alternate assessments based on alternate achievement standards must be clearly linked to the grade-level content standards for the grade in which the student is enrolled. However, the grade-level content may be reduced in breadth, depth, and complexity. The Wyoming extended Academic Content Standards and Academic Benchmarks and Alternate Academic Achievement Standards reflect adjusted achievement expectations of the grade-level curriculum standards. These expectations reflect the learning characteristics of individual students participating in the PAWS–ALT. Many students with severe disabilities participate in the PAWS–ALT because they are not able to participate in the general assessment with accommodations.

These achievement standards are descriptions of how well a student should demonstrate proficiency in each content area (reading, mathematics, and science). The Alternate Academic Achievement Standards include four levels: Advanced, Proficient, Basic, and Below Basic. A description of student performance reflecting achievement at each level is included on the student report.

Instruction of academic content is required in order for students to meet these Alternate Academic Achievement Standards. This academic content is defined in the grade-specific, extended Wyoming Academic Content and Performance Standards in reading, mathematics, and science. The concepts, skills, and abilities assessed on the PAWS–ALT are matched to these standards and benchmarks, which can be found at www.edu.wyoming.gov, Statewide Assessment, PAWS–ALT.

For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student will participate in Wyoming's Assessment System. IEP teams must take into account how the grade-level-aligned extended Academic Content Standards and PAWS–ALT fit into the curriculum structure, learning expectations, graduation requirements, and eligibility for a high school diploma if the decision is made that the student should participate in the alternate assessment.

The IEP teams must also develop an IEP that defines academic instruction and specifies skills for the student to acquire that will promote access to an academic curriculum and help the student meet the Alternate Academic Achievement Standards. The goals and objectives included in the IEP must be meaningful for the student and promote access to the general academic curriculum, which is assessed on the PAWS–ALT.

IEP teams must ensure and document that the *Requirements for Participation in Wyoming's Alternate Assessment: The PAWS–ALT* was utilized by the IEP team to determine each student's participation in the alternate assessment, and that parents/guardians have been informed and understand any state or district imposed consequences of student participation in the PAWS–ALT and the use of Alternate Academic Achievement Standards to measure student performance.

PARTICIPATION GUIDELINES FOR THE PAWS–ALT

Students in grades 3–8 and 11 must participate in either the general assessment with or without accommodations, the PAWS, or in the alternate assessment, the PAWS–ALT. In order to assist IEP teams in determining the most appropriate assessment for individual students, the Wyoming Department of Education has developed requirements for participation in the state assessments as required by NCLB. *Requirements for Participation in Wyoming's Alternate Assessment: PAWS–ALT,* can be found on the Wyoming Department of Education Web site, www.edu.wyoming.gov, Statewide Assessment, PAWS–ALT.

The participation decision in assessment is made by the student's IEP team and must not be an administrative decision. Participation in the alternate assessment is not intended to limit the educational opportunity of a student, but rather to ensure that assessment of the student with a significant cognitive disability based on Alternate Academic Achievement Standards is appropriate. A student with the most significant cognitive disability will participate in the PAWS–ALT if he or she meets **each** of the following criteria:

Criteria To Determine Participation in the PAWS–ALT
• The student's access to the Wyoming Content and Performance Standards is provided by grade-level, extended Academic Content Standards for students with the most significant cognitive disabilities.
AND
• The student demonstrates a significant cognitive disability that results in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.
AND
• The student's proficiency levels are appropriately measured against Alternate Academic Achievement Standards.
AND
• The student's IEP goals and objectives are based upon grade-level, extended Academic Content Standards, which are reduced in breadth, depth, and complexity as compared to the Wyoming Content and Performance Standards.
AND
• The student's IEP goals and objectives are based upon grade-level, extended Academic Content Standards and define appropriate level of challenge given the student's present levels of performance, historical data, and rate of progress.
AND

PARTICIPATION GUIDELINES FOR THE PAWS–ALT

• Proficiency determined by Alternate Achievement Standards does not under-challenge the student or limit the educational opportunity of the student.
AND
• The student cannot participate in the PAWS with or without accommodations, as appropriate, based on his/her IEP.
AND
• The request for alternate assessment for each student is to ensure the provision of Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.

The following criteria should not, in and of themselves, be used to determine participation in the PAWS–ALT.

Criteria That DO NOT Determine Participation in the PAWS–ALT
• Program setting
• Category of disability
• Percentage of time in the general education setting
• Percentage of time in the special education setting
• Developmental level or mental age of the student

ADDITIONAL INFORMATION

How do I get more information about the PAWS—ALT and alternate assessment?

Additional information and assistance are available by contacting Jude Serrano at jude.serrano@wyo.gov or by calling (307) 777-8568.

Three additional Web sites that offer information about alternate assessment are: www.ed.gov (U.S. Department of Education), www.naacpartners.org (National Alternate Assessment Center), and www.edpubs.org.

Wyoming Department of Education

Proficiency Assessments for Wyoming Students-Alternate

Wyoming Department of Education

PAWS-ALT Standard Setting Report

September 24-25, 2011

May 8, 2012

Presented by:

Questar Assessment, Inc.

Table of Contents

Overview

The administration of the 2012 Proficiency Assessments for Wyoming Students - Alternate (PAWS-ALT) reflects specific design improvements recommended to the Wyoming Department of Education (WDE) by the United States Department of Education (USED) Wyoming peer review team. These improvements were implemented for the 2012 PAWS-ALT administration and are aligned to the USED Standard and Assessment Peer Review critical elements. The implementation of these improvements resulted in changes to the PAWS-ALT test design requiring a new Standard Setting workshop to re-establish cut scores in reading, mathematics, and science. The Standard Setting committee convened in September 2011 and May 2012.

Standard Setting Methodology

Cut scores to distinguish the achievement levels of Below Basic, Basic, Proficient, and Advanced were established based on methodology containing aspects of both the Reasoned Judgment and Integrated Judgment methods (Roeber, 2002; Jaeger & Mills, 2001). Wyoming grade-level reading, writing, mathematics, and science performance level descriptors, the Student Performance Events (SPE) scoring rubric, and items from the 2010, 2011, and 2012 PAWS-ALT test forms were utilized. It is important to note that while writing was not assessed in 2012, this determination was made following the September 2011 standard setting workshop. Hence, cut scores were established for writing at the September 2011 meeting and the subject is included in this report.

Wyoming administers the PAWS-ALT to approximately 70 students per grade at grades 3-8 and 11. Given this extremely small population, the Wyoming Technical Advisory Committee recommended that the approach to standard setting be guided by a clearly structured set of performance level descriptors and the method of Reasoned Judgment and less by a traditional standard setting method. Based on the National Profile on Alternate Assessments Based on Alternate Achievement Standards published in August 2009 (Cameto, Knokey, Nagle, Sanford, Blackorby, Sinclair, & Riley, 2009), six states have used the Reasoned Judgment method for determining cut scores on their alternate assessments. Five of those states have received full approval of their alternate assessments under the peer review system (http://www2.ed.gov/admins/lead/account/nclbfinalassess/index.html).

In the method of Reasoned Judgment, panelists are convened to translate the performance level descriptors (PLDs) to numerical points which divide the scale into the desired number of categories (Roeber, 2002). Panelists review the knowledge and skills defined within the PLDs and discuss the match between the written expectations and the score scale. The design of the PAWS-ALT lends itself to this method because of the holistic nature of the test. Panelists utilize the performance level descriptions and expectations of the students to divide the score scale into performance categories.

The Integrated Judgment method (Jaeger & Mills, 2001) is a student-centered standard setting method. In this method, panelists review student work and categorize the work into performance categories. Typically, panelists are asked to make an additional judgment of where student work lies within the category, barely in the category, in the middle, or almost into the next higher category. This additional step did not occur for the PAWS-ALT since the methodology used is a combination of the Reasoned Judgment and Integrated Judgment methods as mentioned previously. That is, the methodology used for the PAWS-ALT included one round of Reasoned Judgment followed by one round of Integrated Judgment in which participants viewed student work and discussed the appropriate categorization based on the outcome of Round 1, the Reasoned Judgment round.

2012 PAWS-ALT

The PAWS-ALT is administered to students who have the most significant cognitive disabilities and who are enrolled in grades 3-8 and 11. Students are assessed in reading and mathematics at grades 3-8 and 11, and in grades 4, 8, and 11 in science. A student's IEP team must determine whether the student's proficiencies would be better measured using an alternate assessment rather than the regular assessment even with accommodations. In the event that the IEP team does determine that student mastery is best measured in an alternate way, consistent with the state participation requirements, proficiency is measured against grade-level extended Wyoming Academic Content Standards and Academic Benchmarks in the three content areas. As compared to the Wyoming Content and Performance Standards used for assessing students taking the general assessment, PAWS, the extended Wyoming Academic Content Standards and Academic Benchmarks are reduced in breadth, depth, and complexity as measured by the PAWS-ALT.

The PAWS-ALT contains a set of scripted performance tasks, Student Performance Events (SPE), which consists of distinct performance tasks in each of the specified content areas administered to each student using a scripted format with provided stimulus materials and a scaffolded approach of assistance from least to most intrusive.

The re-designed PAWS-ALT was first administered during the academic year 2011-2012. Although it still reflects the same expectations of student learning as measured by the assessed grade-level, extended Wyoming Academic Content Standards and Academic Benchmarks, the design of the PAWS-ALT has been altered by the removal of the Portfolio of Student Work (PSW). Key features of the re-designed PAWS-ALT include nine scripted performance task items for each content area and an updated scoring rubric. Students will be able to score from 0 to 36 raw points on the SPE for each content area.

Performance Level Descriptors (PLDs)

It was determined early in the planning process that the PAWS-ALT performance level descriptors (PLDs) would remain the same even with the changes in the PAWS-ALT. The

descriptors encompass the knowledge and skills expectations for each level of achievement: Below Basic, Basic, Proficient, and Advanced. The full PLDs are tied to the extended Wyoming Academic Content Standards and Academic Benchmarks, test specifications, and the available item specifications for each grade and content area. The current PLDs are included in Appendix A.

Setting Cut Scores

Panels

Panels comprised of educators and policy makers gathered September 24-25, 2011 in Lander, WY to establish cut scores for each grade and content area in a 2-day meeting. The agenda for this meeting is provided in Appendix B. Each panel had six members. One panel focused on reading as well as 4th grade science. The second panel concentrated on writing and 8th grade science. The final panel set cut scores for mathematics and 11th grade science. Members of the panels were representative of all grades and both special education and general education. Table 1 provides descriptive information across the three panels.

As indicated, panelists were either (1) educators who worked with this population of students and administered the PAWS-ALT or (2) content experts who worked primarily with general education students. Perie (2008) indicates it is imperative that panelists be "familiar with the content standards, student learning, and the purpose of the assessment system (p. 19)." Selecting special educators as well as general education content specialists for this panel met these recommendations.

As with any standard setting workshop, the discussion that occurs around the definitions of the performance level descriptors and between standard setting rounds is richest when the experiences of the participants are most varied in factors such as years of experience and experiences in the classroom. This information is reflected in Table 1.

Table 1. Panelist Demographic Information (September)

Occupation	Frequency	Average years in position	Ethnicity	Frequency	Gender	Frequency
Classroom Teacher	13	18.9	Minority	0	Female	17
Education (Non-Teacher)	5		Non-Minority	18	Male	1

Methodology

Cut scores are based on a total raw score of 36 points in each subject. The committee examined the score range and divided the full range of possible scores into four categories through the standard setting process. Facilitators used the PLDs to aid panelists in the discussion and

decision making process in Round 1. In the second round of the process, panelists reviewed item books and the scoring rubric along with the target definitions created in Round 1. Panelists were asked to determine if the cuts should change based on the expectations shown in the items and scoring rubric.

The workshop began with an overview of the process using a PowerPoint presentation to the full group. The presentation is attached in Appendix C.

To begin Round 1, facilitators asked panelists to compare and contrast characteristics of Proficient and Advanced performance in sixth grade. Next, facilitators led the discussion to compare Basic and Proficient. Finally, facilitators asked panelists to address the differences between Below Basic and Basic. The primary factors distinguishing the adjacent performance levels were then determined by the panelists. The target characteristic lists are presented in Appendix D. Based on these definitions, facilitators directed panelists to determine what numerical point within the score range most accurately distinguished between adjacent performance categories. Participants made these judgments independently on the ratings sheet provided. The median of these ratings indicated the Round 1 cut points. Round 1 cut points by rater for each grade and subject are provided in Appendix E. The minimum, median, and maximum can also be found in Appendix E.

To begin Round 2, panelists received the minimum, median, and maximum ratings from Round 1 as well as the scoring rubric. Facilitators then led panelists through electronic copies of the item booklets. Panelists discussed the expectations shown in each item. Following this discussion, panelists made an analytical judgment as to whether or not the expectations shown required the cuts to be changed from those obtained following the discussion in Round 1. Round 2 results as well as impact data charts are provided in Appendix F.

While student work was not available from the 2012 assessment, the 2011 SPE data was available. This 2011 data provided some indication of the proportions of students in each performance category. Thus, this data was used for illustrative purposes. Panelists were informed that this was not a complete reflection of what to expect following the 2012 assessment since the 2011 PAWS-ALT included both a portfolio and the Student Performance Events. Facilitators explained to panelists that a follow-up meeting would be held in spring 2012 to complete a final review of the cut scores and the 2012 performance data before the cut scores could be finalized. The process used to verify the cut scores obtained at the September 2011 meeting are discussed in the standards verification section below. The standards verification meeting was conducted in May 2012 following the 2012 administration.

At the September 2011 formal standard setting workshop, Round 1 followed by Round 2 was completed for each grade beginning with sixth grade. Facilitators then worked with panelists to complete Rounds 1 and 2 for seventh grade, eighth, and eleventh before going back and completing the process for third, fourth, and finally fifth. The intent of beginning with sixth grade and ending with fifth was to help participants get a better idea of the expectations in the

higher grades. Since science does not follow the same grade by grade pattern, the discussion for science was divided among the three groups and held until the completion of all grades in the other subjects.

Prior to the discussion of science in each room, facilitators showed panelists the overall results from all grades 3-8 and 11. Panelists had one final opportunity to discuss the results and make any adjustments to the cut points they felt were appropriate. This was beneficial in two ways. First, it gave participants an opportunity to review the decisions made early in the meeting after becoming more comfortable with the process. Second, it allowed panelists an opportunity to review how the proportions of students in each category compare across grades. During this discussion, facilitators made sure that panelists understood that the small student population and differences in what is assessed grade to grade make direct comparisons across grades impractical. Final results are provided in Appendix G.

Following completion of all grades in the content area as well as the science grade assigned to that room, panelists were asked to complete a survey. This survey asked participants questions about the process and their confidence in the final cuts among other things. A sample of this survey, along with the results, is provided in Appendix H.

Standards Verification

To complete the standard setting process by verifying the cut scores obtained during the formal standard setting event, a group of educators was convened on May 8, 2012. This step was necessary since the data used to illustrate the impact in the formal standard setting workshop was from the 2011 administration. The 2011 administration included both a portfolio and the Student Performance Events (SPE). The 2012 administration included only the SPE items. The removal of the portfolio from the 2012 administration meant that it was possible students had less opportunity to become familiar with the requirements of a state assessment. Further, it is possible that the removal of the portfolio meant that there were fewer opportunities for students to learn appropriate assessment material.

The agenda for this meeting is appended in Appendix I. This group consisted of two panelists who participated in the September Standard Setting Workshop as well as ten panelists new to the project. The make-up of this panel is shown as Table 2. While there were 12 participants in this meeting, only 9 completed the survey.

Table 2. Panelist Demographic Information (May)

Occupation	Frequency	Average years in position	Ethnicity	Frequency	Gender	Frequency
Classroom Teacher	9	15	Minority	1	Female	8
Education (Non-Teacher)	0		Non-Minority	8	Male	1

A Questar facilitator explained the process used to establish the cut scores in the September meeting. Panelists then reviewed the target student definitions and impact data for each grade and subject. The target definitions are included in Appendix D as noted earlier.

A PowerPoint presentation was used to guide the panelists through the impact data for all grades and subjects that were administered in 2012. Based on decisions by the Wyoming Department of Education, writing was not administered in 2012 and was not included in this verification meeting. This presentation is appended in Appendix J. During this presentation, panelists were allowed to ask any clarifying questions about the process and decisions from the September meeting they deemed important. Panelists were asked to indicate whether they agreed with the cut scores suggested by the September panel. A sample of the rating sheets is attached in Appendix K. Panelist results are also provided in Appendix K. Due to the number of new participants, some of whom had never administered the PAWS-ALT, there was struggle to understand the expectations for this group of students. The facilitator guided the group through a discussion of the assessment, the students, and the administration of the assessment, but full agreement was not obtained.

This meeting served to validate the cut scores obtained in September. Thus, it was not deemed necessary to achieve consensus. Instead, the purpose of this verification was to ensure that the removal of the portfolio from the PAWS-ALT did not have an effect on student performance on the Student Performance Events.

The cut points resulting from this process are presented in Tables 3 through 5. For completeness, the cut points obtained in September 2011 for writing are presented as Table 6. Since writing was not administered in 2012, these cut scores could not be verified at the May 2012 meeting.

Panelists were asked to fill out a survey similar to that from September. A sample of the survey, along with the results, is attached in Appendix L. Based on panelist feedback, the final science cut scores for grade 11 were adjusted for both the Proficient and Advanced cuts. Each was increased by two points.

Table 3. Final Cut Points for Reading – Spring 2012 Session

Grade	Basic Median	Proficient Median	Advanced Median
3	9	20	31
4	10	20	30
5	10	20	31
6	10	20	30
7	10	21	31
8	10	21	31
11	9	20	31

Table 4. Final Cut Points for Mathematics – Spring 2012 Session

Grade	Basic Median	Proficient Median	Advanced Median
3	10	19	30
4	10	19	30
5	10	19	31
6	10	18	29
7	10	18	29
8	10	18	30
11	10	19	30

Table 5. Final Cut Points for Science– Spring 2012 Session

Grade	Basic Median	Proficient Median	Advanced Median
4	10	20	30
8	12	22	32
11	10	20	30

Table 6. Final Cut Points for Writing – Fall 2011 Session

Grade	Basic Median	Proficient Median	Advanced Median
3	12	22	32
4	13	23	33
5	12	22	32
6	12	22	32
7	13	23	34
8	13	23	32
11	12	23	32

Conclusion

Two groups of Wyoming educators met to determine and then verify the cut scores for the PAWS-ALT. The first group met in Lander, WY in September 2011 to establish cut scores for reading, writing, mathematics, and science. The second, smaller group met in Cheyenne, WY in May 2012 to verify those cut points based on data from the 2012 PAWS-ALT. This second meeting was warranted due to the differences in the PAWS-ALT assessment between 2011 and 2012. The 2011 PAWS-ALT contained a portfolio and Student Performance Events while the 2012 PAWS-ALT contained only SPEs. Thus, the data used during the September 2011 standard setting workshop came from the SPE portion of the 2011 assessment. The May 2012 meeting was warranted to verify that the loss of the portfolio would not impact student performance on the SPEs. This report includes the results of these two meetings.

It is important to consider the population served by the PAWS-ALT when reviewing student results. These students represent 1% of the student population for each grade. Thus, this is an extremely small population of students, typically less than 70 students in any grade. As such, this data is not scalable and does not allow for strict year-to-year comparisons. The proportion of students in each performance level can change substantially from year to year because of the small population. When a population is this small, it takes only one or two students to greatly alter proportions. In this sense, the population is extremely unstable. Any data interpretation must always be made very carefully and with this population size in mind.

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Appendix A: Performance Level Descriptors

Reading

GRADE 3

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding grade-appropriate literary and informational texts of reduced complexity including: identifying story elements and similar ideas in texts, understanding meanings of familiar words, and locating information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding grade-appropriate literary and informational texts of reduced complexity including: identifying story elements and similar ideas in texts, understand meaning of familiar words, and locating information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated when presented with grade-appropriate literary and informational texts of reduced complexity including: identifying story elements similar ideas in texts, understanding meanings of familiar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

GRADE 4

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, apply clues to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, apply clues to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, apply clues to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

GRADE 5

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

GRADE 6

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

GRADE 7

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: features of different genres, how different texts are organized, identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

GRADE 8

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas, features of different genres, how different texts are organized, identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas and themselves, apply clues and prior knowledge to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

GRADE 11

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas and supporting details, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge of multiple meanings to understand meaning of unfamiliar words, and locate information in text. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding a variety of grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas and supporting details, features of different genres, how different texts are organized, identifying and comparing story elements, sequence key ideas in texts, make connections among texts or ideas and themselves, apply clues and prior knowledge of multiple meanings to understand meaning of unfamiliar words, and locate information in text. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in reading grade-appropriate literary and informational texts of reduced complexity including: identify author purpose, predict outcomes, summarize main ideas and supporting details, features of different genres, how different texts are organized, identifying story elements, sequence key ideas in texts, make simple connections among texts or ideas and themselves, apply clues and prior knowledge of multiple meanings to understand meaning of unfamiliar words, and locate information in text. Students read in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding literary and informational texts of reduced complexity. Students can sometimes read with external support and modeling in a structured, learning situation with assistance.

Writing

GRADE 3

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: evidence of voice in their writing, selection of a topic, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: evidence of voice in their writing, selection of a topic, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: evidence of voice in their writing, selection of a topic, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

GRADE 4

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: evidence of voice in their writing, selection of a topic, writing shows organization, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: evidence of voice in their writing, selection of a topic, ideas supported with descriptive words related to a topic, writing shows organization, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: evidence of voice in their writing, selection of a topic, writing shows organization, ideas supported with descriptive words related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

GRADE 5

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice in their writing, selection of a topic, writing shows organization, include relevant details related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice in their writing, selection of a topic, include relevant details related to a topic, writing shows organization, simple sentence structure is correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice in their writing, selection of a topic, writing shows organization, include relevant details related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

GRADE 6

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice in their writing, selection of a topic, writing shows organization, include relevant details related to a topic, sentence structure is varied and correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice in their writing, selection of a topic, include relevant details related to a topic, writing shows organization, sentence structure is varied and correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice in their writing, selection of a topic, writing shows organization, include relevant details related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

GRADE 7

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice and format in their writing, selection of a topic, writing shows organization, include relevant details or examples related to a topic, sentence structure is varied and correct, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice and format in their writing, selection of a topic, include relevant details or examples related to a topic, writing shows organization, sentence structure is varied and correct, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice and format in their writing, selection of a topic, writing shows organization, include relevant details or examples related to a topic, simple sentence structure is correct, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

GRADE 8

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice and format in their writing, selection of a topic, writing shows organization, include relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice and format in their writing, selection of a topic, include relevant details or examples related to a topic, writing shows organization, includes relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice and format in their writing, selection of a topic, writing shows organization, include relevant details or examples related to a topic, simple sentence structure is correct, language is effective, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

GRADE 11

Advanced

Students performing at an advanced level demonstrate exemplary performance of the standard of understanding writing to communicate ideas including: use of voice and various formats in their writing, selection of a topic, writing shows evidence of reflection and revision, organization, include relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level meet the standard of understanding writing to communicate ideas including: use of voice and various formats in their writing, selection of a topic, include relevant details or examples related to a topic, writing shows evidence of reflection and revision, organization, includes relevant details or examples related to a topic, sentence structure is varied and correct, language is effective, and reasonable control of basic conventions. Students perform in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in writing to communicate ideas including: use of voice and various formats in their writing, selection of a topic, writing shows evidence of reflection and revision, organization, includes relevant details or examples related to a topic, simple sentence structure is correct, language is effective, and reasonable control of basic conventions. Students write in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding writing to communicate. Students can sometimes write with external support and modeling in a structured, learning situation with assistance.

Mathematics

GRADE 3

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, describing and comparing different geometric objects, recognizing area and perimeter, recognizing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: whole numbers, estimation, describing and comparing different geometric objects, recognizing area and perimeter, recognizing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different geometric objects, recognizing area and perimeter, recognizing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 4

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, describing and comparing different geometric objects, describing area and perimeter, recognizing and extending patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, describing and comparing different geometric objects, describing area and perimeter, recognizing and extending patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different geometric objects, describing area and perimeter, extending patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 5

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different geometric objects, describing area and perimeter, recognizing and extending growing patterns, organizing, representing, and comparing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different geometric objects, describing area and perimeter, recognizing and extending growing patterns, organizing, representing, and comparing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different geometric objects, describing area and perimeter, extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 6

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different geometric objects, use units in measurement, recognizing and extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different and congruent geometric objects, use units in measurement, recognizing and extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different geometric objects, use units in measurement, extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 7

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different and congruent geometric objects, use units in measurement, calculate perimeter, recognizing and extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing different and congruent geometric objects, use units in measurement, calculate perimeter, recognizing and extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing different and congruent geometric objects, use units in measurement, calculate perimeter, extending growing patterns, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 8

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, calculate area and perimeter, recognizing and using algebraic expressions, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, calculate area and perimeter, recognizing and using algebraic expressions, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing similar and congruent geometric objects, use units in measurement, calculate area and perimeter, recognizing and using algebraic expressions, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

GRADE 11

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, use one-to-one proportions, calculate circumference, recognizing and using algebraic problems, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several learning situations or unfamiliar problem contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of mathematics problem solving including: place value, estimation, identifying, describing and comparing similar and congruent geometric objects, use units in measurement, use one-to-one proportions, calculate circumference, recognizing and using algebraic problems, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students select and use appropriate methods to solve problems of reduced complexity in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in problem solving situations of reduced complexity including: place value, estimation, describing and comparing similar and congruent geometric objects, use units in measurement, use one-to-one proportions, calculate circumference, recognizing and using algebraic problems, organizing and representing data, and predicting reasonable outcomes using concepts from probability. Students solve problems of reduced complexity in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding problem solving skills. Students can sometimes solve simple problems of reduced complexity with external support and modeling in a structured, learning situation with assistance.

Science

GRADE 4

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to describe, compare, and classify objects and living things to explain the natural world, represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to describe, compare, and classify objects and living things to explain the natural world, represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to describe, compare, and classify objects and living things to explain the natural world, represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, or recall scientific information in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding scientific information of reduced complexity, procedures and tools. Students can sometimes recognize, use, identify, describe, or recall scientific information with external support and modeling in a structured, learning situation with assistance.

GRADE 8

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, and predict phenomenon in the natural world, collect, organize and represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, and predict phenomenon in the natural world, collect, organize and represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, and predict phenomenon in the natural world, collect, organize and represent data, communicate results, making connections to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, or recall scientific information in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding scientific information of reduced complexity, procedures and tools. Students can sometimes recognize, use, identify, describe, or recall scientific information with external support and modeling in a structured, learning situation with assistance.

GRADE 11

Advanced

Students performing at an advanced level demonstrate exemplary performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, recall, and predict phenomenon in the natural world, collect, organize and represent data, communicate results and draw appropriate conclusions, applying scientific concepts to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.

Proficient

Students performing at a proficient level demonstrate solid performance or understanding of scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, recall, and predict phenomenon in the natural world, collect, organize and represent data, communicate results and draw appropriate conclusions, applying scientific concepts to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, and recall scientific information in several familiar learning situations with some assistance.

Basic

Students performing at a basic level have not yet met the acceptable standard for the grade. Although errors are being made, performance and understanding are emerging as demonstrated in scientific investigations of reduced complexity including: use of scientific procedures and tools, use of observable characteristics to explain, classify, organize, model, evaluate, recall, and predict phenomenon in the natural world, collect, organize and represent data, communicate results and draw appropriate conclusions, applying scientific concepts to daily life, and suggesting solutions to science-related issues. Students recognize, use, identify, describe, or recall scientific information in a familiar learning situation with assistance.

Below Basic

Students performing at this level are not yet meeting the acceptable standard for the grade; errors are being made and there is no evidence of understanding scientific information of reduced complexity, procedures and tools. Students can sometimes recognize, use, identify, describe, or recall scientific information with external support and modeling in a structured, learning situation with assistance.

Appendix B: Standard Setting Meeting Agenda

PAWS-ALT Standard Setting Meeting

September 24-25, 2011

Best Western – Lander, WY

DAY 1

8:00-8:30	Registration and Breakfast
8:30-10:00	Opening Session
10:00-10:15	Break
10:15-12:00	Small Group Training and Round 1 for Grade 6
12:00-12:45	Lunch
12:45-1:45	Round 2 for Grade 6
1:45-5:00	Continue the same process for the remaining grades and science

DAY 2

8:00-8:30	Breakfast
8:30-12:00	Continue as on Day 1
12:00-12:45	Lunch
12:45-4:30	Complete the process for all grades and content areas
4:30-5:00	Finalize the cut points for all grades and complete evaluation survey

Wyoming Department of Education

Appendix C: Standard Setting Power Point

Standard Setting
PAWS-ALT

September 24-25, 2011
Presented by:
Questar Assessment, Inc.

Overview

- Welcome and Housekeeping
- Introduction to the assessment and the students
- Outline of the process
- Policy review

Overview of PAWS-ALT

- Reading, writing, mathematics in 3-8, 11
- Science in 4, 8, 11
- Students with the most significant cognitive disabilities (as determined by the IEP team using the participation requirements)
- Measured against grade-level extended Wyoming Academic Content and Performance Standards
  - Reduced in breadth, depth, and complexity

Student Performance Events

- Distinct performance tasks for each content area
- Administered using provided stimulus materials
- Scaffolded assistance approach from least to most intrusive
- Scored by the Test Administrator and a Second Scorer
- Worth 0 to 4 points per item (36 points total)

Performance Level Descriptors

- Advanced:

  Students performing at this level demonstrate exemplary performance, can perform in several learning situations or unfamiliar problem contexts without assistance

- Proficient:

  Students meet the standard of understanding grade-appropriate information, can perform in several familiar learning situations with some assistance

Performance Level Descriptors

- Basic

  Students have not yet met the acceptable standard for the grade, performance and understanding are emerging, can perform in a familiar learning situation with assistance

- Below Basic

  Students have not yet met the acceptable standard for the grade, can sometimes perform with external support and modeling in a structured, learning situation with assistance

Panelists

- Educators
  - Experience working with students with significant cognitive disabilities
  - Experience teaching the subject area
  - Understand the learning characteristics of this population
  - Administered the 2011 PAWS-ALT

Standard Setting

- Reasoned Integrated Judgment
  - Two rounds to consider
    - What expectations really make one level of performance different than the next? How do these differences translate to a number?
    - How does reviewing these items affect your initial decision?

Standard Setting

- Round 1
  - Facilitators will lead panelists through a discussion of the differences in level of expectation from one level of performance to the next
  - Based on this discussion, make your determination of what number corresponds to this level of expectation

Standard Setting

- Round 2
  - Panelists will receive the minimum, maximum, and median ratings from Round 1
  - Facilitators will present items and the score rubric for panelist review
  - Facilitators will lead a discussion about the items and score rubric
  - Facilitators will ask panelists to review their cut point decisions based on this discussion

Standard Setting

- Final cuts
  - Cuts obtained from Round 2 will be submitted to the WDE for approval
  - Cuts cannot be finalized until after the 2012 administration

Standard Setting

- Viewing Results
  - No student data is available for 2012
  - Facilitators will present data from 2011
    - This is not exact, but will help
  - A separate, smaller meeting following 2012 administration to finalize cuts

Standard Setting

- We will begin in grade 6 and move up
  - We'll then go back to grades 3, 4, 5

Important Note

- Keep in mind that this is a very small population of students
- There will be discrepancies in the performance distributions from year to year
- This is to be expected

Questions?

- Please take a 15 minute break and report to your assigned room

Appendix D: Target Definitions

D.1 Target Definitions for Reading

Grade	Advanced	Proficient	Basic
3	• Identify character and setting independently • Identify similar ideas in texts (main idea) independently • Identify meanings of familiar words independently • Locate specific information in a text independently	• Identify character and setting with minimal assistance • Identify similar ideas in texts (main idea) with minimal assistance • Identify meanings of familiar words with minimal assistance • Locate specific information in a text with minimal assistance	• Identify character and setting with multiple prompts (visual, auditory, modeling) • Identify similar ideas in texts (main idea) with multiple prompts (visual, auditory, modeling) • Identify basic sounds of words with multiple prompts (visual, auditory, modeling) • Locate specific information in a text with multiple prompts (visual, auditory, modeling)
4	• Identify character traits/setting without assistance • Sequence elements of plot (beginning, middle, end) without assistance • Use strategies to understand meaning of unfamiliar words without assistance • Locate information in text without assistance	• Identify character traits/setting with minimal assistance • Sequence elements of plot (beginning, middle, end) with minimal assistance • Use strategies to understand meaning of unfamiliar words with minimal assistance • Locate information in text with minimal assistance	• Identify character traits/setting with multiple prompts (visual, auditory, modeling) • Sequence elements of plot (beginning, middle, end) with multiple prompts (visual, auditory, modeling) • Use strategies to understand meaning of unfamiliar words with multiple prompts (visual, auditory, modeling) • Locate information in text with multiple prompts (visual, auditory, modeling)
5	• Identify story elements, character, setting, plot without assistance when provided a template • Sequence key ideas without assistance when provided a template • Identify problem/resolution – compare and make simple connections to text without assistance • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words without assistance • Locate information in a text without assistance	• Identify story elements, character, setting, plot with minimal assistance when provided a template and/or visual cues • Sequence key ideas with minimal assistance when provided a template and/or visual cues • Identify problem/resolution – compare and make simple connections to text with minimal assistance • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words with minimal assistance • Locate information in a text with minimal assistance	• Identify story elements, character, setting, plot when provided partially filled-template and/or visual cues • Sequence key ideas when provided partially filled-template and/or visual cues • Identify problem/resolution – compare and make simple connections to text with multiple prompts (visual, auditory, modeling) • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words with multiple prompts (visual, auditory, modeling) • Locate information in a text with multiple prompts (visual, auditory, modeling)
6	• Relating texts to own experiences • Using prior knowledge & critical thinking skills without assistance. • Follow multi-step directions with no assistance • Perform without cueing or prompting.	• Using prior knowledge with some assistance • Follow multi-step directions with cueing • Complete a task when provided opportunity to use template • Complete a task when teacher-provided example is given • Seek clarification to determine task	• Identify story elements/sequencing when given step by step prompting • Demonstrate a subset of expected skills • Make simple connections from text to self • Follow simple directions • Complete a task when provided partially filled-template and/or visual cues

Grade	Advanced	Proficient	Basic
7	• Knowledge of how different texts are organized (e.g., informational/research compared to pleasure reading) • Identify text characteristics of literary and informational passages • Identify specific information from texts (e.g., story elements, main idea, sequencing) • Make connections between text and text (compare two passages) and text to self • Work without cueing or assistance	• Identify text characteristics with minimal assistance • Identify specific information from texts given choices • Make connections between text and text (compare two passages) and text to self, given choices • Knowledge of how different texts are organized (e.g., informational/research compared to pleasure reading) given charts and visuals	• Identify story elements with multiple prompts (visual, auditory, modeling) • Make simple connections from text to text and text to self with multiple prompts (visual, auditory, modeling) • Use prior knowledge to understand meaning with multiple prompts (visual, auditory, modeling) • Identify specific information from texts given limited choices
8	• Summarize main idea and sequence key ideas independently • Identify author's purpose without assistance • Identify/locate specific information in a text independently • Make connection between text and self independently • Identify/compare texts to summarize and make predictions independently • Recognize what is being compared in a simile with no assistance	• Identify main idea and sequence key ideas with minimal assistance • Identify author's purpose with minimal assistance • Identify/locate specific information in a text with minimal assistance • Make connection between text and self with minimal assistance • Identify/compare texts to summarize and make predictions with minimal assistance • Recognize what is being compared in a simile with minimal assistance	• Identify main idea and sequence key ideas with multiple prompts given choices • Identify author's purpose with multiple prompts given choices (visual, auditory, modeling) • Identify/locate specific information in a text with multiple prompts • Make simple connections between text and self with multiple prompts • Make predictions with multiple prompts • Recognize what is being compared in a simile with multiple prompts
11	• Summarize main ideas and supporting details independently • Make connections between text to text/text to self/text to world independently • Identify author's purpose in different genres and sequence key ideas independently • Apply strategies to understand meanings of unfamiliar words • Identify and compare story elements independently	• Summarize main ideas and supporting details with minimal assistance • Make connections between text to text/text to self/text to world with minimal assistance • Identify author's purpose in different genres and sequence key ideas with minimal assistance • Apply strategies to understand meanings of unfamiliar words with minimal assistance • Identify and compare story elements with minimal assistance	• Summarize main ideas and supporting details with multiple prompts • Make simple connections between text to text/text to self with multiple prompts • Identify author's purpose in different genres and sequence key ideas with multiple prompts • Apply strategies to understand meanings of unfamiliar words with multiple prompts • Identify story elements with multiple prompts

D.2 Target Definitions for Writing

Grade	Advanced	Proficient	Basic
3	• Independent • Consistently demonstrates correct use of simple sentence structure • Specific selection of topic and use of descriptive words related to the topic • Consistently uses basic conventions (capital letters, punctuation, spelling of sight words) • Consistent evidence of using voice based on word choice	• Limited assistance • Frequently demonstrates correct use of simple sentence structure • Selects topic and limited use of descriptive words related to the topic • Frequently uses basic conventions (capital letters, punctuation, spelling of sight words) • Frequent evidence of using voice based on word choice	• Frequent but not continuous assistance • Minimal demonstration of correct use of simple sentence structure • Selects topic and limited use of descriptive words related to the topic, but not at grade level • Emerging use of basic conventions (capital letters, punctuation, spelling of sight words) • Minimal evidence of using voice based on word choice • Writing is interpretable by others and conveys meaning
4	• Independent • Consistently demonstrates correct use of simple sentence and organizational structure • Specific selection of topic and use of descriptive ideas/words related to the topic • Consistently uses basic conventions (capital letters, punctuation, spelling of sight words) • Consistent evidence of using voice based on word choice	• Limited assistance • Frequently demonstrates correct use of simple sentence and organizational structure • Selects topic and limited use of descriptive ideas/words related to the topic • Frequently uses basic conventions (capital letters, punctuation, spelling of sight words) • Frequent evidence of using voice based on word choice	• Frequent but not continuous assistance • Minimal demonstration of correct use of simple sentence and organizational structure • Selects topic and limited use of descriptive ideas/words related to the topic, but not at grade level • Emerging use of basic conventions (capital letters, punctuation, spelling of sight words) • Minimal evidence of using voice based on word choice • Writing is interpretable by others and conveys meaning
5	• Independent • Consistent use of simple sentence and organizational structure • Specific selection of topic and use of relevant descriptive ideas/details related to the topic • Consistently uses basic conventions (capital letters, punctuation, spelling of sight words) • Consistent use of voice based on word choice	• Limited assistance • Frequently uses simple sentence and organizational structure • Selects topic and limited use of relevant descriptive ideas/details related to the topic • Frequently uses basic conventions (capital letters, punctuation, spelling of sight words) • Frequent use of voice based on word choice	• Frequent but not continuous assistance • Minimal use of simple sentence and organizational structure • Selects topic and limited use of relevant descriptive ideas/details related to the topic, but not at grade level • Emerging use of basic conventions (capital letters, punctuation, spelling of sight words) • Minimal use of voice based on word choice • Writing is interpretable by others and conveys meaning

Grade	Advanced	Proficient	Basic
6	• Independent • Frequently demonstrates correct use of varied sentence structure, punctuation, and voice • Organizes by demonstrating logical selection of details, transition words, and sequencing • Specific selection of topic • Use more descriptive/technical language (additional adjectives)	• Limited assistance • Selects a topic • Uses simplified details (yellow cat, loud noise), transitions (first, next, and, but), sentence end marks (period, question mark) • Write multiple sentences on the same topic with varied sentence length and structure • Demonstrate an understanding that there is a beginning, middle, and end with a clear main idea sentence	• Frequent but not continuous assistance • Demonstrates emerging understanding of writing to communicate about topic • Writes and organizes simple sentences with graphic assistance • Emerging use of phonetic spelling, capitals and periods • Writing is interpretable by others and conveys meaning
7	• Independent • Frequently demonstrates correct use of varied sentence structure, punctuation, and voice • Organizes by demonstrating logical selection of details, transition words, and sequencing • Specific selection of topic • Use more descriptive/technical language (additional adjectives)	• Limited assistance • Selects a topic • Uses simplified details (yellow cat, loud noise), transitions (first, next, and, but), sentence end marks (period, question mark) • Write multiple sentences on the same topic with varied sentence length and structure • Demonstrate an understanding that there is a beginning, middle, and end with a clear main idea sentence	• Frequent but not continuous assistance • Demonstrates emerging understanding of writing to communicate about topic • Writes and organizes simple sentences with graphic assistance • Emerging use of phonetic spelling, capitals and periods • Writing is interpretable by others and conveys meaning
8	• Independent • Frequently demonstrates correct use of varied sentence structure, punctuation, and voice • Organizes by demonstrating logical selection of details, transition words, and sequencing • Specific selection of topic • Use more descriptive/technical language (additional adjectives)	• Limited assistance • Selects a topic • Uses simplified details (yellow cat, loud noise), transitions (first, next, and, but), sentence end marks (period, question mark) • Write multiple sentences on the same topic with varied sentence length and structure • Demonstrate an understanding that there is a beginning, middle, and end with a clear main idea sentence	• Frequent but not continuous assistance • Demonstrates emerging understanding of writing to communicate about topic • Writes and organizes simple sentences with graphic assistance • Emerging use of phonetic spelling, capitals and periods • Writing is interpretable by others and conveys meaning

Grade	Advanced	Proficient	Basic
11	• Independent • Frequently demonstrates correct use of varied sentences and voice using revision and reflection • Frequently demonstrates correct use of structure, punctuation, and spelling using editing • Organizes by demonstrating logical selection of details, examples, transition words, and sequencing • Specific selection of topic • Use more descriptive/technical language (additional adjectives)	• Limited assistance • Selects a topic • Uses simplified details/examples (yellow cat, loud noise), transitions (first, next, and, but), sentence end marks (period, question mark) • Write multiple sentences on the same topic with varied sentence length and structure • Demonstrate an understanding that there is a beginning, middle, and end with a clear main idea sentence • Demonstrates use of revision/reflection	• Frequent but not continuous assistance • Demonstrates emerging understanding of writing to communicate about topic • Writes, organizes, and revises simple sentences with graphic organizer • Emerging use of phonetic spelling, capitals and periods • Writing is interpretable by others and conveys meaning

D.3 Target Definitions for Mathematics

Grade	Advanced	Proficient	Basic
3	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method
4	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method
5	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

Grade	Advanced	Proficient	Basic
6	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting
7	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method
8	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method
11	• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

D.4 Target Definitions for Science

Grade	Advanced	Proficient	Basic
4	• Use scientific procedure and tools (scientific method) without assistance • Use observation to describe, compare, and classify objects and living things without assistance • Use living things to explain the natural world and make connections to daily life without assistance • Represent data and communicate results without assistance	• Use scientific procedure and tools (scientific method) with minimal assistance • Use observation to describe, compare, and classify objects and living things with minimal assistance • Use living things to explain the natural world and make connections to daily life with minimal assistance • Represent data and communicate results with minimal assistance	• Use scientific procedure and tools (scientific method) with multiple prompts (visual, auditory, modeling) • Use observation to describe, compare, and classify objects and living things with multiple prompts (visual, auditory, modeling) • Use living things to explain the natural world and make connections to daily life with multiple prompts (visual, auditory, modeling) • Represent data and communicate results with multiple prompts (visual, auditory, modeling)
8	• Independently performs the following tasks at a consistent level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution	• Limited Assistance with the following tasks at a frequent use level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution	• Continuous assistance with the following tasks at a minimal level, but not at grade level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution
11	• Exemplary—understanding of scientific investigations • Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.	• Solid- most of the time apply the appropriate methods in scientific investigations • May have some assistance to complete tasks • Apply understanding and concepts in several familiar situations • Recognize, use, and recall scientific concepts	• Emerging skill showing some understanding of scientific investigations with errors • Requires assistance • In a familiar situation • Recognize, use, or recall scientific concepts

Appendix E: Panelists Cuts Round 1

E.1 Reading Round 1 Grade 3

	Basic	Proficient	Advanced
Rater 1:	8	18	30
Rater 2:	10	22	32
Rater 3:	11	21	31
Rater 4:	10	17	31
Rater 5:	11	21	31
Rater 6:	11	25	31

E.2 Reading Round 1 Grade 4

	Basic	Proficient	Advanced
Rater 1:	8	20	30
Rater 2:	9	21	32
Rater 3:	10	19	30
Rater 4:	9	17	30
Rater 5:	10	21	30
Rater 6:	10	23	30

E.3 Reading Round 1 Grade 5

	Basic	Proficient	Advanced
Rater 1:	8	19	29
Rater 2:	10	20	30
Rater 3:	9	20	30
Rater 4:	9	17	30
Rater 5:	11	21	31
Rater 6:	10	22	30

E.4 Reading Round 1 Grade 6

	Basic	Proficient	Advanced
Rater 1:	9	20	30
Rater 2:	10	18	29
Rater 3:	5	18	27
Rater 4:	7	18	28
Rater 5:	9	18	27
Rater 6:	14	22	28

E.5 Reading Round 1 Grade 7

	Basic	Proficient	Advanced
Rater 1:	8	18	30
Rater 2:	13	21	30
Rater 3:	12	21	33
Rater 4:	8	18	30
Rater 5:	11	21	30
Rater 6:	14	25	30

E.6 Reading Round 1 Grade 8

	Basic	Proficient	Advanced
Rater 1:	7	17	32
Rater 2:	10	21	31
Rater 3:	12	23	32
Rater 4:	9	17	30
Rater 5:	12	22	31
Rater 6:	10	22	30

E.7 Reading Round 1 Grade 11

	Basic	Proficient	Advanced
Rater 1:	10	21	30
Rater 2:	10	21	30
Rater 3:	11	20	31
Rater 4:	9	17	30
Rater 5:	10	21	30
Rater 6:	12	22	30

E.8 Writing Round 1 Grade 3

	Basic	Proficient	Advanced
Rater 1:	12	22	31
Rater 2:	12	22	31
Rater 3:	12	24	34
Rater 4:	10	19	30
Rater 5:	11	24	33
Rater 6:	12	22	32

E.9 Writing Round 1 Grade 4

	Basic	Proficient	Advanced
Rater 1:	18	24	32
Rater 2:	14	22	32
Rater 3:	12	24	32
Rater 4:	12	23	32
Rater 5:	10	21	34
Rater 6:	11	23	33

E.10 Writing Round 1 Grade 5

	Basic	Proficient	Advanced
Rater 1:	13	23	32
Rater 2:	12	22	34
Rater 3:	14	24	33
Rater 4:	12	22	31
Rater 5:	16	24	32
Rater 6:	11	22	33

E.11 Writing Round 1 Grade 6

	Basic	Proficient	Advanced
Rater 1:	12	23	33
Rater 2:	12	24	32
Rater 3:	6	18	30
Rater 4:	14	23	32
Rater 5:	10	19	28
Rater 6:	12	21	30

E.12 Writing Round 1 Grade 7

	Basic	Proficient	Advanced
Rater 1:	12	20	28
Rater 2:	12	23	32
Rater 3:	14	24	33
Rater 4:	12	21	34
Rater 5:	13	23	33
Rater 6:	12	24	33

E.13 Writing Round 1 Grade 8

	Basic	Proficient	Advanced
Rater 1:	12	22	33
Rater 2:	16	24	32
Rater 3:	13	22	34
Rater 4:	14	23	32
Rater 5:	12	25	33
Rater 6:	14	24	32

E.14 Writing Round 1 Grade 11

	Basic	Proficient	Advanced
Rater 1:	11	22	32
Rater 2:	13	24	32
Rater 3:	12	24	34
Rater 4:	12	23	34
Rater 5:	13	23	31
Rater 6:	11	22	33

E.15 Mathematics Round 1 Grade 3

	Basic	Proficient	Advanced
Rater 1:	10	20	31
Rater 2:	13	21	28
Rater 3:	12	22	30
Rater 4:	10	18	25
Rater 5:	10	18	27
Rater 6:	10	18	30

E.16 Mathematics Round 1 Grade 4

	Basic	Proficient	Advanced
Rater 1:	10	22	30
Rater 2:	13	23	31
Rater 3:	13	22	29
Rater 4:	10	18	25
Rater 5:	10	18	27
Rater 6:	10	18	30

E.17 Mathematics Round 1 Grade 5

	Basic	Proficient	Advanced
Rater 1:	10	19	30
Rater 2:	12	24	32
Rater 3:	12	21	30
Rater 4:	10	18	26
Rater 5:	9	18	29
Rater 6:	10	18	30

E.18 Mathematics Round 1 Grade 6

	Basic	Proficient	Advanced
Rater 1:	9	18	30
Rater 2:	14	24	30
Rater 3:	12	20	25
Rater 4:	16	24	34
Rater 5:	10	18	28
Rater 6:	10	19	30

E.19 Mathematics Round 1 Grade 7

	Basic	Proficient	Advanced
Rater 1:	9	18	30
Rater 2:	10	18	25
Rater 3:	14	22	30
Rater 4:	12	20	30
Rater 5:	10	18	29
Rater 6:	10	18	27

E.20 Mathematics Round 1 Grade 8

	Basic	Proficient	Advanced
Rater 1:	10	17	28
Rater 2:	11	19	29
Rater 3:	12	20	28
Rater 4:	10	18	26
Rater 5:	10	18	28
Rater 6:	10	18	30

E.21 Mathematics Round 1 Grade 11

	Basic	Proficient	Advanced
Rater 1:	11	19	29
Rater 2:	12	20	28
Rater 3:	10	18	26
Rater 4:	10	18	29
Rater 5:	10	18	30
Rater 6:	10	20	26

E.22 Science Round 1 Grade 4

	Basic	Proficient	Advanced
Rater 1:	10	21	30
Rater 2:	10	21	31
Rater 3:	10	20	30
Rater 4:	10	20	30
Rater 5:	10	20	30
Rater 6:	9	20	30

E.23 Science Round 1 Grade 8

	Basic	Proficient	Advanced
Rater 1:	14	24	33
Rater 2:	12	23	32
Rater 3:	12	22	31
Rater 4:	18	28	34
Rater 5:	12	22	32
Rater 6:	11	20	31

E. 24 Science Round 1 Grade 11

	Basic	Proficient	Advanced
Rater 1:	10	18	31
Rater 2:	10	17	29
Rater 3:	15	20	30
Rater 4:	11	21	29
Rater 5:	10	18	30
Rater 6:	10	18	30

E.25 Reading Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	10	8	11	21	17	25	31	30	32
4	9	8	10	20	17	23	30	30	32
5	9	8	11	20	17	22	30	29	31
6	9	5	14	18	18	22	28	27	30
7	11	8	14	21	18	25	30	30	33
8	10	7	12	21	17	23	31	30	32
11	10	9	12	21	17	22	30	30	31

E.26 Writing Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	12	10	12	22	19	24	31	30	34
4	12	10	18	23	21	24	32	32	34
5	12	11	16	22	22	24	32	31	34
6	12	6	14	22	18	24	31	28	33
7	12	12	14	23	20	24	33	28	34
8	13	12	16	23	22	25	32	32	34
11	12	11	13	23	22	24	32	31	34

E.27 Mathematics Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	10	10	13	19	18	22	29	25	31
4	10	10	13	20	18	23	29	25	31
5	10	9	12	18	18	24	30	26	32
6	11	9	16	19	18	24	30	25	34
7	10	9	14	18	18	22	29	25	30
8	10	10	12	18	17	20	28	26	30
11	10	10	12	18	18	20	28	26	30

E.28 Science Median, Minimum, and Maximum

Grade	Basic			Proficient			Advanced		
	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
4	10	9	10	20	20	21	30	30	31
8	12	11	18	22	20	28	32	31	34
11	10	10	15	18	17	21	30	29	31

Appendix F: Panelists Cuts Round 2

F.1 Reading Round 2 Grade 3

	Basic	Proficient	Advanced
Rater 1:	9	20	31
Rater 2:	9	20	31
Rater 3:	9	20	31
Rater 4:	9	20	31
Rater 5:	9	20	31
Rater 6:	9	20	31

F.2 Reading Round 2 Grade 4

	Basic	Proficient	Advanced
Rater 1:	8	20	30
Rater 2:	9	20	31
Rater 3:	10	18	30
Rater 4:	10	18	30
Rater 5:	10	20	30
Rater 6:	10	23	30

F.3 Reading Round 2 Grade 5

	Basic	Proficient	Advanced
Rater 1:	10	20	31
Rater 2:	10	20	31
Rater 3:	10	20	31
Rater 4:	10	20	31
Rater 5:	12	20	30
Rater 6:	10	20	31

F.4 Reading Round 2 Grade 6

	Basic	Proficient	Advanced
Rater 1:	9	20	30
Rater 2:	10	20	30
Rater 3:	10	20	30
Rater 4:	10	20	30
Rater 5:	10	17	30
Rater 6:	10	20	30

F.5 Reading Round 2 Grade 7

	Basic	Proficient	Advanced
Rater 1:	10	21	31
Rater 2:	10	21	31
Rater 3:	10	21	31
Rater 4:	10	21	31
Rater 5:	10	21	31
Rater 6:	10	21	31

F.6 Reading Round 2 Grade 8

	Basic	Proficient	Advanced
Rater 1:	8	17	31
Rater 2:	10	21	32
Rater 3:	11	22	31
Rater 4:	8	16	30
Rater 5:	11	21	31
Rater 6:	12	22	30

F.7 Reading Round 2 Grade 11

	Basic	Proficient	Advanced
Rater 1:	9	20	31
Rater 2:	9	20	31
Rater 3:	9	30	31
Rater 4:	9	20	31
Rater 5:	9	21	31
Rater 6:	9	20	31

F.8 Writing Round 2 Grade 3

	Basic	Proficient	Advanced
Rater 1:	12	22	32
Rater 2:	12	22	33
Rater 3:	12	22	32
Rater 4:	12	23	32
Rater 5:	11	20	33
Rater 6:	12	24	32

F.9 Writing Round 2 Grade 4

	Basic	Proficient	Advanced
Rater 1:	12	22	34
Rater 2:	12	23	32
Rater 3:	12	23	33
Rater 4:	14	24	33
Rater 5:	14	24	34
Rater 6:	18	28	32

F.10 Writing Round 2 Grade 5

	Basic	Proficient	Advanced
Rater 1:	13	22	32
Rater 2:	12	22	32
Rater 3:	13	23	32
Rater 4:	12	22	32
Rater 5:	12	22	33
Rater 6:	10	21	31

F.11 Writing Round 2 Grade 6

	Basic	Proficient	Advanced
Rater 1:	18	28	32
Rater 2:	12	21	33
Rater 3:	10	20	32
Rater 4:	12	23	32
Rater 5:	12	22	32
Rater 6:	13	23	32

F.12 Writing Round 2 Grade 7

	Basic	Proficient	Advanced
Rater 1:	14	23	32
Rater 2:	18	28	34
Rater 3:	12	26	34
Rater 4:	14	24	33
Rater 5:	13	23	34
Rater 6:	12	22	34

F.13 Writing Round 2 Grade 8

	Basic	Proficient	Advanced
Rater 1:	16	26	34
Rater 2:	11	22	34
Rater 3:	14	23	31
Rater 4:	13	23	32
Rater 5:	12	22	32
Rater 6:	13	24	32

F.14 Writing Round 2 Grade 11

	Basic	Proficient	Advanced
Rater 1:	12	24	34
Rater 2:	12	23	32
Rater 3:	13	24	32
Rater 4:	14	23	32
Rater 5:	12	23	32
Rater 6:	12	24	34

F.15 Mathematics Round 2 Grade 3

	Basic	Proficient	Advanced
Rater 1:	10	20	32
Rater 2:	12	22	32
Rater 3:	14	23	30
Rater 4:	10	18	28
Rater 5:	11	18	28
Rater 6:	10	17	28

F.16 Mathematics Round 2 Grade 4

	Basic	Proficient	Advanced
Rater 1:	10	20	31
Rater 2:	11	20	29
Rater 3:	14	23	32
Rater 4:	10	17	22
Rater 5:	10	18	29
Rater 6:	10	18	30

F.17 Mathematics Round 2 Grade 5

	Basic	Proficient	Advanced
Rater 1:	13	23	33
Rater 2:	10	20	31
Rater 3:	11	20	29
Rater 4:	10	18	28
Rater 5:	10	18	30
Rater 6:	10	18	30

F.18 Mathematics Round 2 Grade 6

	Basic	Proficient	Advanced
Rater 1:	9	18	30
Rater 2:	13	21	30
Rater 3:	14	23	32
Rater 4:	10	16	27
Rater 5:	11	18	25
Rater 6:	10	18	25

F.19 Mathematics Round 2 Grade 7

	Basic	Proficient	Advanced
Rater 1:	10	17	28
Rater 2:	10	18	28
Rater 3:	10	18	27
Rater 4:	10	18	26
Rater 5:	10	18	28
Rater 6:	11	18	30

F.20 Mathematics Round 2 Grade 8

	Basic	Proficient	Advanced
Rater 1:	11	18	30
Rater 2:	7	15	26
Rater 3:	10	18	27
Rater 4:	12	21	29
Rater 5:	12	20	29
Rater 6:	10	19	30

F.21 Mathematics Round 2 Grade 11

	Basic	Proficient	Advanced
Rater 1:	10	20	29
Rater 2:	12	22	30
Rater 3:	11	20	28
Rater 4:	10	18	29
Rater 5:	10	18	28
Rater 6:	11	18	29

F.22 Science Round 2 Grade 4

	Basic	Proficient	Advanced
Rater 1:	9	21	30
Rater 2:	10	21	31
Rater 3:	10	20	30
Rater 4:	10	20	30
Rater 5:	10	20	30
Rater 6:	10	20	30

F.23 Science Round 2 Grade 8

	Basic	Proficient	Advanced
Rater 1:	13	22	31
Rater 2:	12	22	32
Rater 3:	12	22	32
Rater 4:	12	22	33
Rater 5:	11	23	34
Rater 6:	16	22	30

F.24 Science Round 2 Grade 11

	Basic	Proficient	Advanced
Rater 1:	10	18	30
Rater 2:	10	18	29
Rater 3:	10	17	28
Rater 4:	11	18	28
Rater 5:	10	15	28
Rater 6:	12	22	30

F.25 Reading Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	9	9	9	20	20	20	31	31	31
4	10	8	10	20	18	23	30	30	31
5	10	10	12	20	20	20	31	30	31
6	10	9	10	20	17	20	30	30	30
7	10	10	10	21	21	21	31	31	31
8	10	8	12	21	16	22	31	30	32
11	9	9	9	20	20	30	31	31	31

F.26 Writing Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	12	11	12	22	20	24	32	32	33
4	13	12	18	23	22	28	33	32	34
5	12	10	13	22	21	23	32	31	33
6	12	10	18	22	20	28	32	30	34
7	13	12	18	23	22	28	34	32	34
8	13	11	16	23	22	26	32	31	34
11	12	12	14	23	23	24	32	32	34

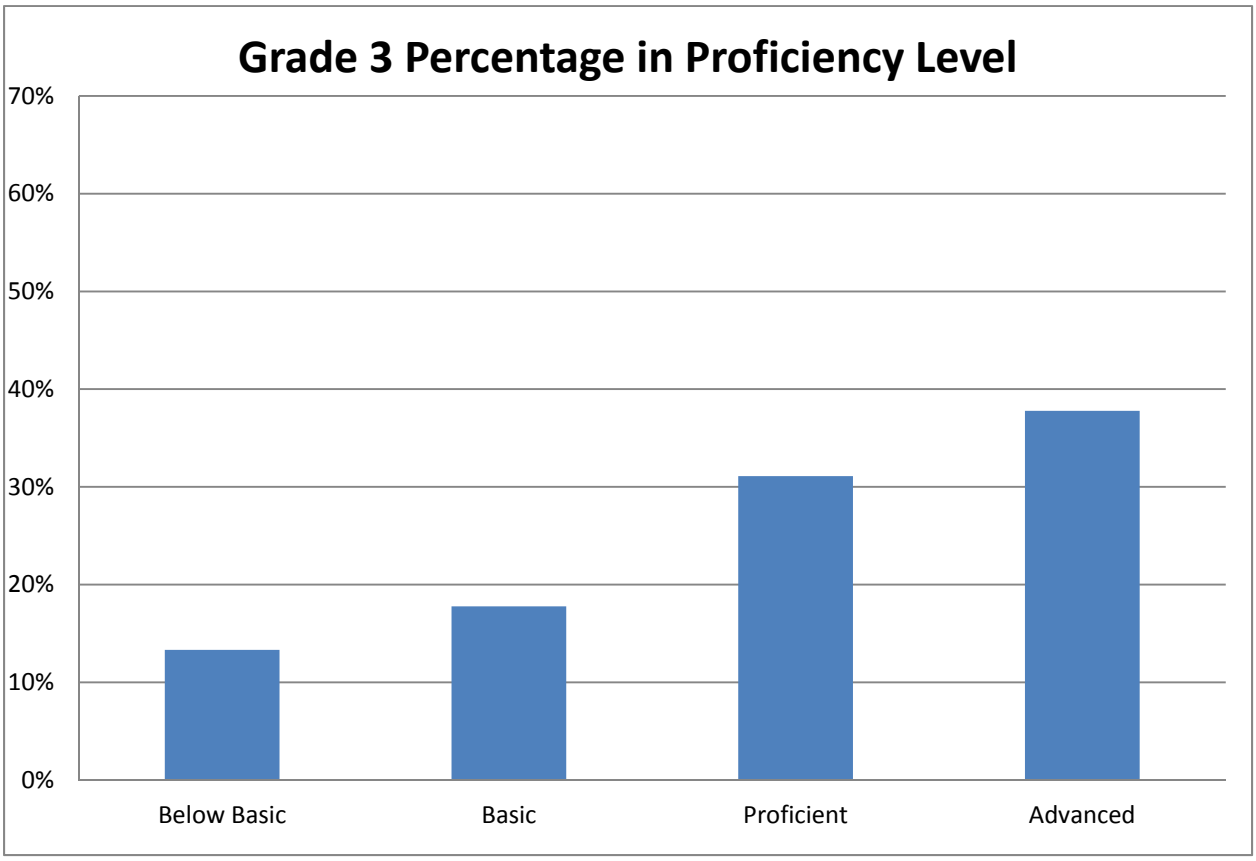
F.27 Mathematics Median, Minimum, and Maximum

	Basic			Proficient			Advanced		
Grade	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
3	10	10	14	19	17	23	30	28	32
4	10	10	14	19	17	23	30	22	32
5	10	10	13	19	18	23	31	28	33
6	10	9	14	18	16	23	29	25	32
7	10	10	11	18	17	18	29	26	30
8	10	7	12	18	15	21	30	26	30
11	10	10	12	19	18	22	30	28	30

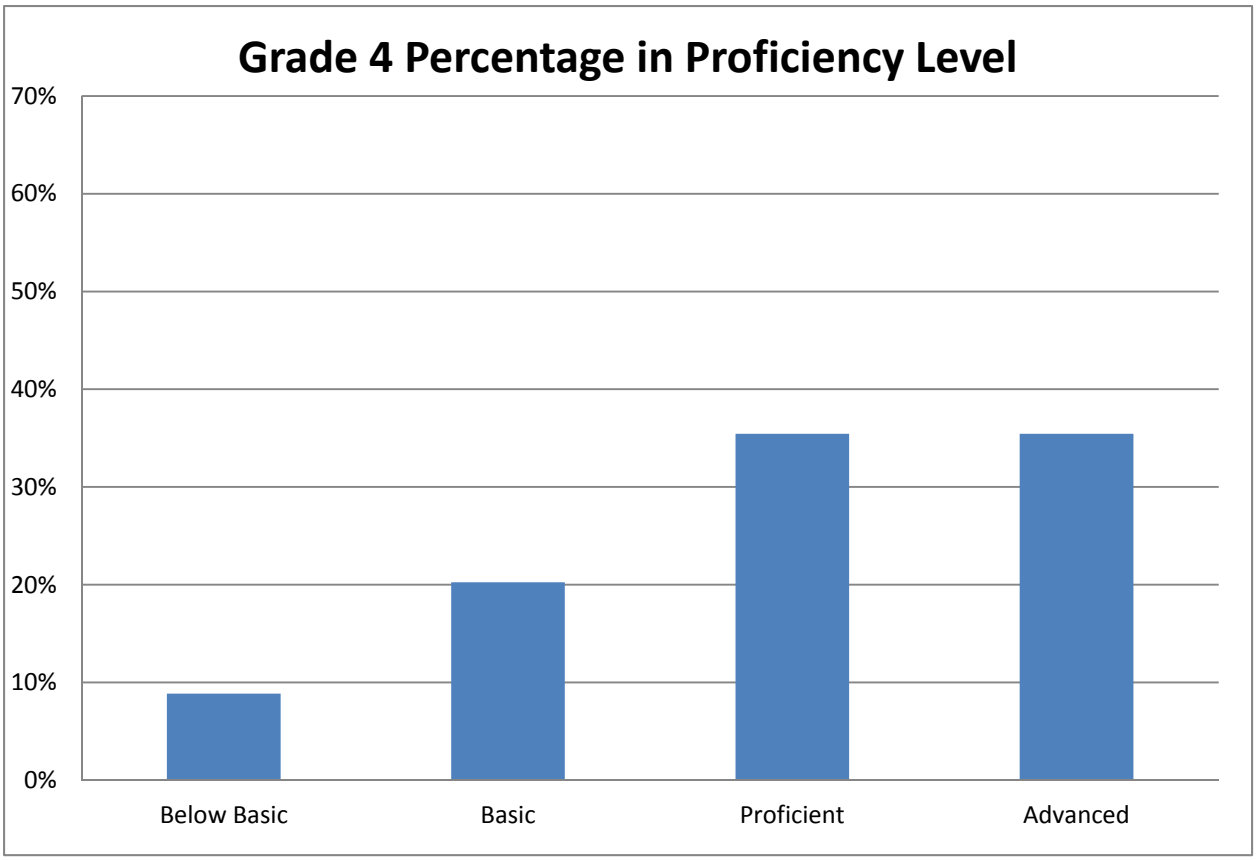
F.28 Science Median, Minimum, and Maximum

Grade	Basic			Proficient			Advanced		
	Median	Minimum	Maximum	Median	Minimum	Maximum	Median	Minimum	Maximum
4	10	9	10	20	20	21	30	30	31
8	12	11	16	22	22	23	32	30	34
11	10	10	12	18	15	22	28	28	30

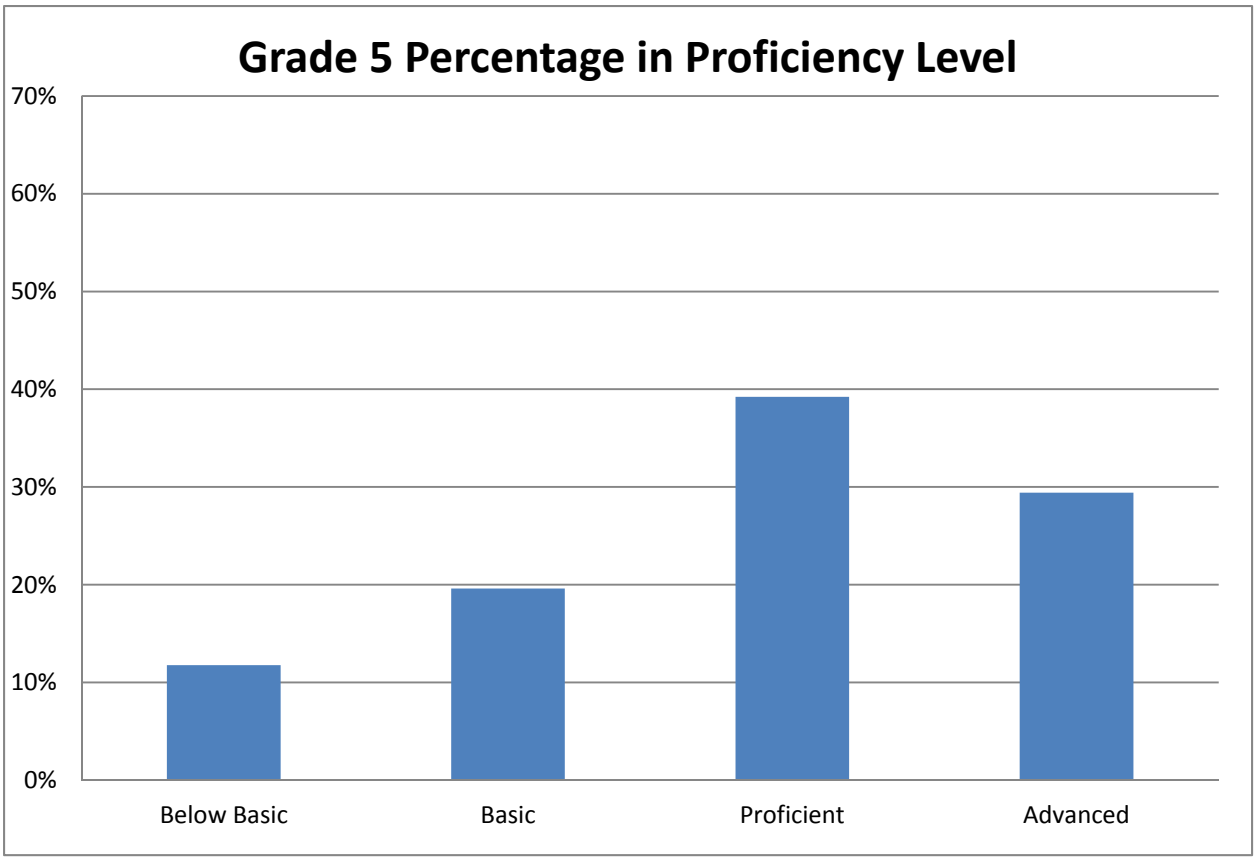
F.29 Reading Grade 3 Impact Data



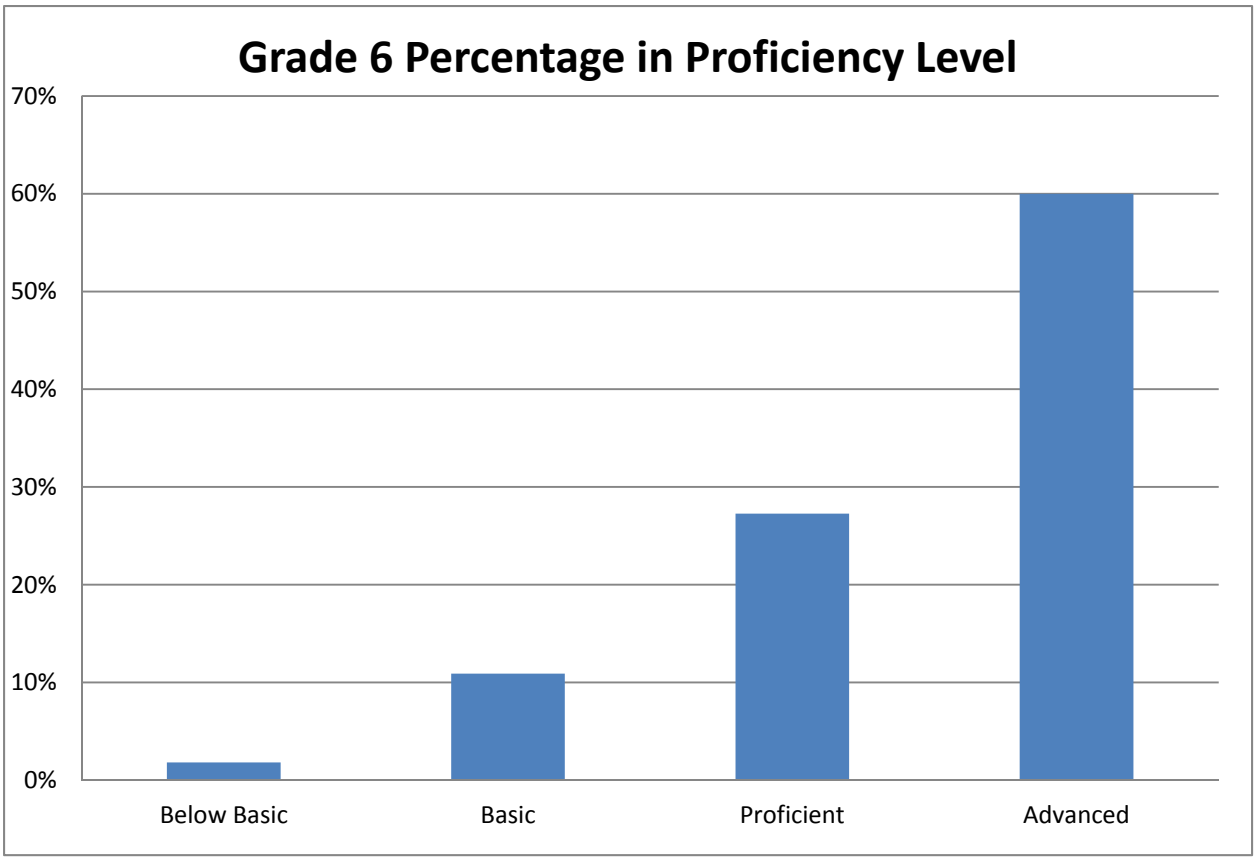
F.30 Reading Grade 4 Impact Data



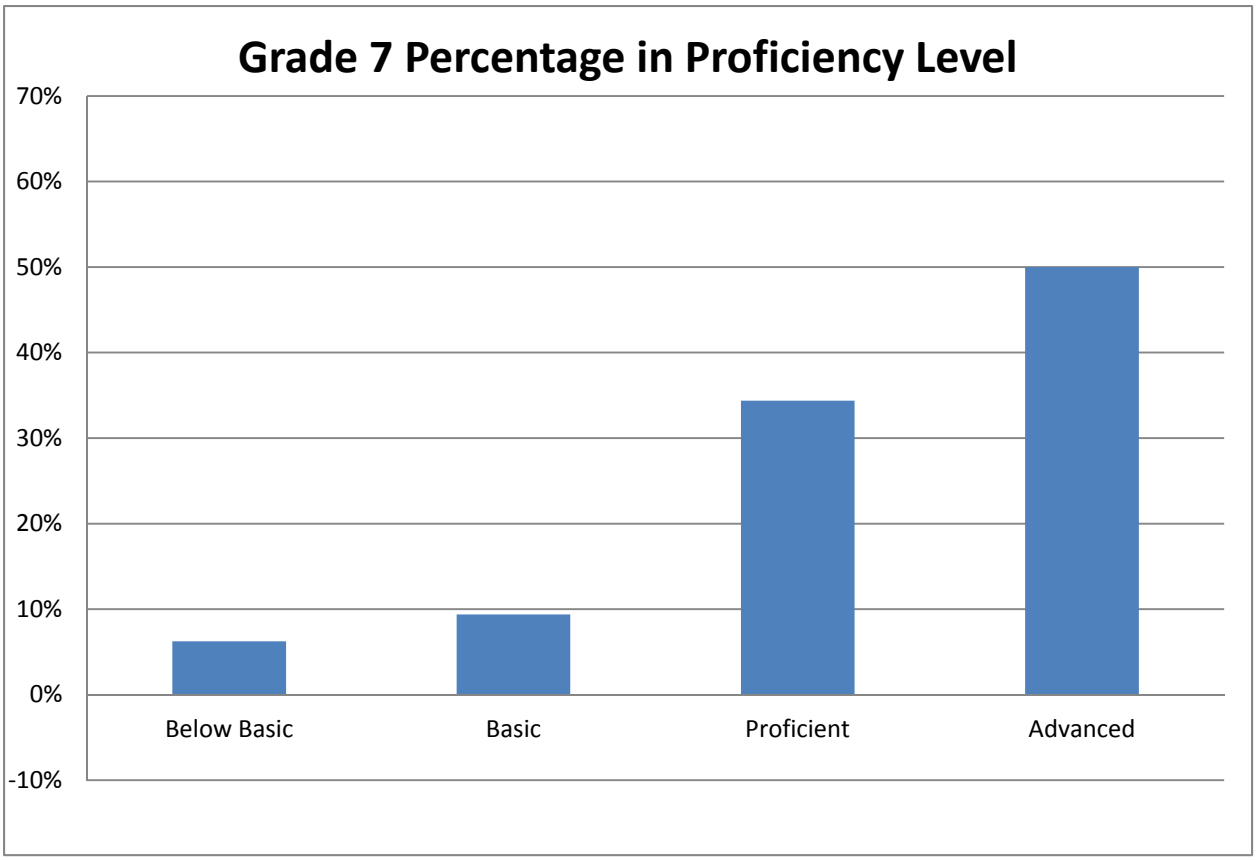
F.31 Reading Grade 5 Impact Data



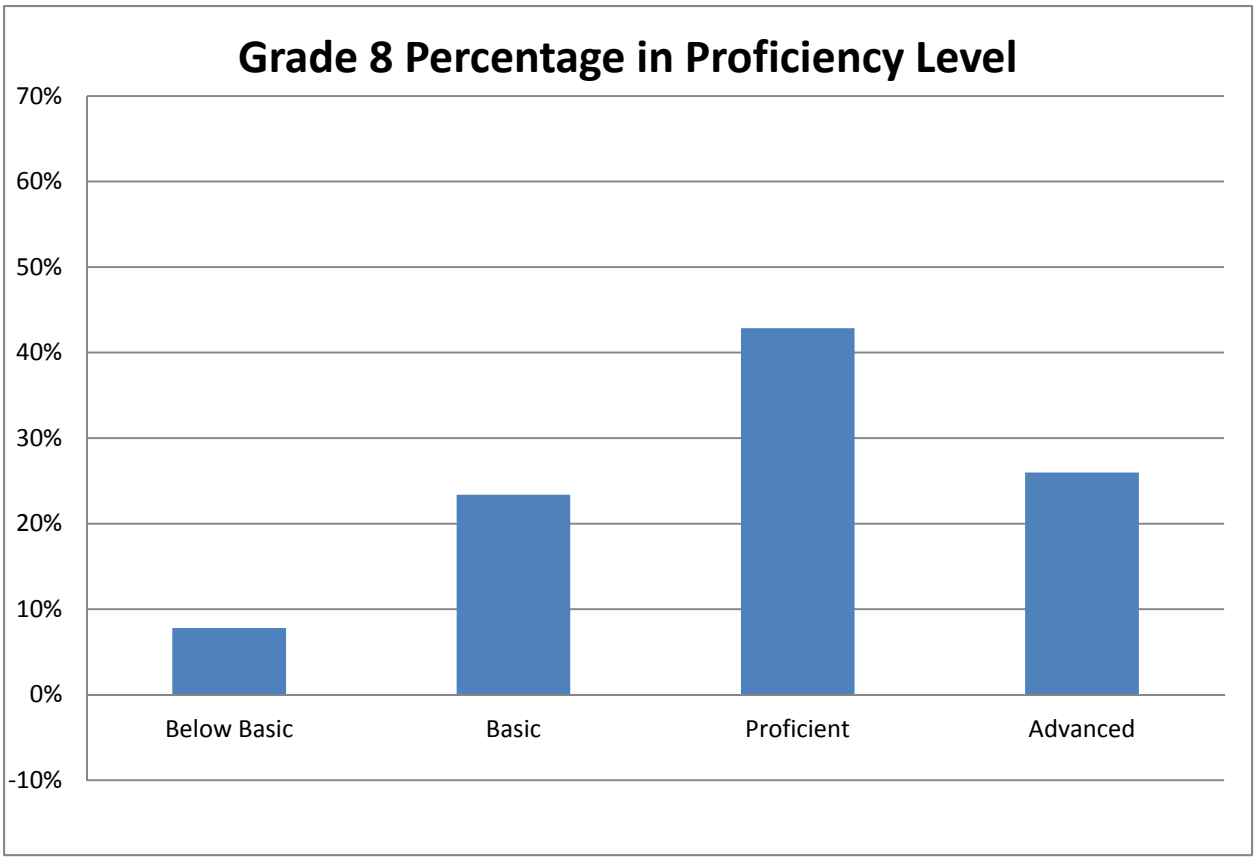
F32. Reading Grade 6 Impact Data



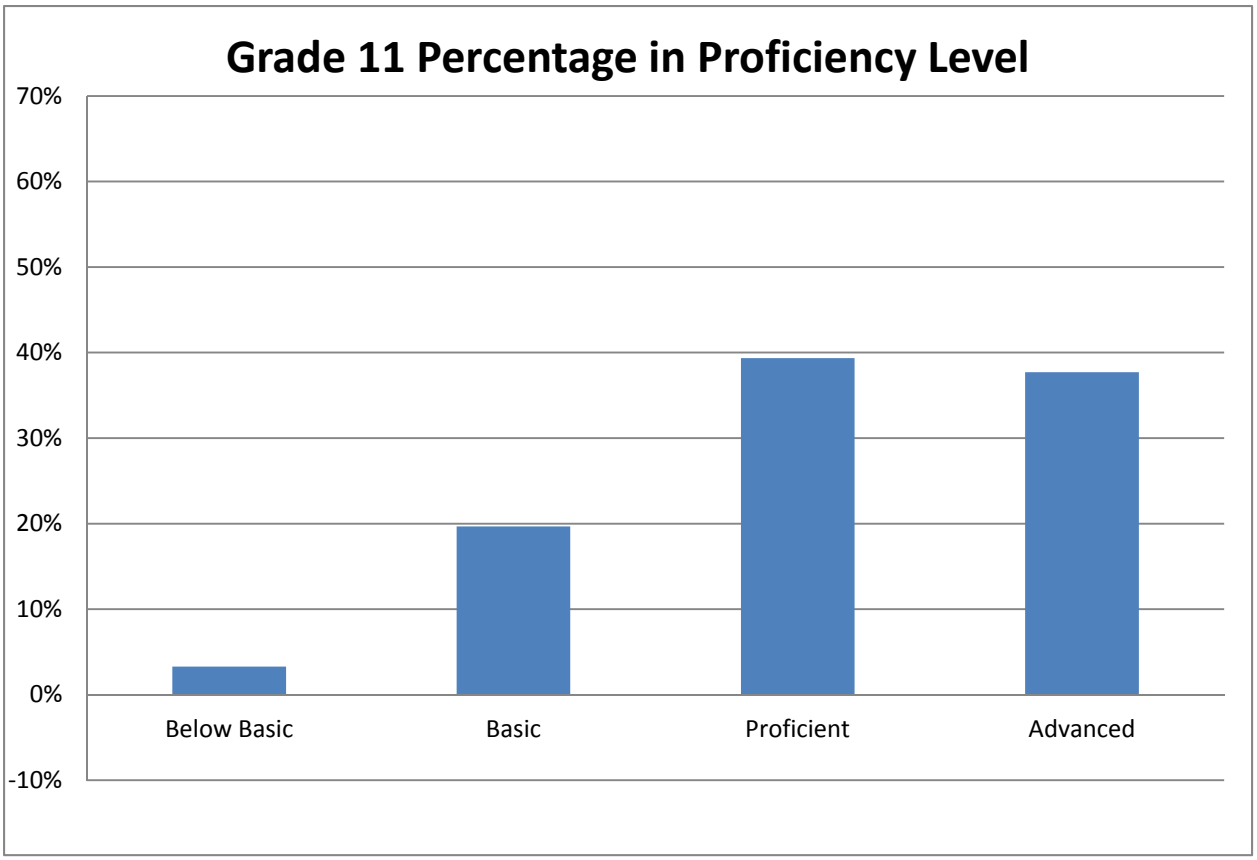
F33. Reading Grade 7 Impact Data



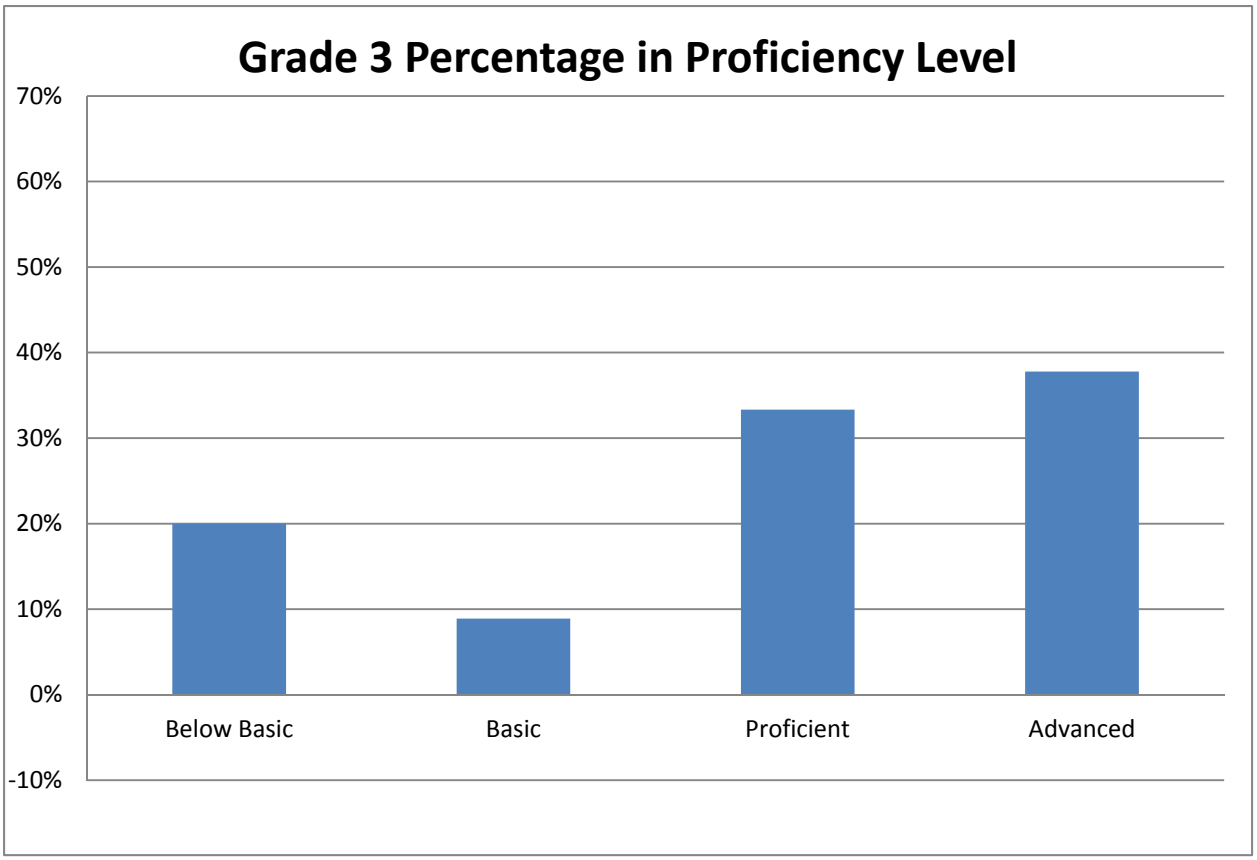
F34. Reading Grade 8 Impact Data



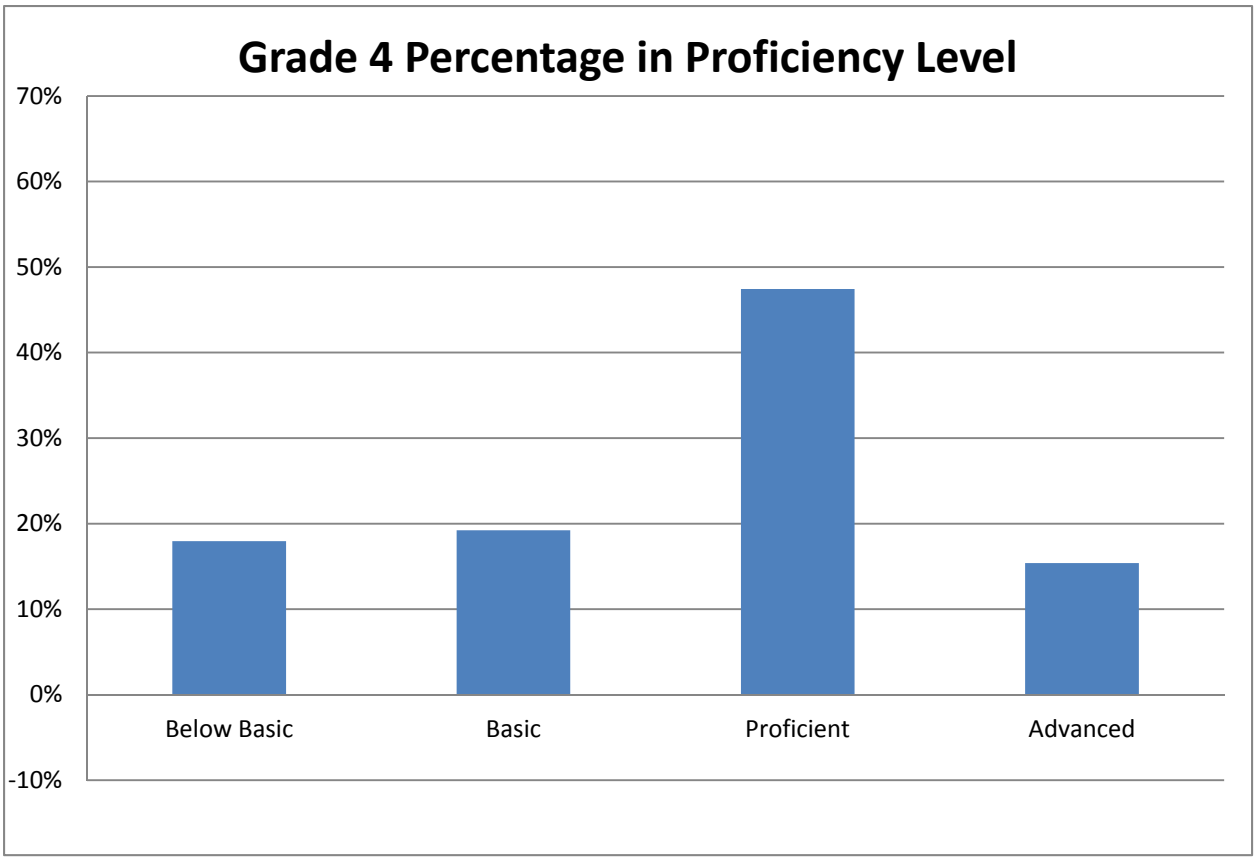
F35. Reading Grade 11 Impact Data



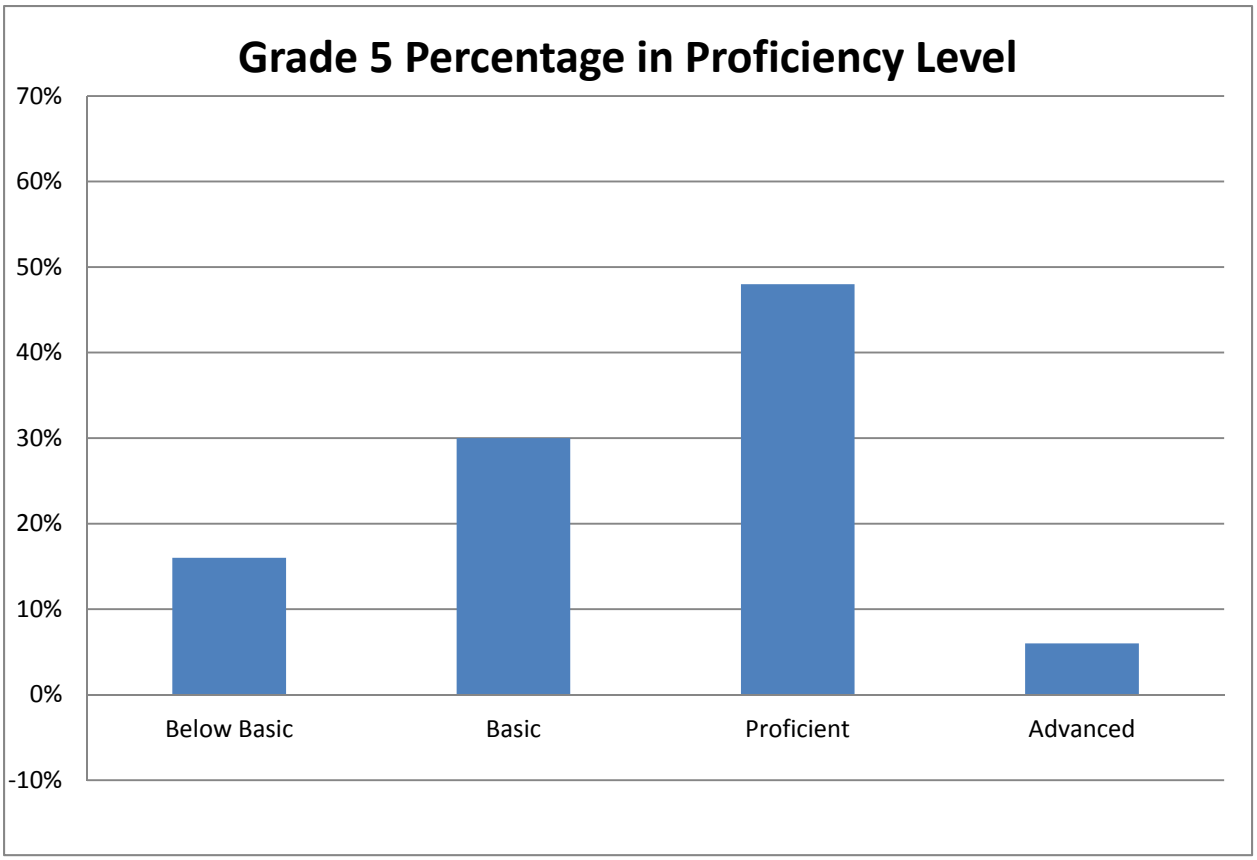
F36. Writing Grade 3 Impact Data



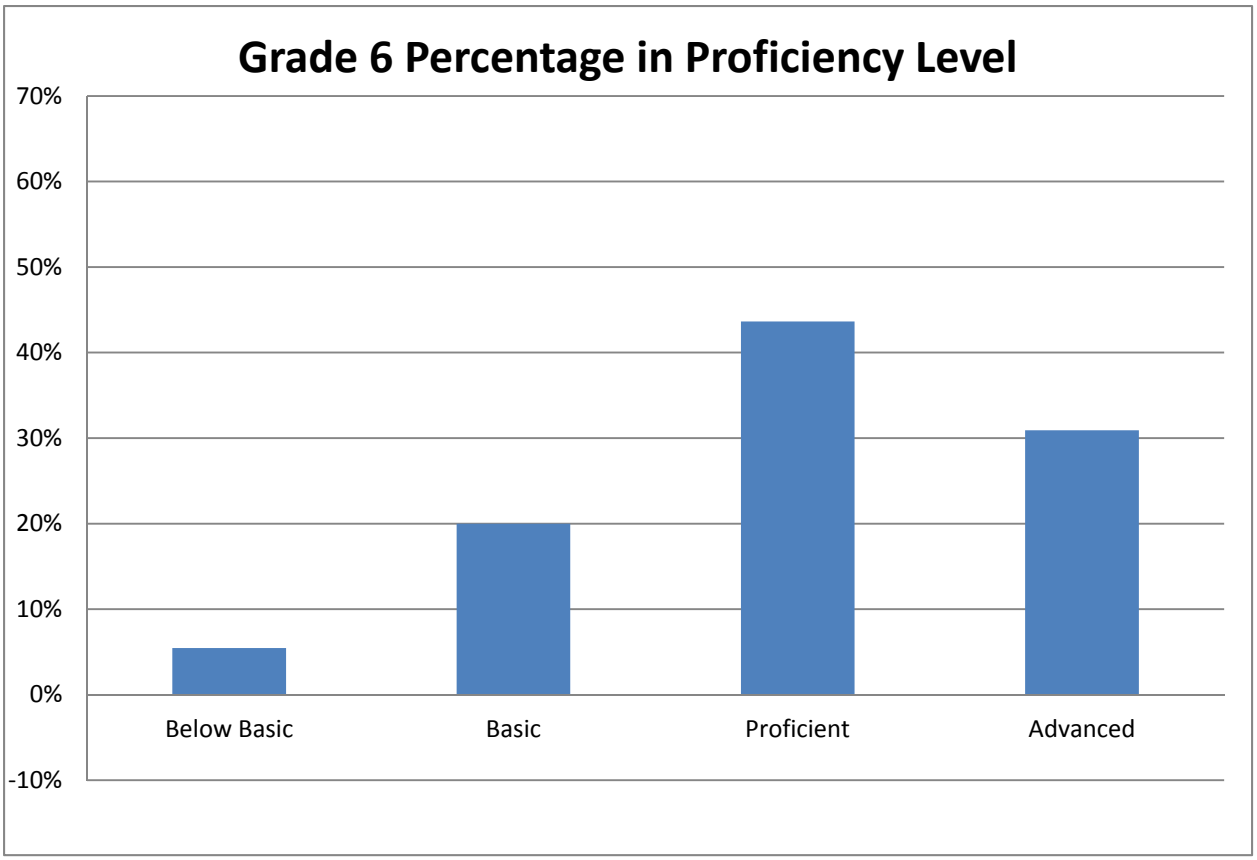
F37. Writing Grade 4 Impact Data



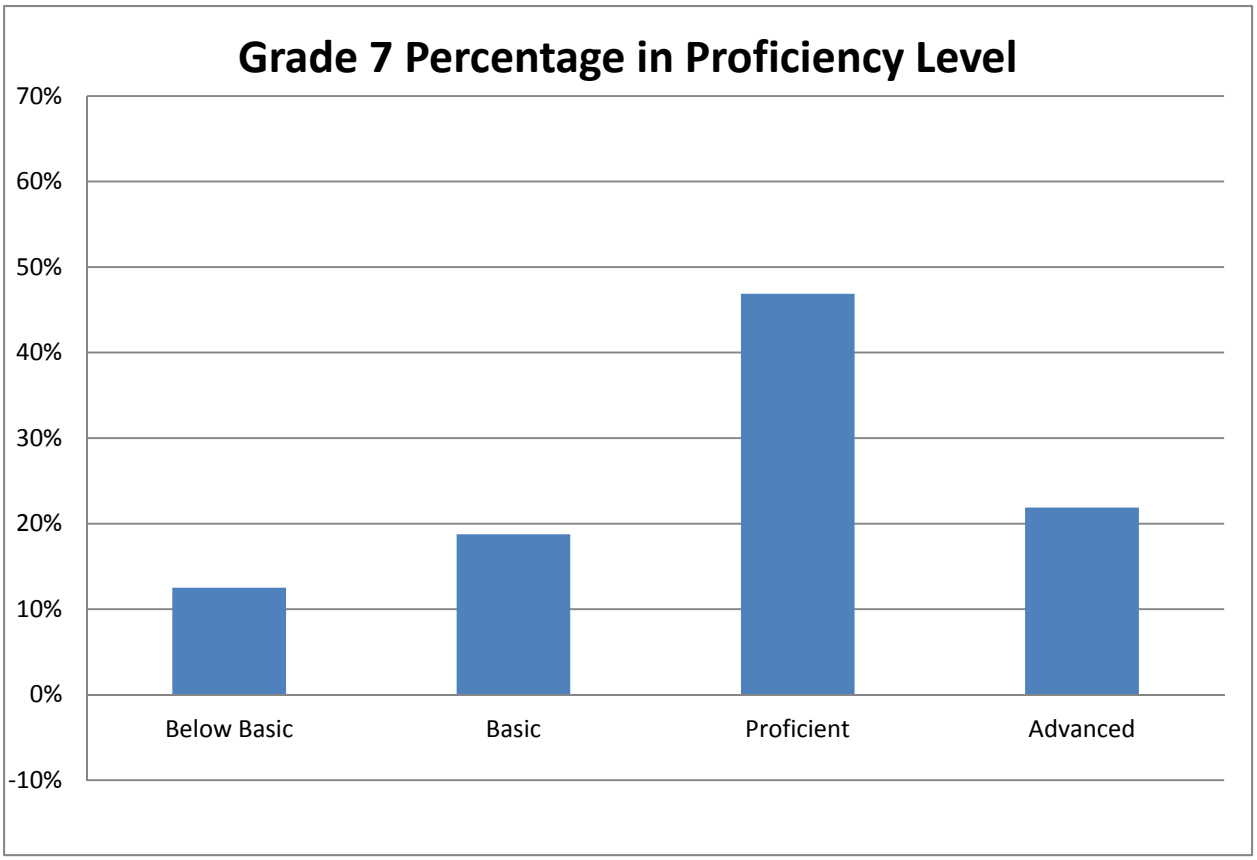
F38. Writing Grade 5 Impact Data



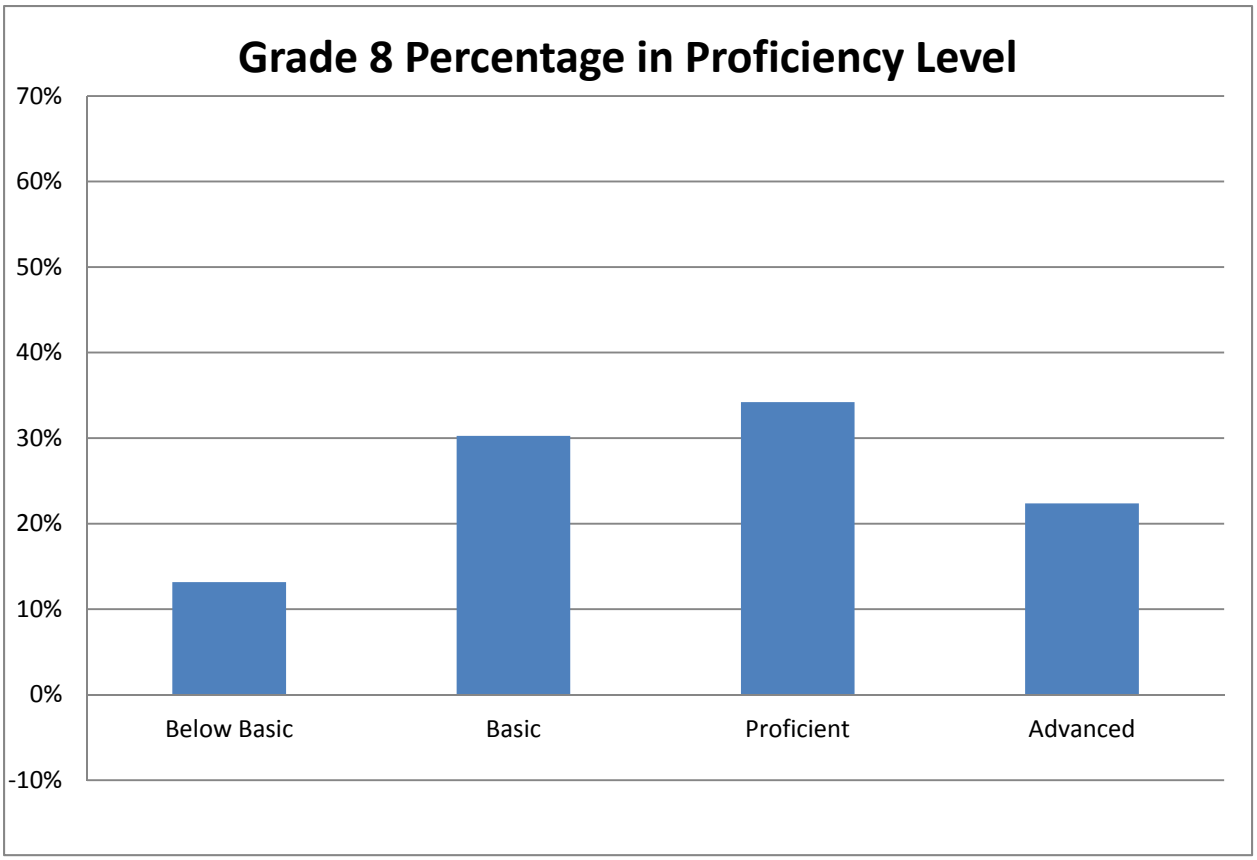
F39. Writing Grade 6 Impact Data



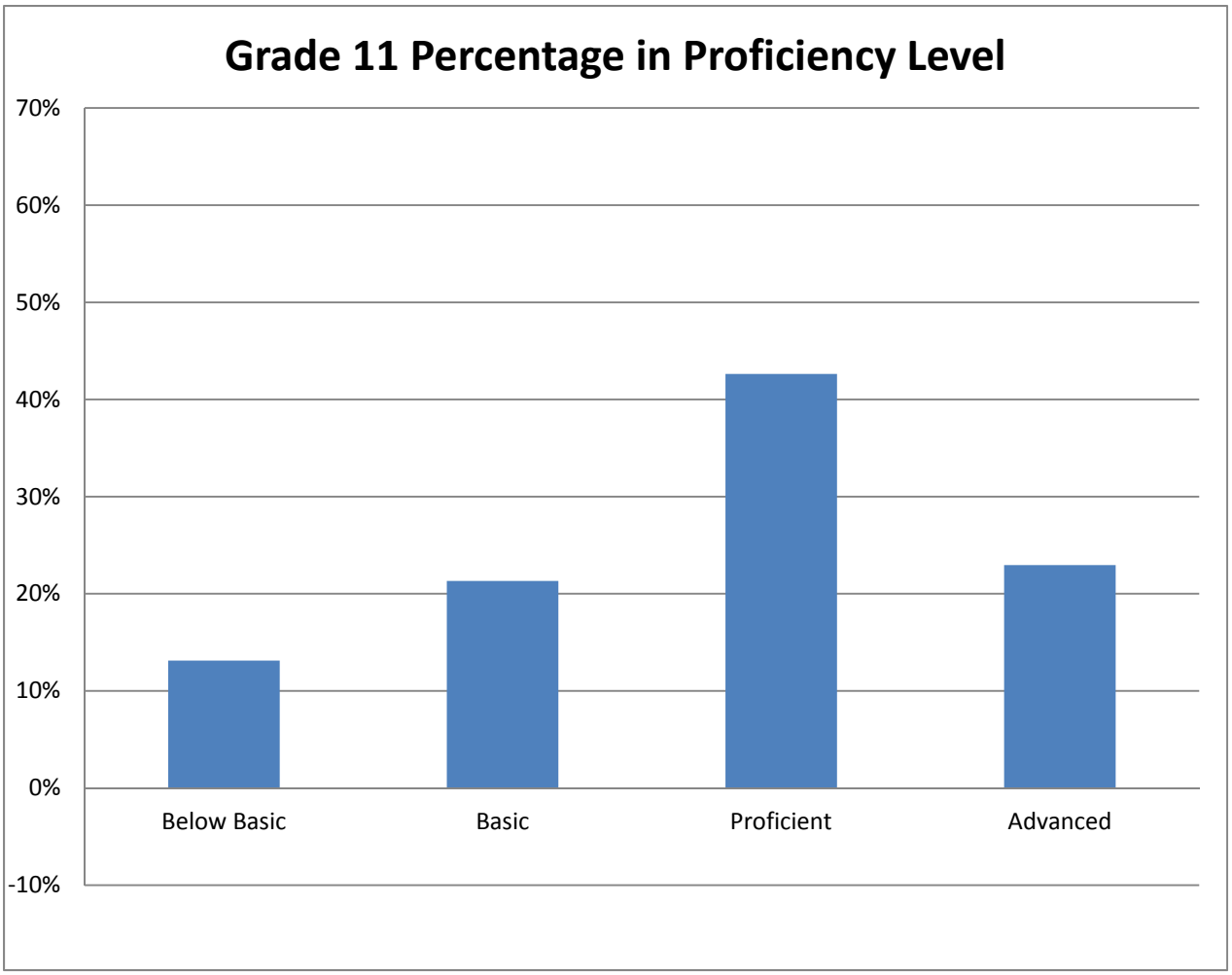
F40. Writing Grade 7 Impact Data



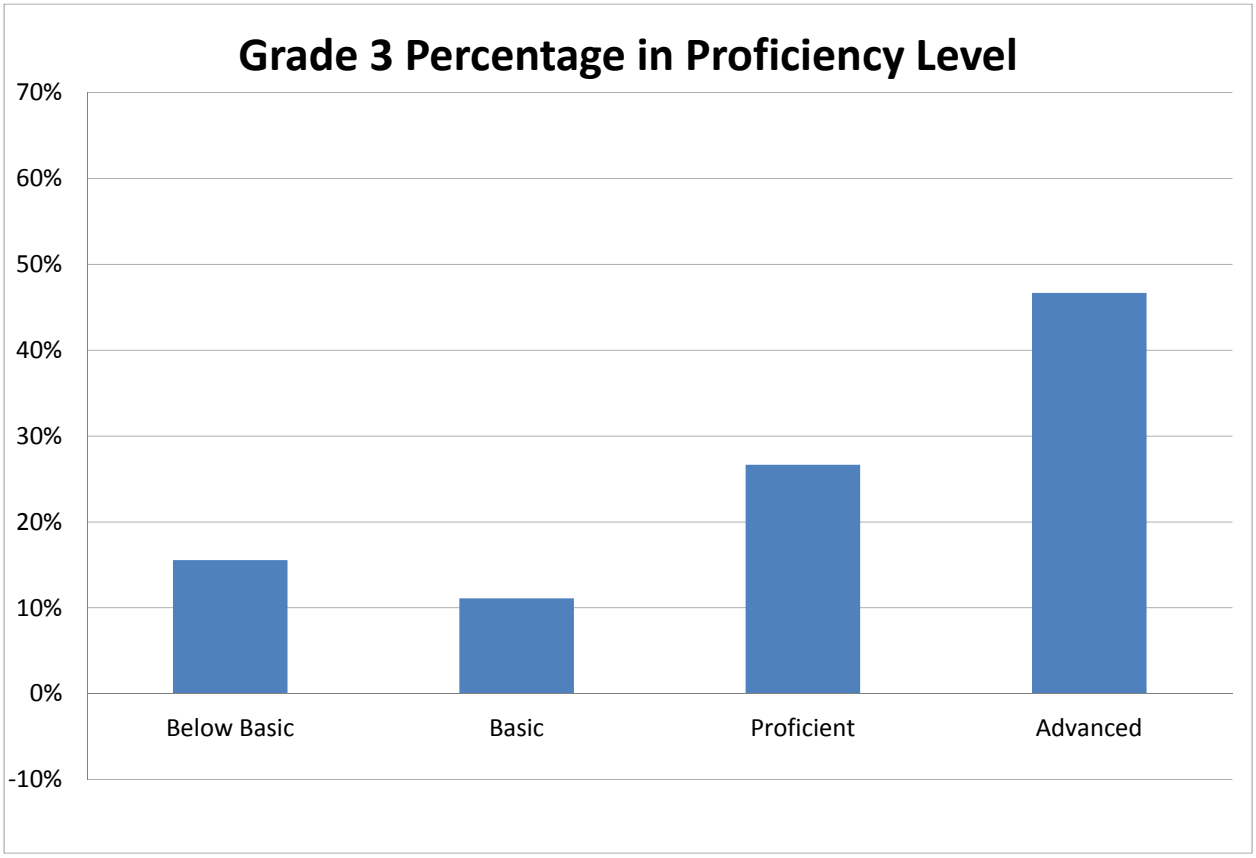
F41. Writing Grade 8 Impact Data



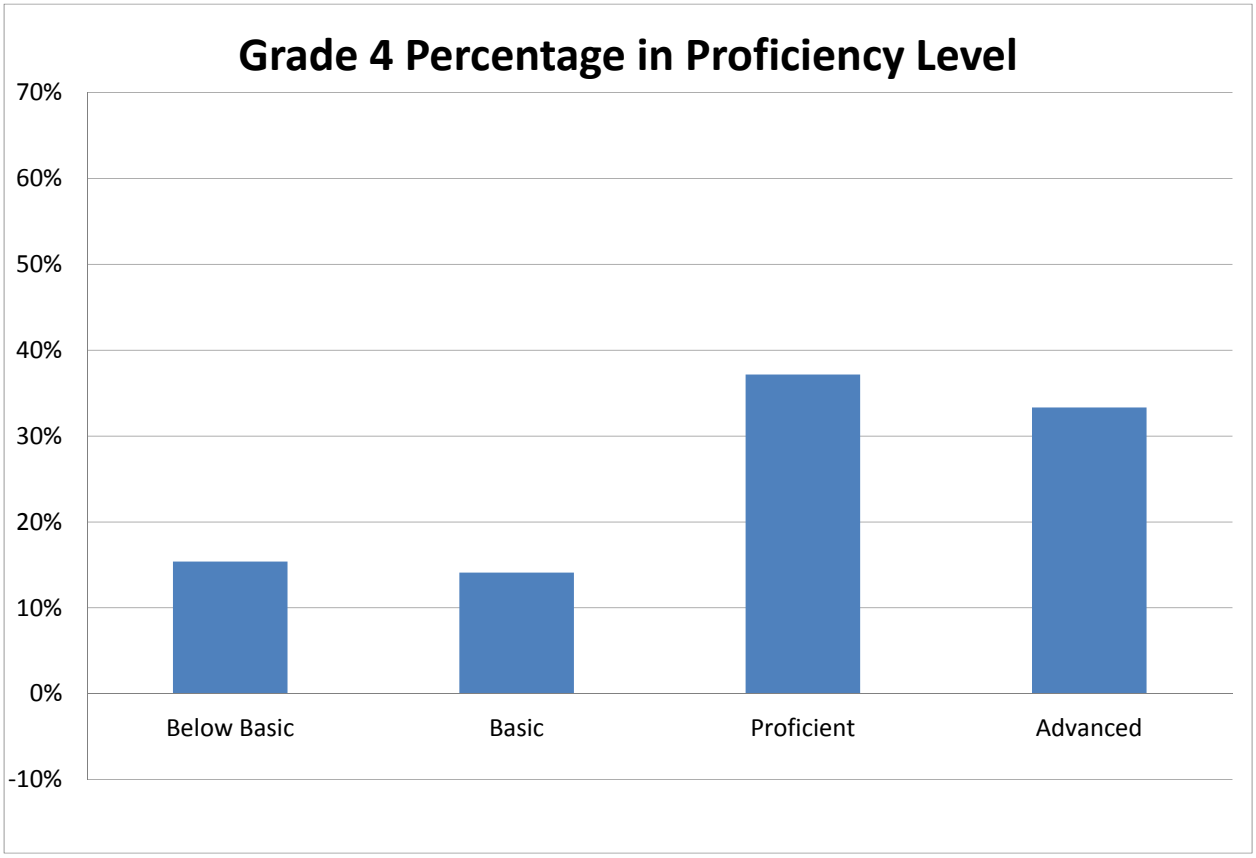
F42. Writing Grade 11 Impact Data



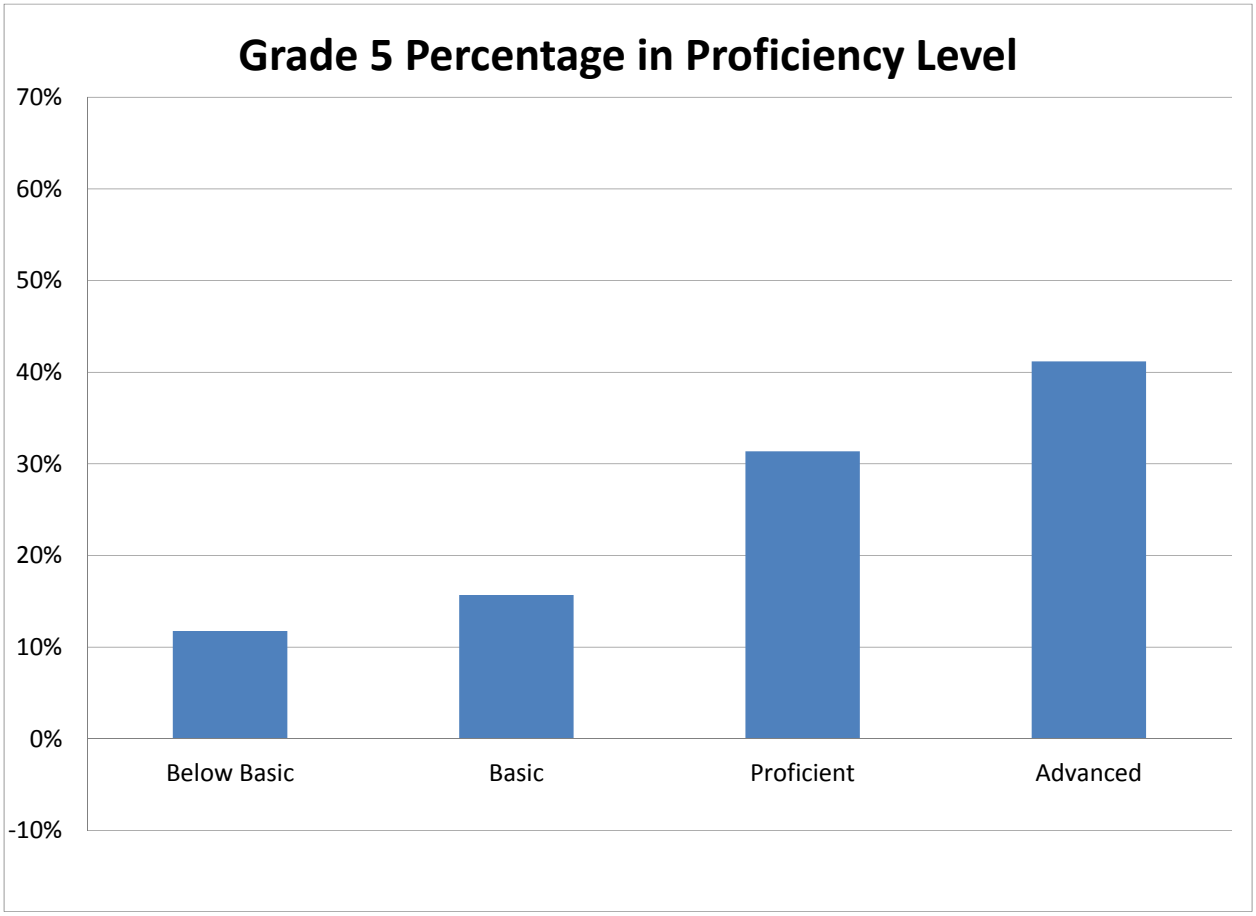
F43. Mathematics Grade 3 Impact Data



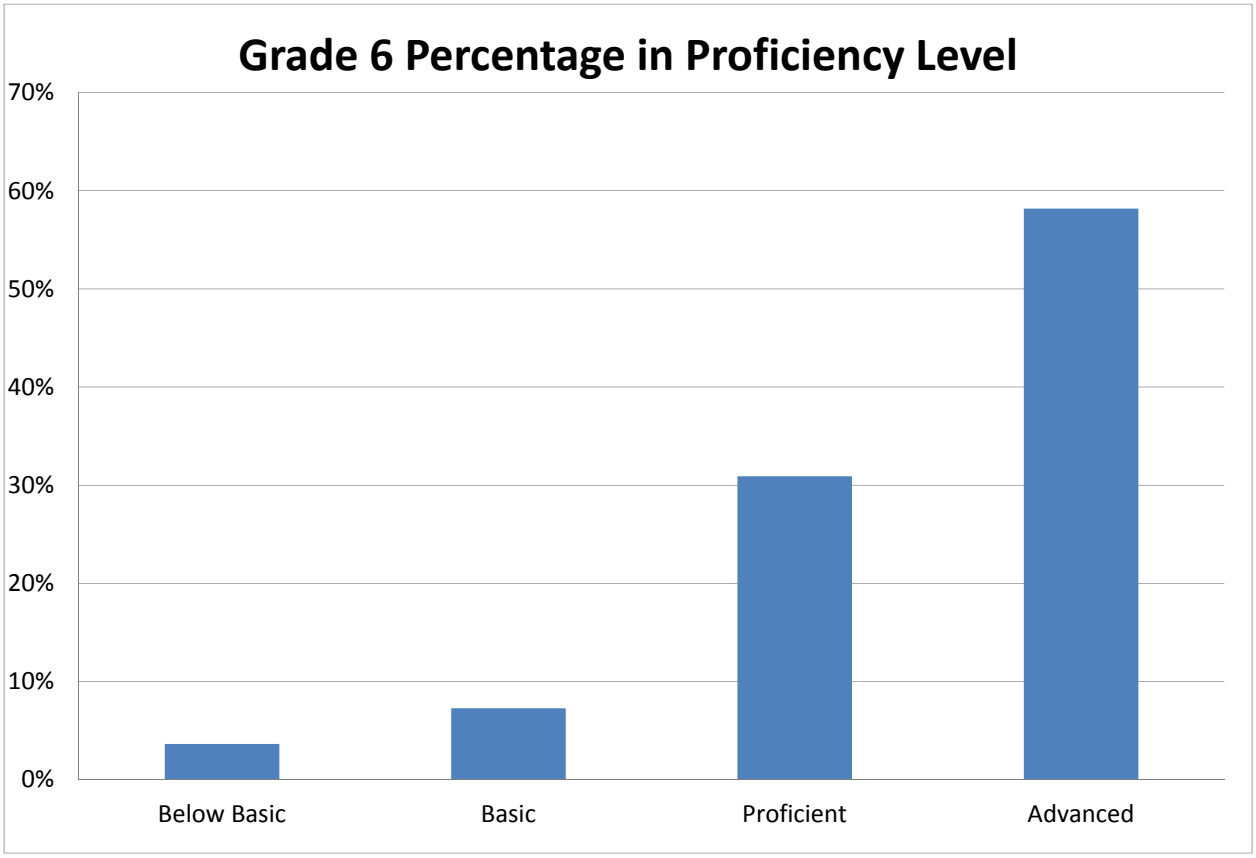
F44. Mathematics Grade 4 Impact Data



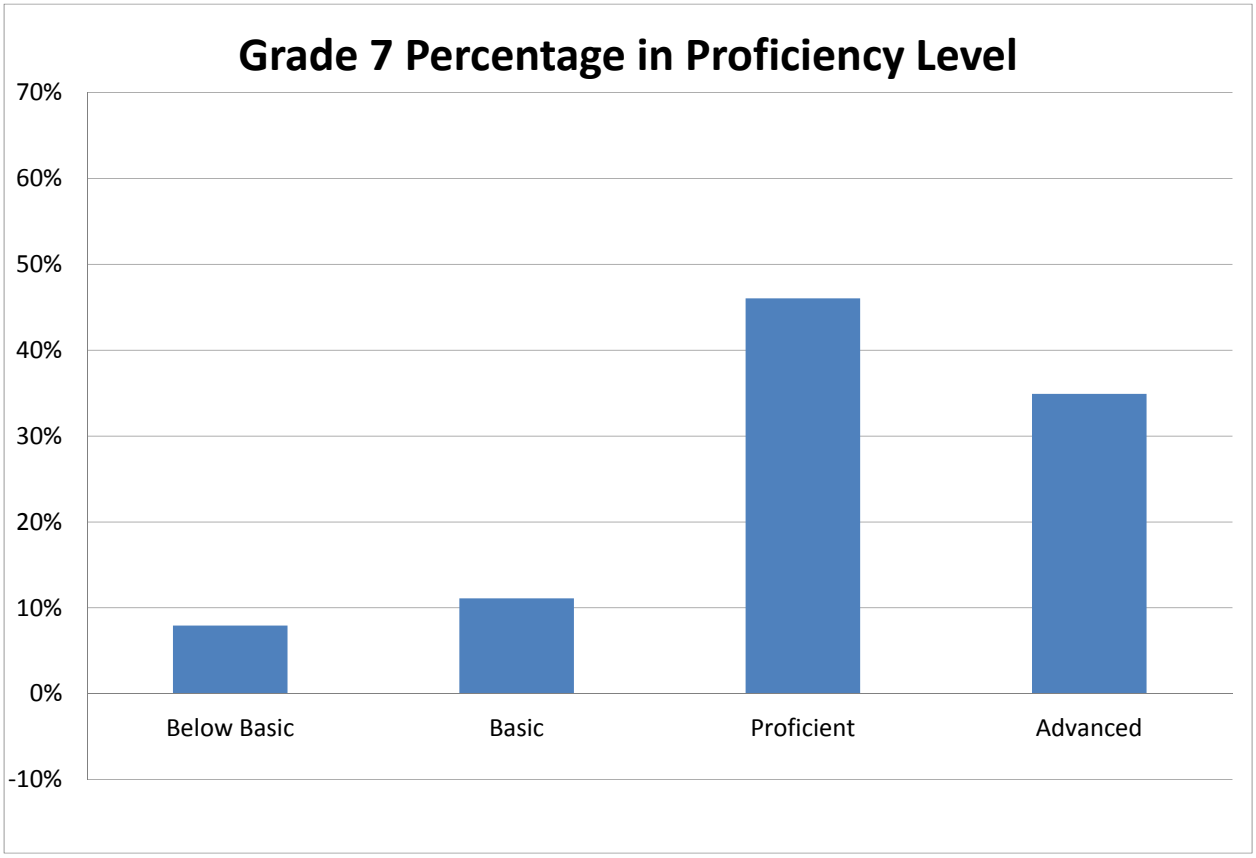
F45. Mathematics Grade 5 Impact Data



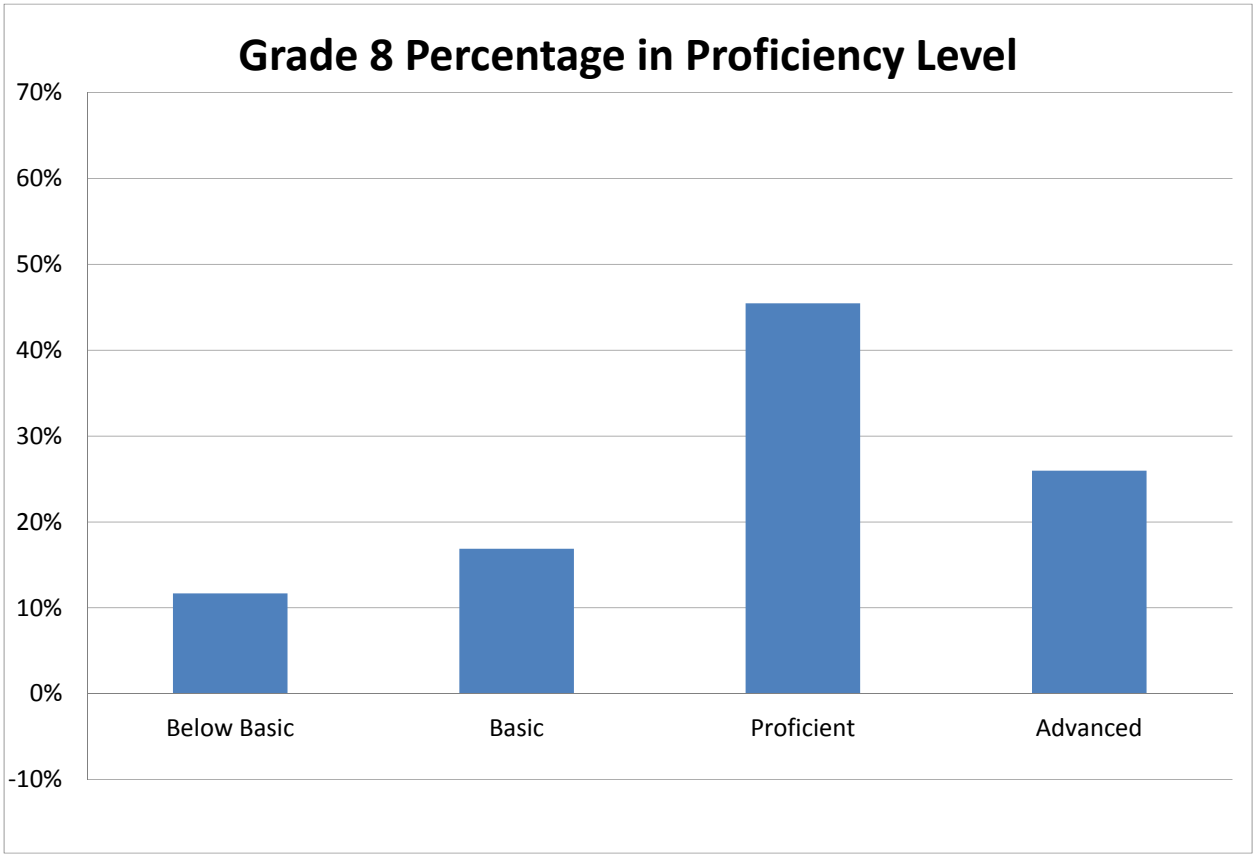
F46. Mathematics Grade 6 Impact Data



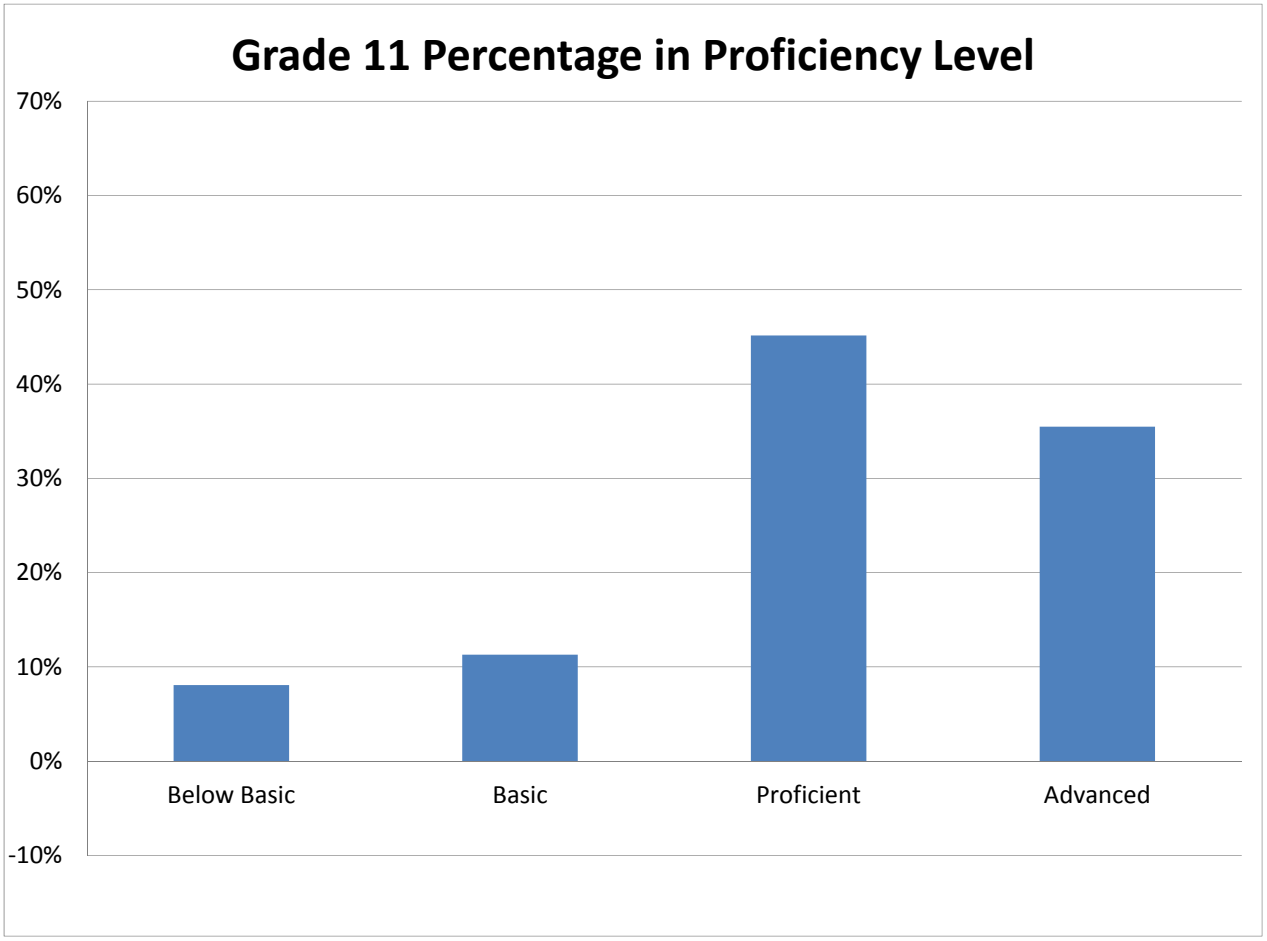
F47. Mathematics Grade 7 Impact Data



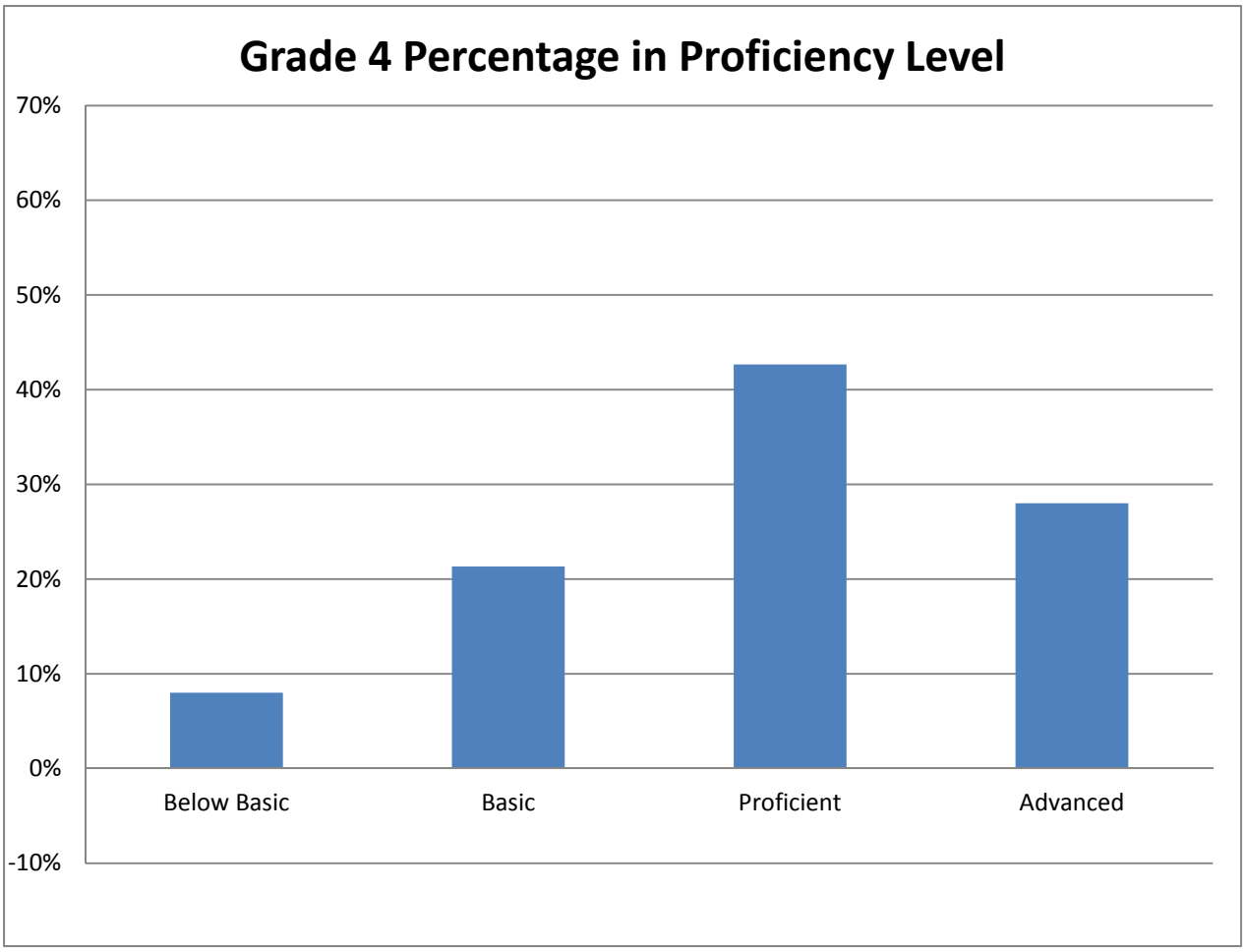
F48. Mathematics Grade 8 Impact Data



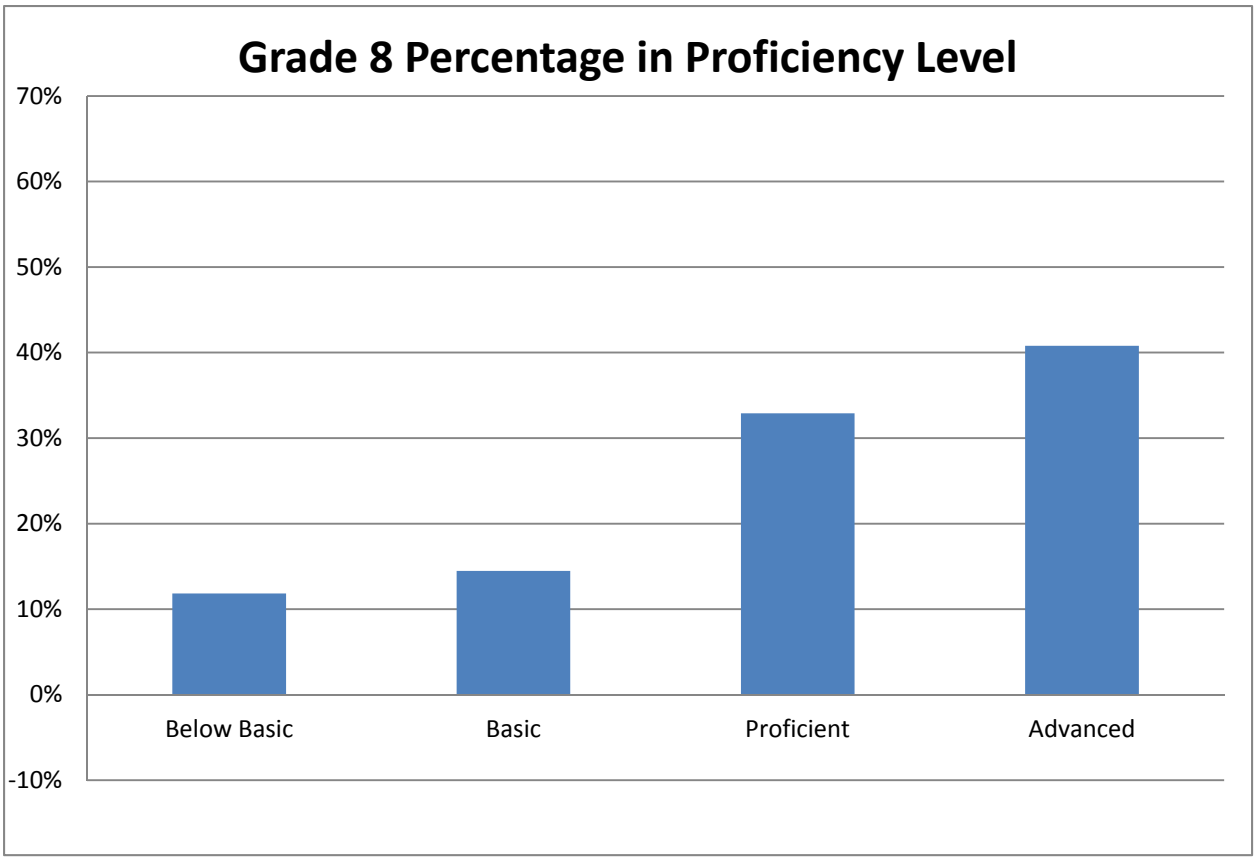
F49. Mathematics Grade 11 Impact Data



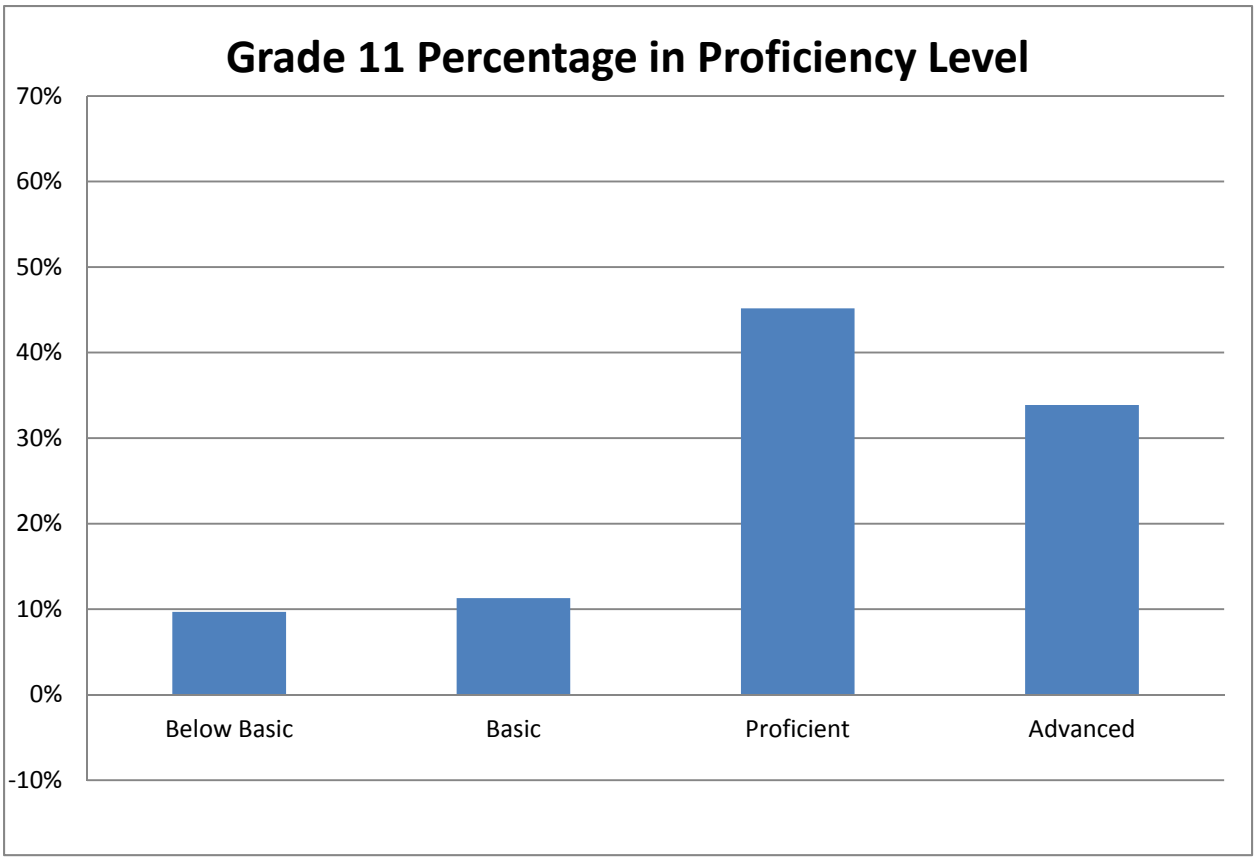
F50. Science Grade 4 Impact Data



F51. Science Grade 8 Impact Data

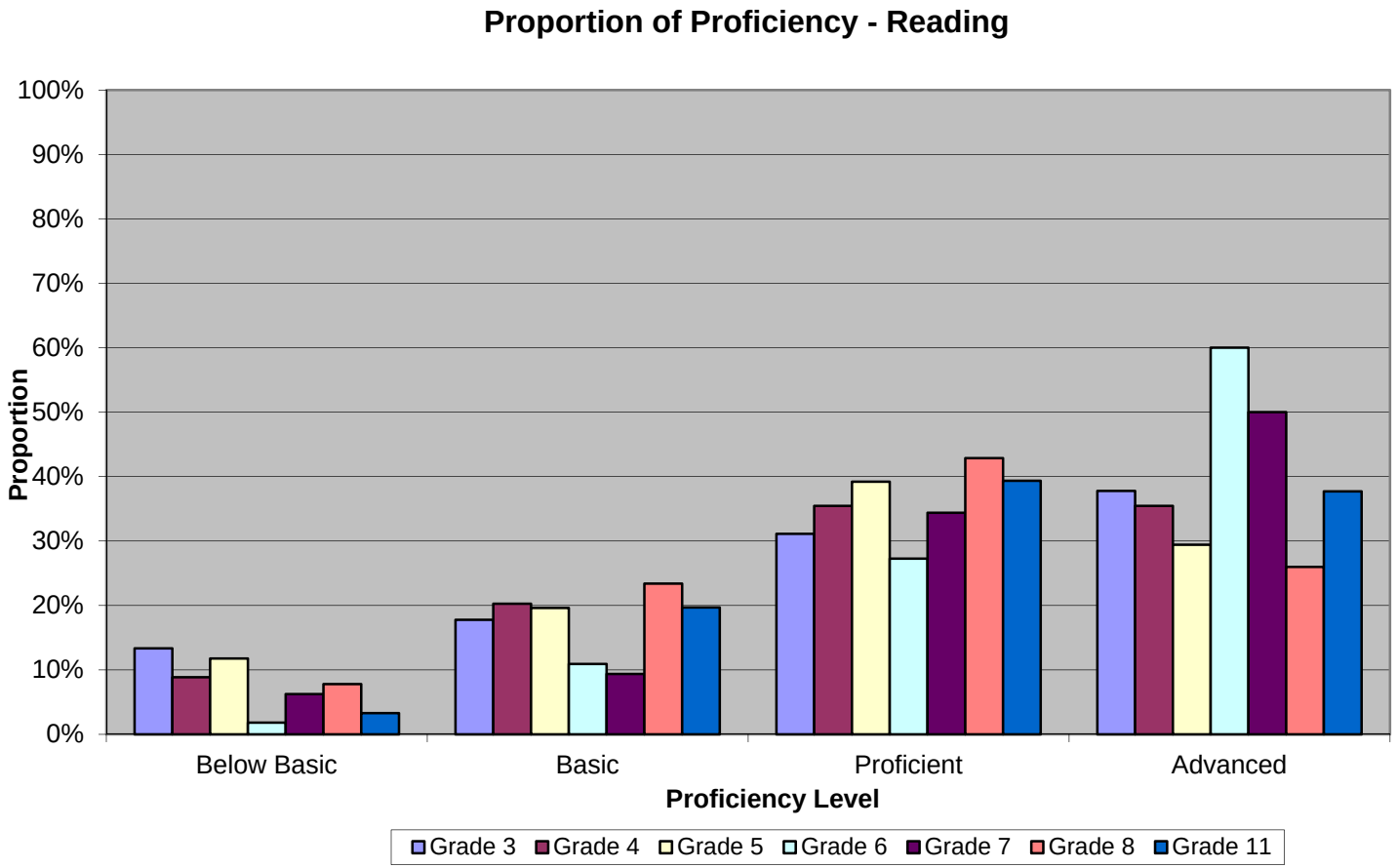


F52. Science Grade 11 Impact Data

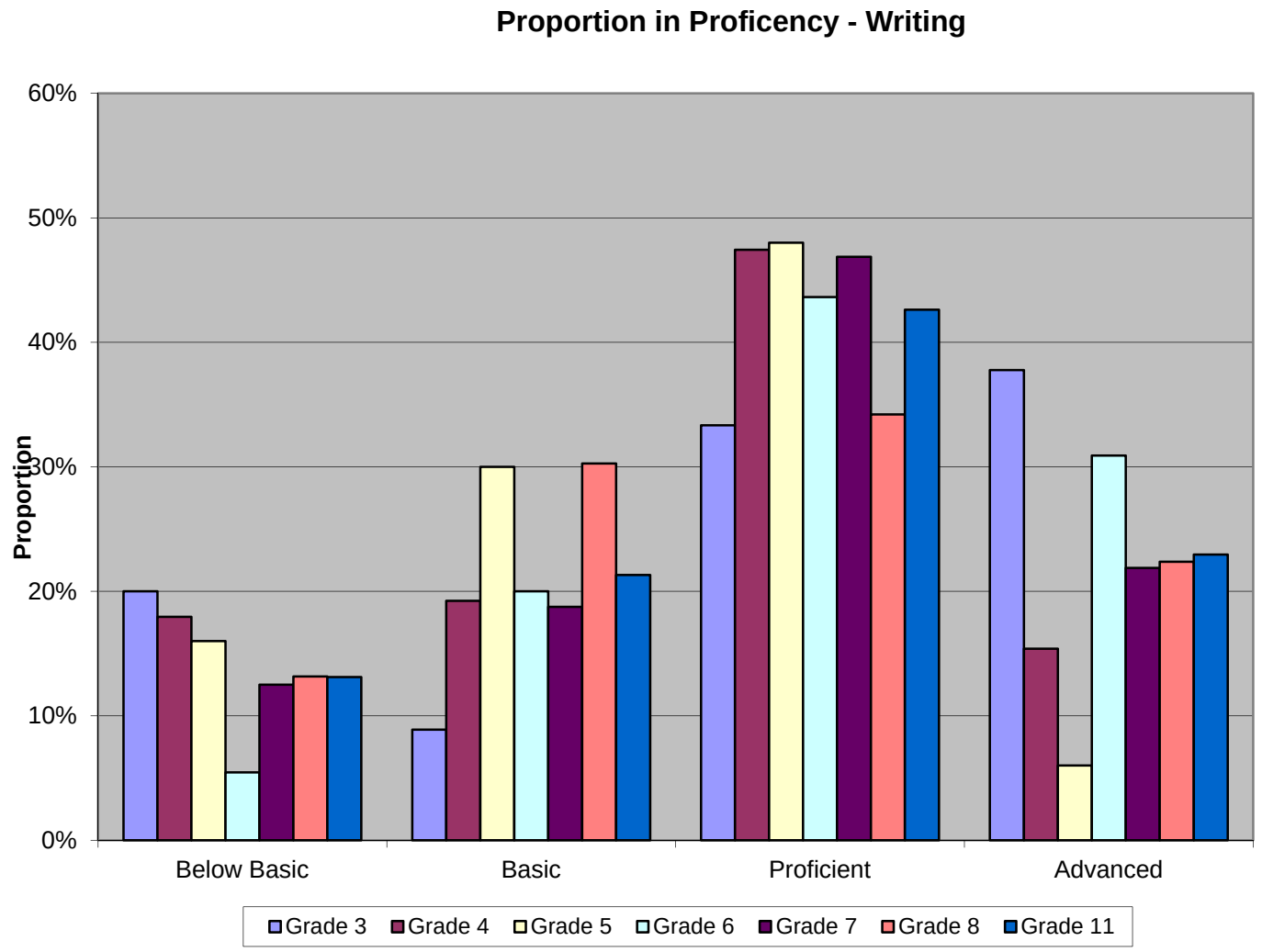


Appendix G: Overall Cuts per Grade

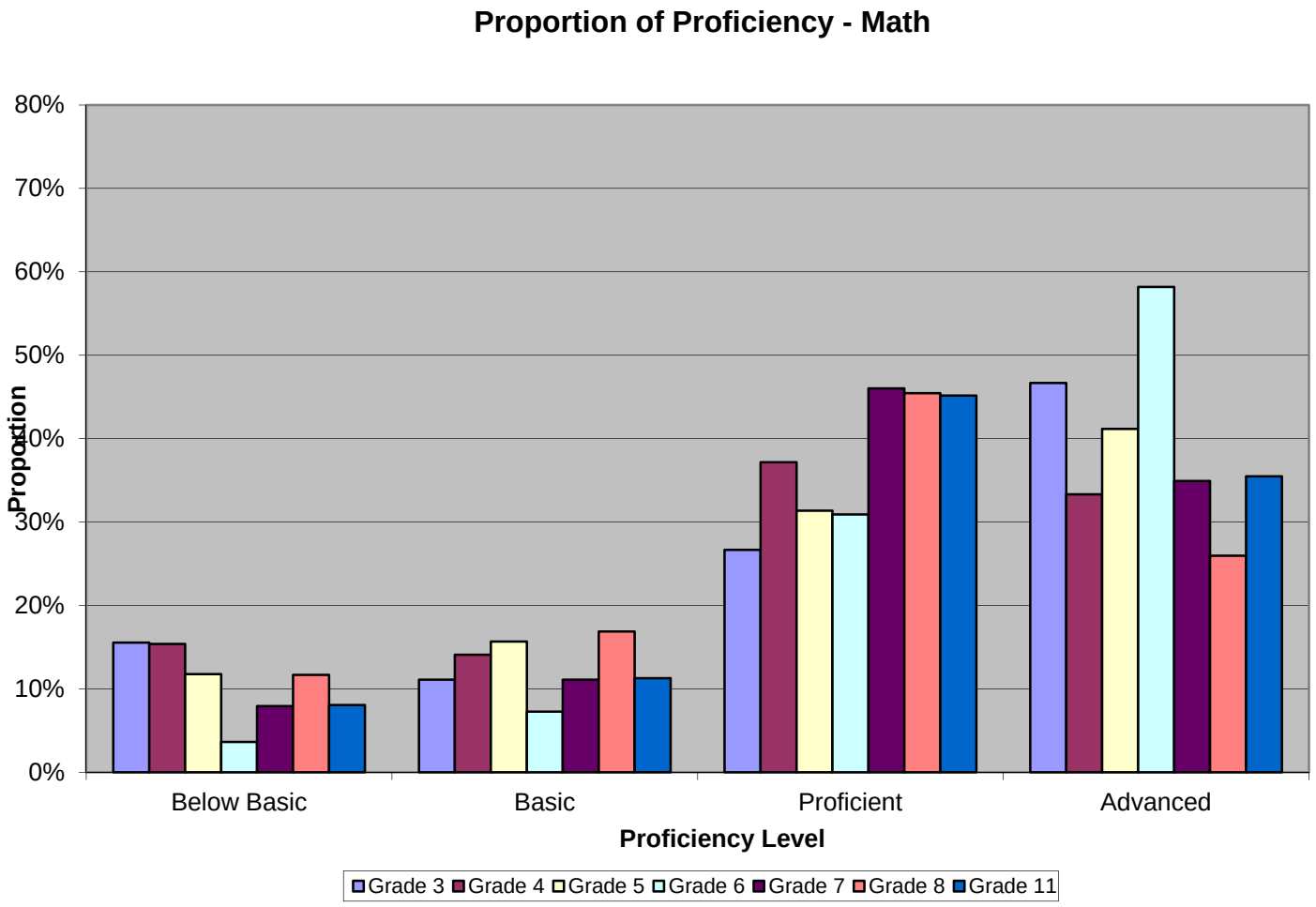
G1. Reading Final Proficiency Level Proportions



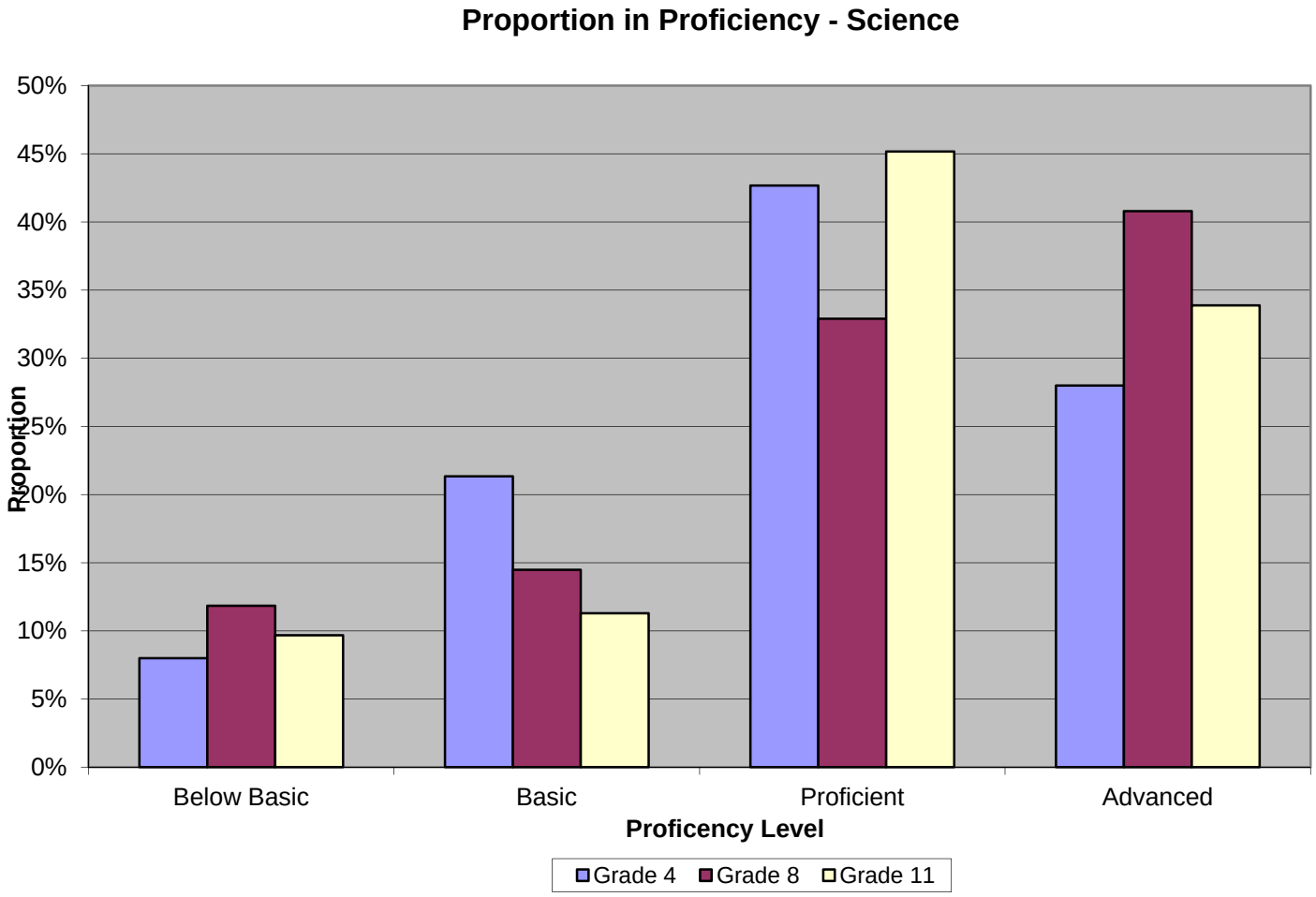
G2. Writing Final Proficiency Level Proportions



G3. Mathematics Final Proficiency Level Proportions



G4. Science Final Proficiency Level Proportions



Appendix H: Panelists Evaluations

Proficiency Assessment for Wyoming Students- Alternate

Standard Setting

Evaluation Survey

Please complete the following survey. Your responses will remain anonymous.

Part I: About You

1. **Occupation:** 13 Classroom Teacher
   5 Education (Non-Teacher)
   0 Non Education Professional
2. **How many years have you been working in your current profession?**___18.9____
3. **Ethnicity:** 0 Minority
   18 Non-Minority
4. **Gender:** 17 Female
   1 Male

Part II: Your Group's Process

5. **Overall, how satisfied are you with your group's final recommended cut scores?**

   0 Very Dissatisfied 0 Dissatisfied 2 Neutral 5 Satisfied 11 Very Satisfied

6. **How satisfied are you that your group's final recommended cut scores are standards referenced, (that is, based on what students should know and be able to do)?**

   0 Very Dissatisfied 0 Dissatisfied 1 Neutral 4 Satisfied 13 Very Satisfied

7. Overall, how satisfied are you that your opinions were considered and valued by your group?

0 Very Dissatisfied 0 Dissatisfied 0 Neutral 4 Satisfied 14 Very Satisfied

8. Suppose you were discussing the standards set by your group with some of your peers next week. Would you defend the recommended standards to criticisms?
Please check which statement most closely agrees with your opinion.

1 No, I would not defend any of the cut points we recommended.

4 Yes, I would defend some of the cut points we recommended.

13 Yes, I would defend all of the cut points that we recommended.

9. When 2011 data was presented, illustrating the percentage of students at each performance level, did the data or other participants' reactions to it influence your decision to change your cut points?
Please check which statement most closely agrees with your opinion.

2 No, neither the data nor others reaction to it influenced my decision.

7 Yes, the impact data influenced my cut point decisions.

1 Yes, others reactions to the impact data influenced my cut point decisions.

8 Yes, both the impact data and others reactions to it influenced my cut point decisions.

Part III: The Standard Setting Procedure

10. How confident are you that the procedure used is valid for setting standards?

0 Not at all confident 2 Not confident 0 Neutral 7 Confident 9 Very Confident

11. Please give us your overall impression of how organized the standard setting was in terms of how well we followed the agenda and how smoothly the conference ran.

0 Very Disorganized 0 Disorganized 0 Neutral 4 Organized 14 Very Organized

1. Please assign an overall grade (A, B, C, D, or F) to each of the areas listed below. Let your grades reflect: A=Excellent, B=Good, C=Fair, D=Poor, F=Failing

		A	B	C	D	F	Blank
Quality of Training and Assistance	General Process Training	12	4	1	0	0	1
Value of workshop as a professional development experience	Overall	16	2	0	0	0	0
	Analyzing the SPE portion within the student work	15	1	0	0	0	2
	Interacting with peers in group	17	1	0	0	0	0
	Constructing better classroom tests	9	2	2	0	1	4
	Targeting instruction	11	2	2	0	0	3
	Understanding Performance Level Descriptors	14	1	2	0	0	1
Quality of Accommodations	Meeting rooms	13	4	1	0	0	0
	Catered food options	7	9	2	0	0	0
	Facilities, overall	7	7	1	0	0	3

Part V: Your Turn

Please feel free to expand on any of your responses above, make suggestions to improve future standard settings, and/or tell us what you liked and did not like about this conference. Use the back if needed to complete your expression.

Reading and 4th grade Science

Comments:	
Respondent 1	This was an excellent experience for me. It was my first experience with setting cut scores. I've enjoyed it and learned a lot about the process & appreciate having a voice in the process. Glad that I was involved.
Respondent 2	I feel some of the test questions were not really fair to students. They were evaluating skills not addressed in descriptors.
Respondent 4	Took us a little while to figure out what we were doing - grade 6. We became more proficient as time progressed. Still see flaws with 6th grade cut scores - reading.
Respondent 5	Susan was a terrific facilitator and our group worked very well together. As a regular ed teacher I appreciated this experience. .

Writing and 8th grade Science

Comments:	
Respondent 1	Excellent experience. Professionally I am very dismayed about WY dropping the portfolio piece. We are now going evaluate performance on 9 items - none of which can accurately show the individual & unique skills of our most severely disabled students.
Respondent 2	Our group had valid conversations regarding the PAWS Act [sic] in general - many issues that are not able to be solved in this meeting. I would have liked more standardization in applying the cut scores ie: assigning points values for each question to advanced, proficient, or basic. This would lend to more "scientific" setting of cuts "gut feeling"
Respondent 3	I have no comments on how to improve - in general keeping a group focused on task and not off on philosophical babble isn't your issue.
Respondent 4	I am concerned about the small number of points and how the 2012 scores will compare to past scores. How to explain these changes to peers & parents.
Respondent 6	It has been a strong learning experience for me as a regular ed teacher. I have worked with PAWS and it helped me to understand the PAWS ALT test. Canda, you did a wonderful job helping us to have discussion that make us reflect and reconsider our responses. Travel safely! :)

Mathematics and 11th grade Science

Comments:	
Respondent 3	I enjoyed learning the reasoned integrated judgment process. I am familiar with other standard setting techniques. This give [sic]me another tool for my kit.
Respondent 4	It was very beneficial and I am pleased to have had an opportunity to contribute and participate. Suggestion: Begin early & finish early on second day to allow us to get home earlier. Some of us have mountain passes to travel in the dark & it makes our travel more dangerous &slow. :)
Respondent 6	Maybe giving us a copy of all the test booklets for comparing level of test content to see where we are heading.

Appendix I: Standards Verification Agenda

PAWS-ALT Standards Verification Meeting

May 8, 2012

Wyoming Department of Education Cheyenne, WY

8:00-8:30	Registration and Breakfast
8:30-9:30	Overview of Process and Outcome
9:30-10:30	Presentation of Reading Performance
10:30-11:00	Finalize Reading Cuts
11:00-12:00	Presentation of Mathematics Performance
12:00-12:30	Finalize Mathematics Cuts
12:30-1:30	Lunch
1:30-2:30	Presentation of Science Performance
2:30-3:00	Finalize Science Cuts
3:00-3:30	Wrap-Up and Final Evaluation
3:30-4:00	Travel Reimbursement Paperwork

Wyoming Department of Education

Appendix J: Standards Verification Power Point

Standards Verification
PAWS-ALT

May 8, 2012
Presented by:
Questar Assessment, Inc.

Overview

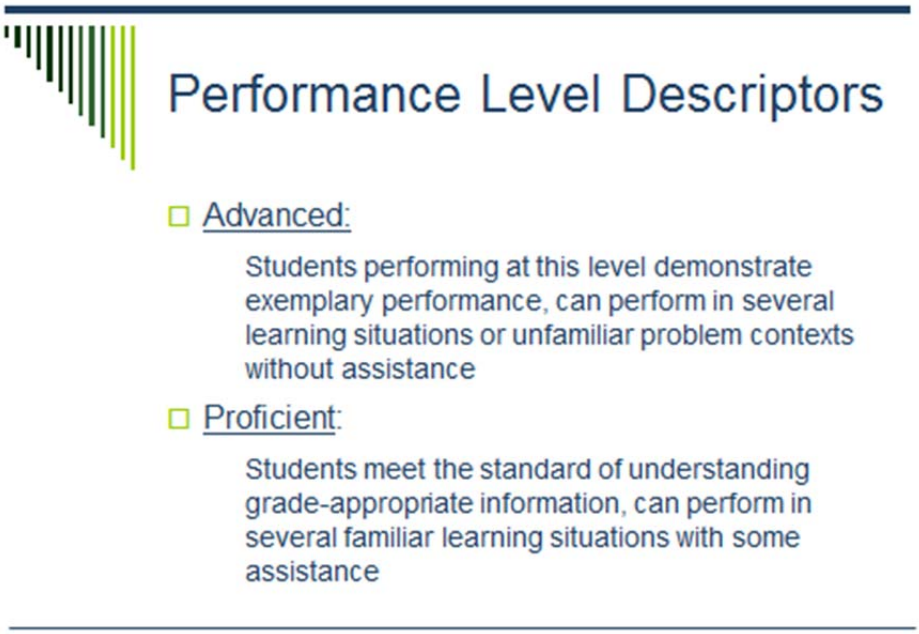
- Welcome and Housekeeping
- Introduction to the assessment and the students
- Outline of the process
- Policy review

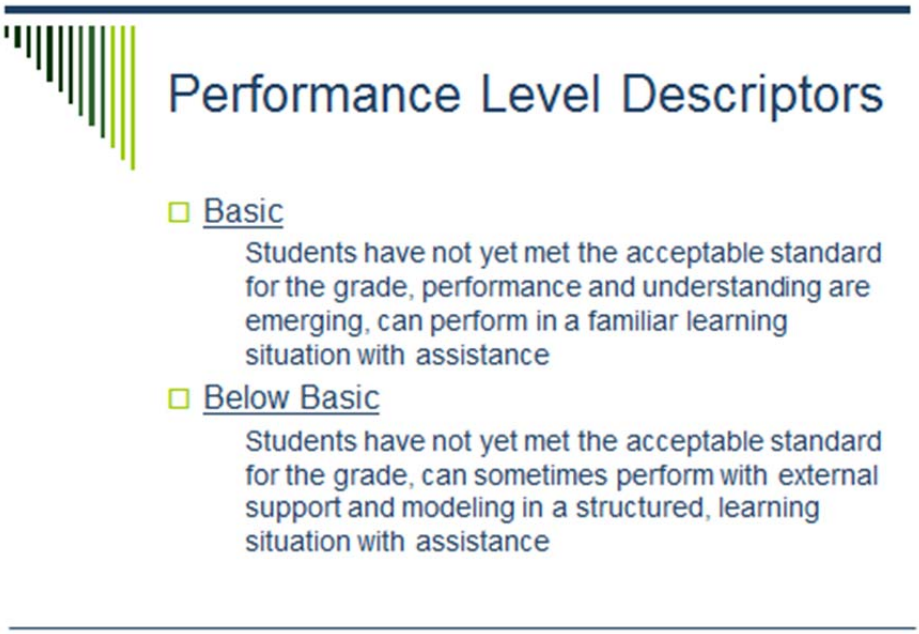
Overview of PAWS-ALT

- Reading and mathematics in 3-8, 11
- Science in 4, 8, 11
- Students with the most significant cognitive disabilities (as determined by the IEP team using the participation requirements)
- Measured against grade-level extended Wyoming Academic Content and Performance Standards
  - Reduced in breadth, depth, and complexity

Student Performance Events

- Distinct performance tasks for each content area
- Administered using provided stimulus materials
- Scaffolded assistance approach from least to most intrusive
- Scored by the Test Administrator and a Second Scorer
- Worth 0 to 4 points per item (36 points total)


Performance Level Descriptors
Advanced:
Students performing at this level demonstrate exemplary performance, can perform in several learning situations or unfamiliar problem contexts without assistance
Proficient:
Students meet the standard of understanding grade-appropriate information, can perform in several familiar learning situations with some assistance


Performance Level Descriptors
Basic
Students have not yet met the acceptable standard for the grade, performance and understanding are emerging, can perform in a familiar learning situation with assistance
Below Basic
Students have not yet met the acceptable standard for the grade, can sometimes perform with external support and modeling in a structured, learning situation with assistance

Panelists

- Educators
  - Experience working with students with significant cognitive disabilities
  - Experience teaching the subject area
  - Understand the learning characteristics of this population
  - Administered the 2012 PAWS-ALT

Standard Setting

- Reasoned Integrated Judgment
  - Two rounds were considered
    - What expectations really make one level of performance different than the next? How do these differences translate to a number?
    - How does reviewing these items affect your initial decision?

Standard Setting

- Round 1
  - Facilitators lead panelists through a discussion of the differences in level of expectation from one level of performance to the next
  - Based on this discussion, panelists made a determination of what number corresponded to this level of expectation

Standard Setting

- Round 2
  - Panelists received the minimum, maximum, and median ratings from Round 1
  - Facilitators presented items and the score rubric for panelist review
  - Facilitators lead a discussion about the items and score rubric
  - Facilitators asked panelists to review their cut point decisions based on this discussion

Standard Setting

- Final cuts
  - Cuts obtained from Round 2 were submitted to the WDE for approval
  - Cuts will be finalized following this meeting
  - We will review performance data from the 2012 assessment based on the September cuts

Standard Setting

- We will begin in grade 6 and move up
  - We'll then go back to grades 3, 4, 5
- You will see the Target Definition and then the Performance Data
- If the results seem appropriate, you'll sign off on the provided ratings sheet

Important Note

- Keep in mind that this is a very small population of students
- There will be discrepancies in the performance distributions from year to year
- This is to be expected

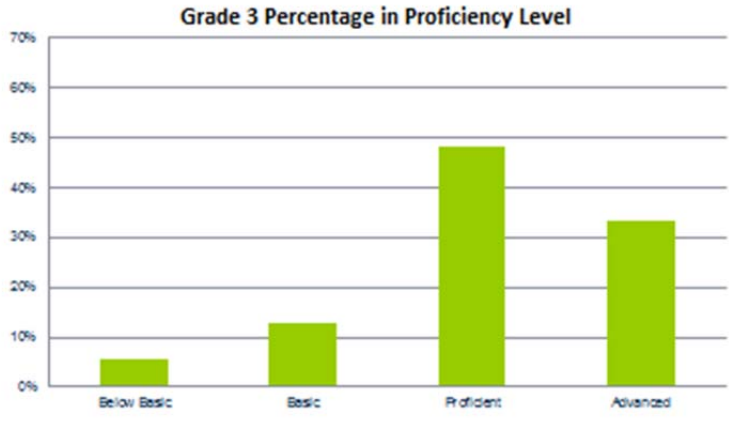
Questions?

- We will begin reviewing impact data after a quick break

Reading Grade 3

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Identify character and setting independently • Identify similar ideas in texts (main idea) independently • Identify meanings of familiar words independently • Locate specific information in a text independently	• Identify character and setting with minimal assistance • Identify similar ideas in texts (main idea) with minimal assistance • Identify meanings of familiar words with minimal assistance • Locate specific information in a text with minimal assistance	• Identify character and setting with multiple prompts (visual, auditory, modeling) • Identify similar ideas in texts (main idea) with multiple prompts (visual, auditory, modeling) • Identify basic sounds of words with multiple prompts (visual, auditory, modeling) • Locate specific information in a text with multiple prompts (visual, auditory, modeling)

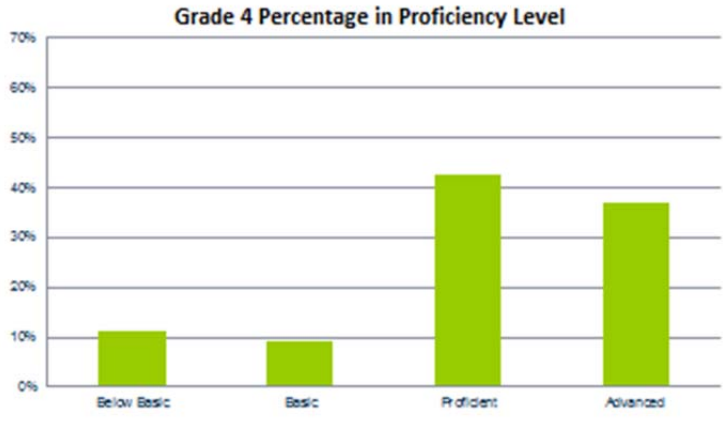
Reading Grade 3



Reading Grade 4

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Identify character traits/setting without assistance • Sequence elements of plot (beginning, middle, end) without assistance • Use strategies to understand meaning of unfamiliar words without assistance • Locate information in text without assistance	• Identify character traits/setting with minimal assistance • Sequence elements of plot (beginning, middle, end) with minimal assistance • Use strategies to understand meaning of unfamiliar words with minimal assistance • Locate information in text with minimal assistance	• Identify character traits/setting with multiple prompts (visual, auditory, modeling) • Sequence elements of plot (beginning, middle, end) with multiple prompts (visual, auditory, modeling) • Use strategies to understand meaning of unfamiliar words with multiple prompts (visual, auditory, modeling) • Locate information in text with multiple prompts (visual, auditory, modeling)

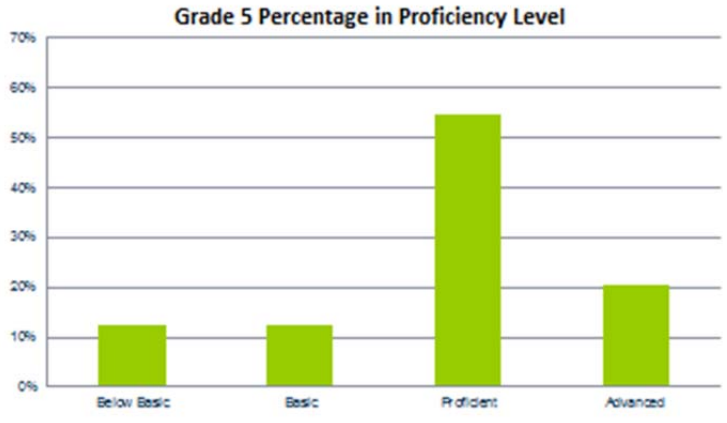
Reading Grade 4



Reading Grade 5

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Identify story elements, character, setting, plot without assistance when provided a template • Sequence key ideas without assistance when provided a template • Identify problem/resolution – compare and make simple connections to text without assistance • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words without assistance • Locate information in a text without assistance	• Identify story elements, character, setting, plot with minimal assistance when provided a template and/or visual cues • Sequence key ideas with minimal assistance when provided a template and/or visual cues • Identify problem/resolution – compare and make simple connections to text with minimal assistance • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words with minimal assistance • Locate information in a text with minimal assistance	• Identify story elements, character, setting, plot when provided partially filled-template and/or visual cues • Sequence key ideas when provided partially filled-template and/or visual cues • Identify problem/resolution – compare and make simple connections to text with multiple prompts (visual, auditory, modeling) • Use strategies and prior knowledge to understand punctuation and meanings of unfamiliar words with multiple prompts (visual, auditory, modeling) • Locate information in a text with multiple prompts (visual, auditory, modeling)

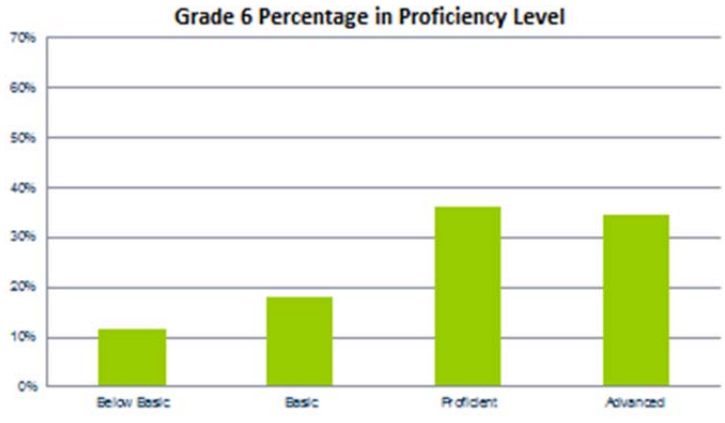
Reading Grade 5



Reading Grade 6

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Relating texts to own experiences • Using prior knowledge & critical thinking skills without assistance. • Follow multi-step directions with no assistance • Perform without cueing or prompting.	• Using prior knowledge with some assistance • Follow multi-step directions with cueing • Complete a task when provided opportunity to use template • Complete a task when teacher-provided example is given • Seek clarification to determine task	• Identify story elements/sequencing when given step by step prompting • Demonstrate a subset of expected skills • Make simple connections from text to self • Follow simple directions • Complete a task when provided partially filled-template and/or visual cues

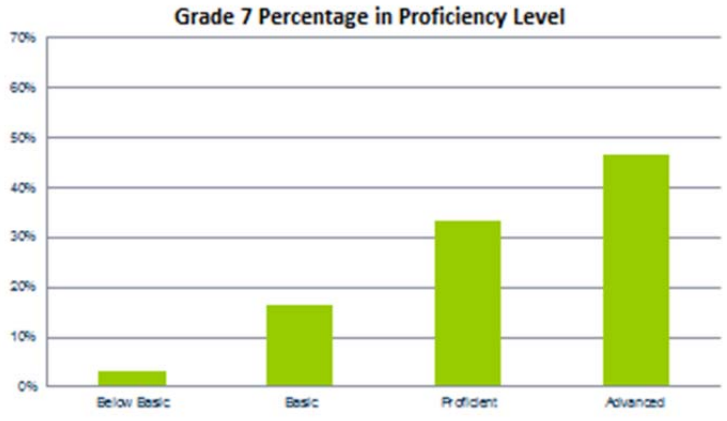
Reading Grade 6



Reading Grade 7

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Knowledge of how different texts are organized (e.g., informational/research compared to pleasure reading) • Identify text characteristics of literary and informational passages • Identify specific information from texts (e.g., story elements, main idea, sequencing) • Make connections between text and text (compare two passages) and text to self • Work without cueing or assistance	• Identify text characteristics with minimal assistance • Identify specific information from texts given choices • Make connections between text and text (compare two passages) and text to self, given choices • Knowledge of how different texts are organized (e.g., informational/research compared to pleasure reading) given charts and visuals	• Identify story elements with multiple prompts (visual, auditory, modeling) • Make simple connections from text to text and text to self with multiple prompts (visual, auditory, modeling) • Use prior knowledge to understand meaning with multiple prompts (visual, auditory, modeling) • Identify specific information from texts given limited choices

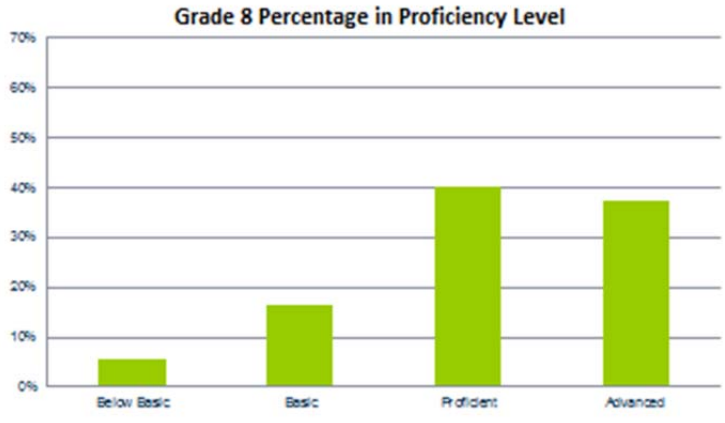
Reading Grade 7



Reading Grade 8

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Summarize main idea and sequence key ideas independently • Identify author's purpose without assistance • Identify/locate specific information in a text independently • Make connection between text and self independently • Identify/compare texts to summarize and make predictions independently • Recognize what is being compared in a simile with no assistance	• Identify main idea and sequence key ideas with minimal assistance • Identify author's purpose with minimal assistance • Identify/locate specific information in a text with minimal assistance • Make connection between text and self with minimal assistance • Identify/compare texts to summarize and make predictions with minimal assistance • Recognize what is being compared in a simile with minimal assistance	• Identify main idea and sequence key ideas with multiple prompts given choices • Identify author's purpose with multiple prompts given choices (visual, auditory, modeling) • Identify/locate specific information in a text with multiple prompts • Make simple connections between text and self with multiple prompts • Make predictions with multiple prompts • Recognize what is being compared in a simile with multiple prompts

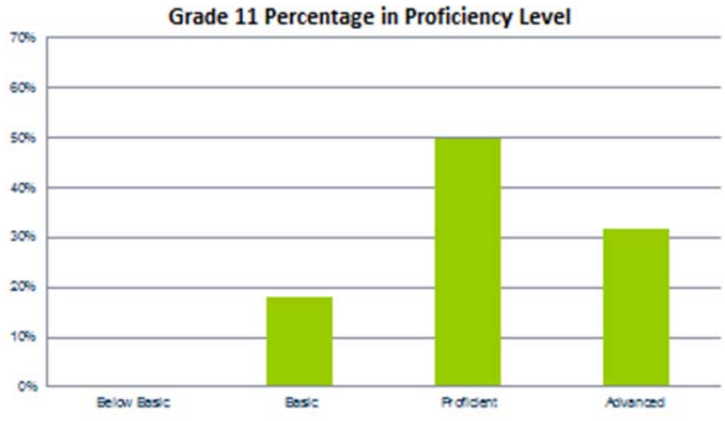
Reading Grade 8



Reading Grade 11

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Summarize main ideas and supporting details independently • Make connections between text to text/text to self/text to world independently • Identify author's purpose in different genres and sequence key ideas independently • Apply strategies to understand meanings of unfamiliar words • Identify and compare story elements independently	• Summarize main ideas and supporting details with minimal assistance • Make connections between text to text/text to self/text to world with minimal assistance • Identify author's purpose in different genres and sequence key ideas with minimal assistance • Apply strategies to understand meanings of unfamiliar words with minimal assistance • Identify and compare story elements with minimal assistance	• Summarize main ideas and supporting details with multiple prompts • Make simple connections between text to text/text to self with multiple prompts • Identify author's purpose in different genres and sequence key ideas with multiple prompts • Apply strategies to understand meanings of unfamiliar words with multiple prompts • Identify story elements with multiple prompts

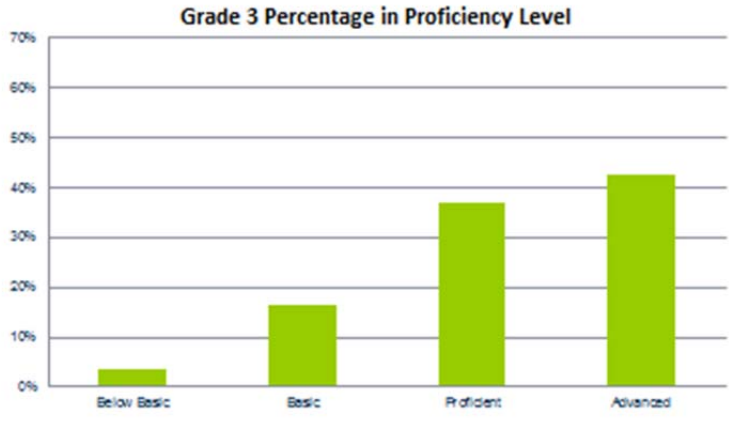
Reading Grade 11



Math Grade 3

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

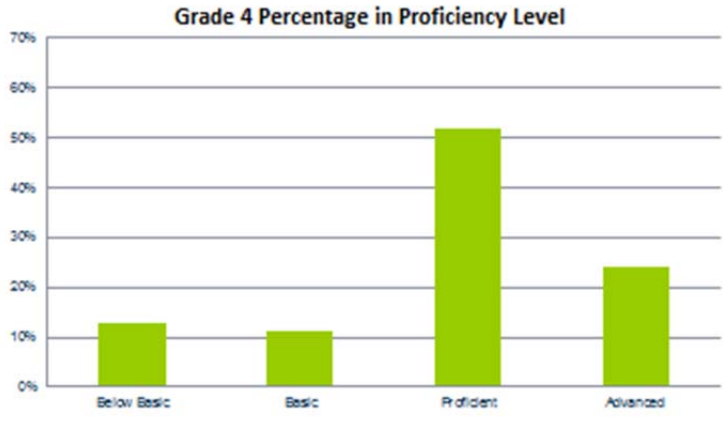
Math Grade 3



Math Grade 4

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

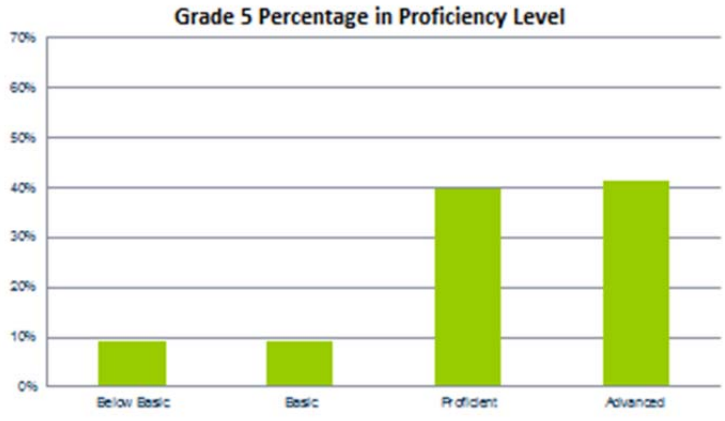
Math Grade 4



Math Grade 5

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • May use an alternative method of solving problems	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

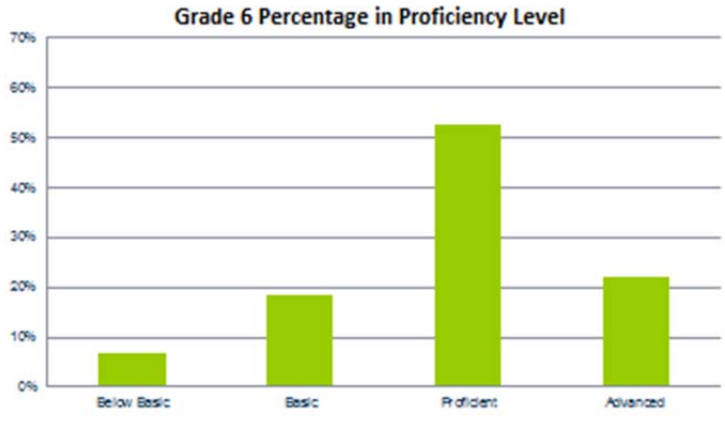
Math Grade 5



Math Grade 6

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting

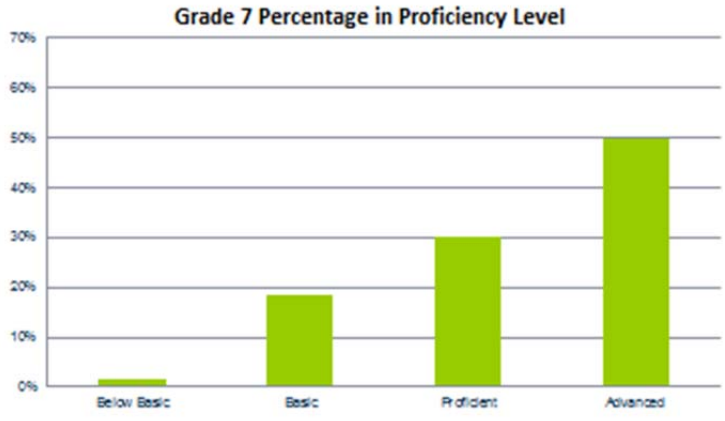
Math Grade 6



Math Grade 7

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

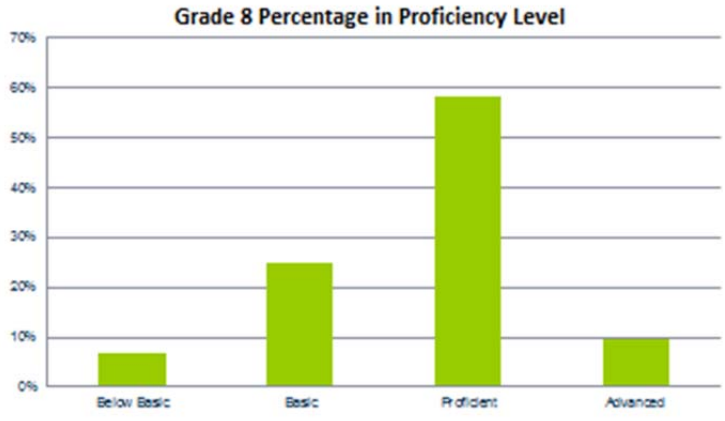
Math Grade 7



Math Grade 8

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

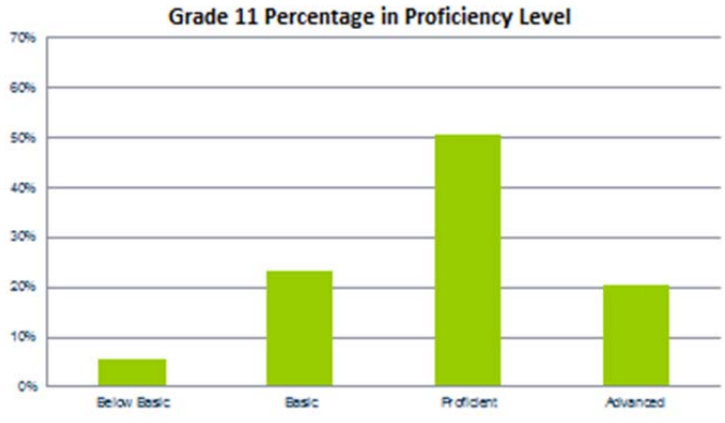
Math Grade 8



Math Grade 11

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—high levels of accuracy and/or the process understanding • Familiar and unfamiliar settings and materials and problems can be unfamiliar • Independent, without assistance • Using a unique method of solving a problem	• Solid- most of the time use the appropriate process may attain with some/occasional assistance • Demonstrate an understanding of the concepts being taught • May need some supports/prompting • May occasionally produce errors accuracy but they know the concepts underlying the problem • Several familiar situations or materials • Select and use the appropriate method	• Show some understanding of the method or process. May not be able to complete the tasks. Make errors in completing the problem. With assistance/teacher guided. • Familiar learning environment with less structure and less support than the below basic • Frequent prompting but not continual prompting • Solve problems given the appropriate method

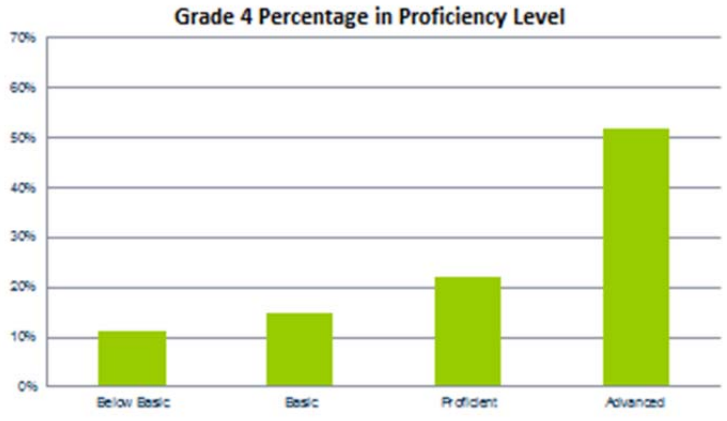
Math Grade 11



Science Grade 4

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Use scientific procedure and tools (scientific method) without assistance • Use observation to describe, compare, and classify objects and living things without assistance • Use living things to explain the natural world and make connections to daily life without assistance • Represent data and communicate results without assistance	• Use scientific procedure and tools (scientific method) with minimal assistance • Use observation to describe, compare, and classify objects and living things with minimal assistance • Use living things to explain the natural world and make connections to daily life with minimal assistance • Represent data and communicate results with minimal assistance	• Use scientific procedure and tools (scientific method) with multiple prompts (visual, auditory, modeling) • Use observation to describe, compare, and classify objects and living things with multiple prompts (visual, auditory, modeling) • Use living things to explain the natural world and make connections to daily life with multiple prompts (visual, auditory, modeling) • Represent data and communicate results with multiple prompts (visual, auditory, modeling)

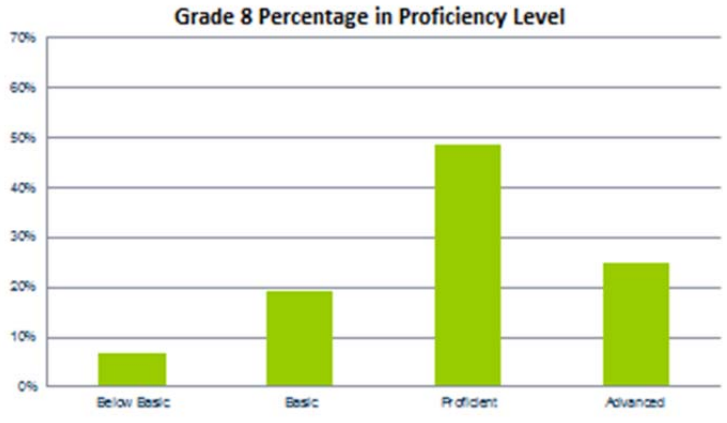
Science Grade 4



Science Grade 8

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Independently performs the following tasks at a consistent level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution	• Limited Assistance with the following tasks at a frequent use level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution	• Continuous assistance with the following tasks at a minimal level, but not at grade level • Uses scientific procedures and tools • Collects, organizes, represents, and communicates results • Uses observable characteristics: explain, classify, organize, model, evaluate, and predict • Make simple connections to daily life and offer a basic solution

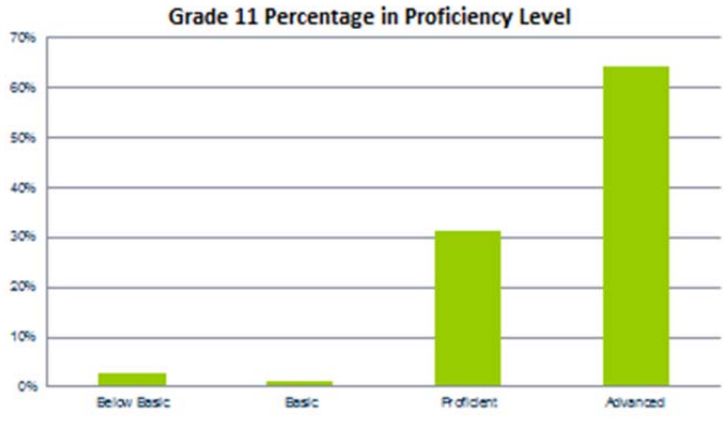
Science Grade 8

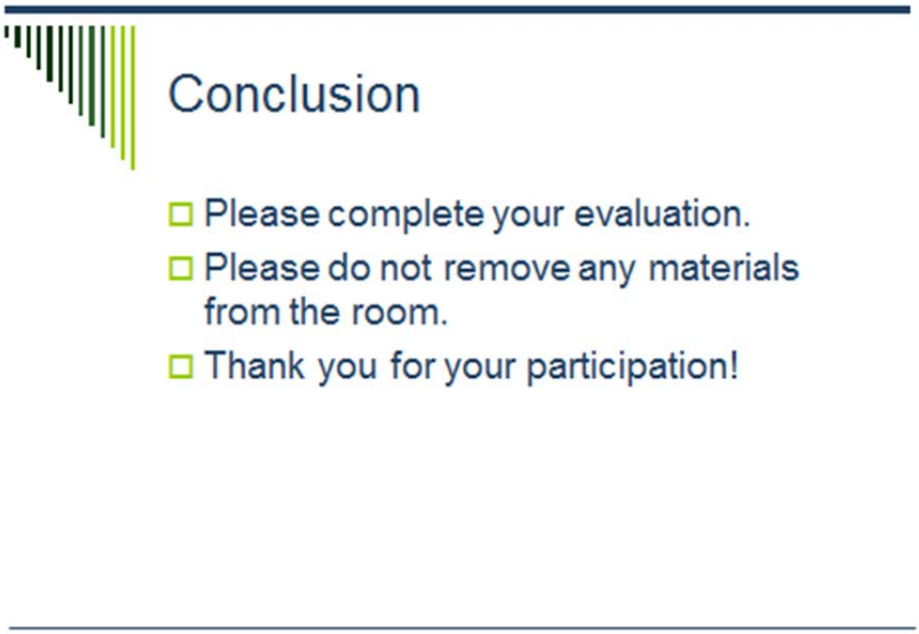


Science Grade 11

Proficient vs. Advanced	Basic vs. Proficient	Below Basic vs. Basic
• Exemplary—understanding of scientific investigations • Students recognize, use, identify, describe, and recall scientific information in several learning situations or unfamiliar contexts without assistance.	• Solid- most of the time apply the appropriate methods in scientific investigations • May have some assistance to complete tasks • Apply understanding and concepts in several familiar situations • Recognize, use, and recall scientific concepts	• Emerging skill showing some understanding of scientific investigations with errors • Requires assistance • In a familiar situation • Recognize, use, or recall scientific concepts

Science Grade 11




Conclusion
Please complete your evaluation.
Please do not remove any materials from the room.
Thank you for your participation!

Appendix K: Ratings Sheets

Reading Ratings

Grade	Basic Median	Proficient Median	Advanced Median
3	9	20	31
4	10	20	30
5	10	20	31
6	10	20	30
7	10	21	31
8	10	21	31
11	9	20	31

Based on the results you have seen, do you agree with the cut scores as submitted? Yes No

Mathematics Ratings

Grade	Basic Median	Proficient Median	Advanced Median
3	10	19	30
4	10	19	30
5	10	19	31
6	10	18	29
7	10	18	29
8	10	18	30
11	10	19	30

Based on the results you have seen, do you agree with the cut scores as submitted? Yes No

Science Ratings

Grade	Basic Median	Proficient Median	Advanced Median
4	10	20	30
8	12	22	32
11	10	18	28

Based on the results you have seen, do you agree with the cut scores as submitted? Yes No

Panelist Agreement with September Cut Scores										
						Science				
	Reading			Mathematics		Original			Revised G11	
ID	Yes	No		Yes	No	Yes	No		Yes	No
1		X			X		X			X
2	X			X			X		X	
3	X			X			X			X
4	X			X		X			X	
5	X			X		X			X	
6	X			X			X		X	
7	X			X		X			X	
8	X			X		X			X	
9		X			X		X			X
10	X			X			X		X	
11	X			X		X			X	
12	X			X			X		X	
Count	10	2		10	2	5	7		9	3
Percent	83.3%	16.7%		83.3%	16.7%	41.7%	58.3%		75.0%	25.0%

Two members of the panel were concerned with the basic cut being set around 10 (this varies slightly by grade and content). Their rational for wanting the cut score raised was that a student only needed a 1 on eight of the SPE tasks and a 2 on one of the SPE Tasks. Other members of the panel who have administered the PAWS-Alt indicated that most students do not complete all 9 tasks either because they are unable to complete, regardless of the level of support, or refused to participate on some tasks and therefore students are receiving higher scores on the remaining SPE tasks. The majority of the panel agreed that this is typical of their students as well and recommended that the basic cut scores remain the same.

Appendix L: Panelists Evaluations

Proficiency Assessment for Wyoming Students- Alternate

Standards Verification

Evaluation Survey

Please complete the following survey. Your responses will remain anonymous.

Part I: About You

1. **Occupation:** 9 Classroom Teacher
   0 Education (Non-Teacher)

   0 Non Education Professional

2. **How many years have you been working in your current profession?**___average 15____

3. **Ethnicity:** 1 Minority
   8 Non-Minority

4. **Gender:** 8 Female
   1 Male

Part II: Your Group's Process

5. **Overall, how satisfied are you with your final recommended cut scores?**
   0 Very Dissatisfied 1 Dissatisfied 1 Neutral 4 Satisfied 3 Very Satisfied

6. **Overall, how satisfied are you that your opinions were considered and valued?**
   0 Very Dissatisfied 0 Dissatisfied 2 Neutral 3 Satisfied 4 Very Satisfied

7. **Suppose you were discussing the standards set with some of your peers next week. Would you defend the recommended standards to criticisms?**
   Please check which statement most closely agrees with your opinion.

   0 No, I would not defend any of the cut points we recommended.

   3 Yes, I would defend some of the cut points we recommended.

   6 Yes, I would defend all of the cut points that we recommended.

8. **When impact data was presented, illustrating the percentage of students at each performance level, did the data or other participants' reactions to it influence your decision to finalize your cut points?**
   Please check which statement most closely agrees with your opinion.

   1 No, neither the data nor others reaction to it influenced my decision.

   3 Yes, the impact data influenced my cut point decisions.

   1 Yes, others reactions to the impact data influenced my cut point decisions.

   4 Yes, both the impact data and others reactions to it influenced my cut point decisions.

Part III: The Standard Setting Procedure

9. **How confident are you that the procedure used is valid for setting standards?**

0 Not at all confident 2 Not confident 1 Neutral 3 Confident 3 Very Confident

10. **Please give us your overall impression of how organized the standard setting was in terms of how well we followed the agenda and how smoothly the meeting ran.**

0 Very Disorganized 0 Disorganized 1 Neutral 3 Organized 5 Very Organized

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Part V: Your Turn

Please feel free to expand on any of your responses above, make suggestions to improve future standard settings, and/or tell us what you liked and did not like about this meeting.

Include people from original Standard Setting - at least 1 in each area. I would have also liked more data - rather than just median score, the mode, and range would have been useful info in making a final decision.
Very informative and worth-while
The data used by prior group in setting cut scores is different than what we say today-the 2012 scores. 2011 data that included portfolio scores aren't equitable. There needs to be more consistency among grade level cut scores. Also, the group changed scores on their own papers because no consensus was made within group. Perhaps, anonymous voting would be beneficial.
This is very different to only look at results and have no idea what the content is. Target definitions are very vague - not sure whether that is good or bad. Hearing teacher's comments was helpful, but I have been in other standard setting meetings (for regular ed) where teachers worked very hard to lower the level of rigor for their low performing kids.

WY 2012
District and School Frequencies

DistrictID = .	
School	**N**
350002	17
2050002	6
Total	**23**

DistrictID = 101000	
School	**N**
101002	1
101027	3
101028	7
101031	1
101050	2
101055	1
Total	**15**

DistrictID = 201000	
School	**N**
201004	1
201051	1
Total	**2**

DistrictID = 202000	
School	**N**
202050	1
202055	1
Total	**2**

DistrictID = 203000	
School	**N**
203050	1
203055	1
Total	**2**

DistrictID = 204000	
School	**N**
204001	1
204003	1
Total	**2**

DistrictID = 301000	
School	**N**
301006	1
301009	2
301013	3
301021	1
301022	10
301050	3
301051	8
301055	3
Total	**31**

DistrictID = 401000	
School	**N**
401008	1
401050	1
Total	**2**

DistrictID = 402000	
School	**N**
402048	1

DistrictID = 501000	
School	**N**
501010	3
501050	3
Total	**6**

DistrictID = 502000	
School	**N**
502004	1
502007	3
Total	**4**

DistrictID = 601000	
School	**N**
601007	1
601059	1
Total	**2**

DistrictID = 701000	
School	**N**
701009	5
701050	3
701055	1
Total	**9**

DistrictID = 706000	
School	**N**
706055	2

DistrictID = 714000	
School	**N**
714001	2

DistrictID = 721000	
School	**N**
721050	1
721055	1
Total	**2**

DistrictID = 724000	
School	**N**
724001	2
724050	2
Total	**4**

DistrictID = 725000	
School	**N**
725005	1
725007	3
725050	7
725056	4
Total	**15**

DistrictID = 738000	
School	**N**
738001	3

DistrictID = 801000	
School	**N**
801006	3
801052	7
801055	1
801058	1
801059	2
Total	**14**

DistrictID = 901000	
School	**N**
901004	1
901055	1
Total	**2**

DistrictID = 1101000	
School	**N**
1101001	15
1101002	2
1101005	2
1101015	2
1101016	4
1101020	3
1101022	1
1101024	4
1101027	2
1101028	1
1101029	2
1101030	5
1101050	6
1101051	6
1101052	1
1101056	5
1101058	5
Total	**66**

DistrictID = 1102000	
School	**N**
1102002	2
1102056	1
1102057	2
Total	**5**

DistrictID = 1201000	
School	**N**
1201001	2
1201050	4
1201055	1
Total	**7**

DistrictID = 1202000	
School	**N**
1202003	1
1202004	3
1202005	4
1202051	7
1202055	1
1202056	1
Total	**17**

DistrictID = 1301000	
School	**N**
1301002	8
1301005	10
1301011	3
1301027	9
1301038	9
1301048	5
1301051	3
1301054	6
1301055	1
1301057	2
Total	**56**

DistrictID = 1401000	
School	**N**
1401004	1
1401050	2
Total	**3**

DistrictID = 1501000	
School	**N**
1501003	3
1501050	2
1501055	2
Total	**7**

DistrictID = 1506000	
School	**N**
1506002	5
1506050	7
1506055	7
Total	**19**

DistrictID = 1601000	
School	**N**
1601005	3
1601050	2
1601051	1
Total	**6**

DistrictID = 1602000	
School	**N**
1602001	2
1602050	2
1602055	2
Total	**6**

DistrictID = 1702000	
School	**N**
1702003	3
1702007	1
1702010	2
1702050	8
1702057	1
Total	**15**

DistrictID = 1801000	
School	**N**
1801002	1
1801050	3
Total	**4**

DistrictID = 1809000	
School	**N**
1809001	2
1809050	1
1809055	1
Total	**4**

DistrictID = 1901000	
School	**N**
1901003	1
1901013	5
1901015	8
1901016	2
1901050	6
1901053	1
1901056	5
Total	**28**

DistrictID = 1902000	
School	**N**
1902002	2
1902004	1
1902007	2
1902050	6
1902055	3
Total	**14**

DistrictID = 2001000	
School	**N**
2001009	10
2001050	7
2001055	4
Total	**21**

DistrictID = 2101000	
School	**N**
2101005	1
2101006	3
2101050	6
2101055	1
Total	**11**

DistrictID = 2104000	
School	**N**
2104002	3

DistrictID = 2106000	
School	**N**
2106002	1
2106050	4
2106055	1
Total	**6**

DistrictID = 2202000	
School	**N**
2202049	2

DistrictID = 2301000	
School	**N**
2301050	4

DistrictID = 2307000	
School	**N**
2307001	1

N-Counts by Gender and Grade for Reading

Grade	Female		Male		Total
3	16	30%	38	70%	54
4	17	31%	37	69%	54
5	25	33%	51	67%	76
6	17	28%	44	72%	61
7	22	37%	38	63%	60
8	30	42%	42	58%	72
11	31	42%	42	58%	73

N-Counts by Gender and Grade for Mathematics

Grade	Female		Male		Total
3	16	30%	38	70%	54
4	17	31%	37	69%	54
5	25	33%	51	67%	76
6	17	28%	44	72%	61
7	22	37%	38	63%	60
8	30	42%	42	58%	72
11	31	42%	42	58%	73

N-Counts by Gender and Grade for Science

Grade	Female		Male		Total
4	17	31%	37	69%	54
8	30	42%	42	58%	72
11	31	42%	42	58%	73

N-Counts by Race/Ethnicity and Grade for Reading

Grade	Hispanic/ Latino	Non-Hispanic/ Latino	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaskan Native	Black	White	Not Indicated or Multiple Marks	Total
3	11	0	0	0	4	1	38	0	54
4	2	0	0	0	0	1	49	2	54
5	15	1	0	0	2	0	56	2	76
6	4	0	0	0	0	1	52	4	61
7	7	0	0	0	2	1	47	3	60
8	13	0	0	0	5	0	51	3	72
11	11	0	1	0	1	2	55	3	73

N-Counts by Race/Ethnicity and Grade for Mathematics

Grade	Hispanic/ Latino	Non-Hispanic/ Latino	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaskan Native	Black	White	Not Indicated or Multiple Marks	Total
3	11	0	0	0	4	1	38	0	54
4	2	0	0	0	0	1	49	2	54
5	15	1	0	0	2	0	56	2	76
6	4	0	0	0	0	1	52	4	61
7	7	0	0	0	2	1	47	3	60
8	13	0	0	0	5	0	51	3	72
11	11	0	1	0	1	2	55	3	73

N-Counts by Race/Ethnicity and Grade for Science

Grade	Hispanic/ Latino	Non-Hispanic/ Latino	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaskan Native	Black	White	Not Indicated or Multiple Marks	Total
4	2	0	0	0	0	1	49	2	54
8	13	0	0	0	5	0	51	3	72
11	11	0	1	0	1	2	55	3	73

Raw Score Summaries by Gender and Grade
Reading

Grade	Female			Male		
	N	Mean	SD	N	Mean	SD
3	16	28.25	5.29	38	24.16	9.10
4	17	25.65	9.04	37	24.05	9.65
5	25	24.40	8.36	51	21.67	9.91
6	17	26.41	7.50	44	22.05	9.81
7	22	27.50	7.47	38	27.39	6.88
8	30	29.57	5.34	42	23.60	9.22
11	31	26.81	8.14	42	26.02	6.81

Raw Score Summaries by Gender and Grade
Mathematics

Grade	Female			Male		
	N	Mean	SD	N	Mean	SD
3	16	26.13	7.42	38	25.47	8.88
4	17	22.88	9.03	37	22.35	9.13
5	25	26.80	6.90	51	24.88	9.41
6	17	22.71	6.31	44	22.84	14.40
7	22	24.82	7.53	38	26.79	7.72
8	30	24.10	5.96	42	19.10	7.42
11	31	21.58	8.70	42	23.40	6.87

Raw Score Summaries by Gender and Grade
Science

Grade	Female			Male		
	N	Mean	SD	N	Mean	SD
4	17	26.24	9.56	37	25.78	9.68
8	30	27.67	6.00	42	24.38	8.27
11	31	28.26	7.51	42	28.76	5.46

Raw Score Summaries by Race/Ethnicity and Grade
Reading

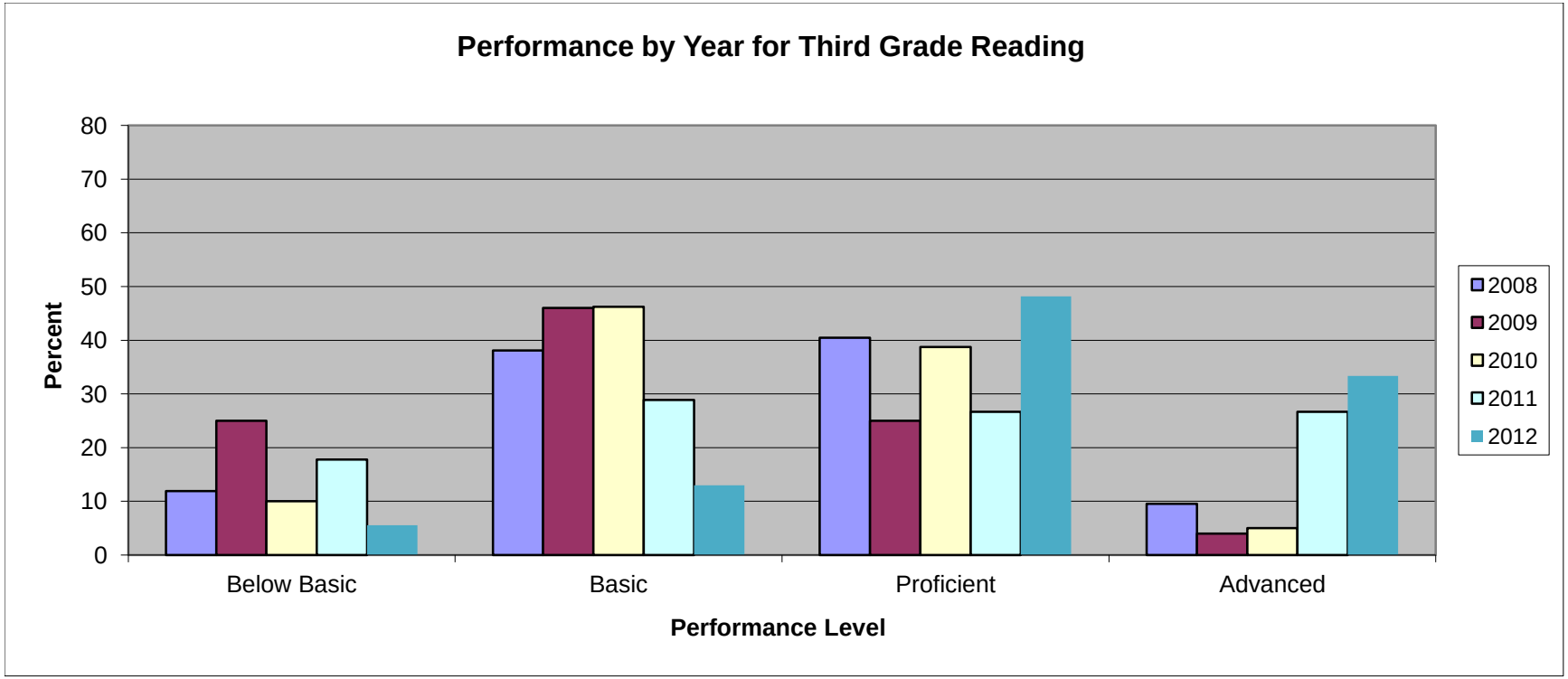
	White			Hispanic/Latino		
Grade	N	Mean	SD	N	Mean	SD
3	38	24.97	8.82	11	29.55	5.20
4	49	25.45	8.62	2	11.50	13.44
5	56	21.79	9.35	15	24.60	9.50
6	52	23.77	9.47	4	18.00	10.80
7	47	27.04	7.65	7	30.14	3.72
8	51	25.92	8.36	13	26.46	8.21
11	55	26.95	6.45	11	22.91	10.44

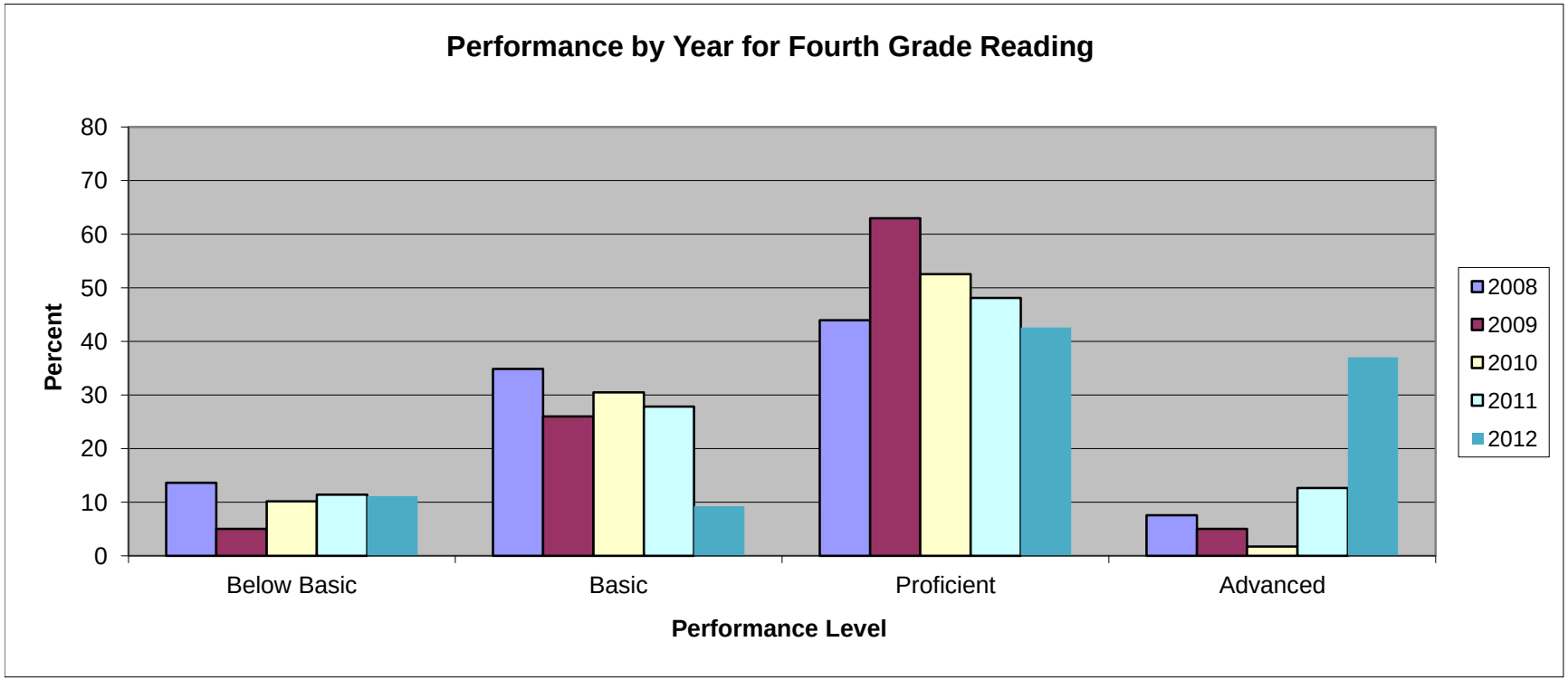
Raw Score Summaries by Race/Ethnicity and Grade
Mathematics

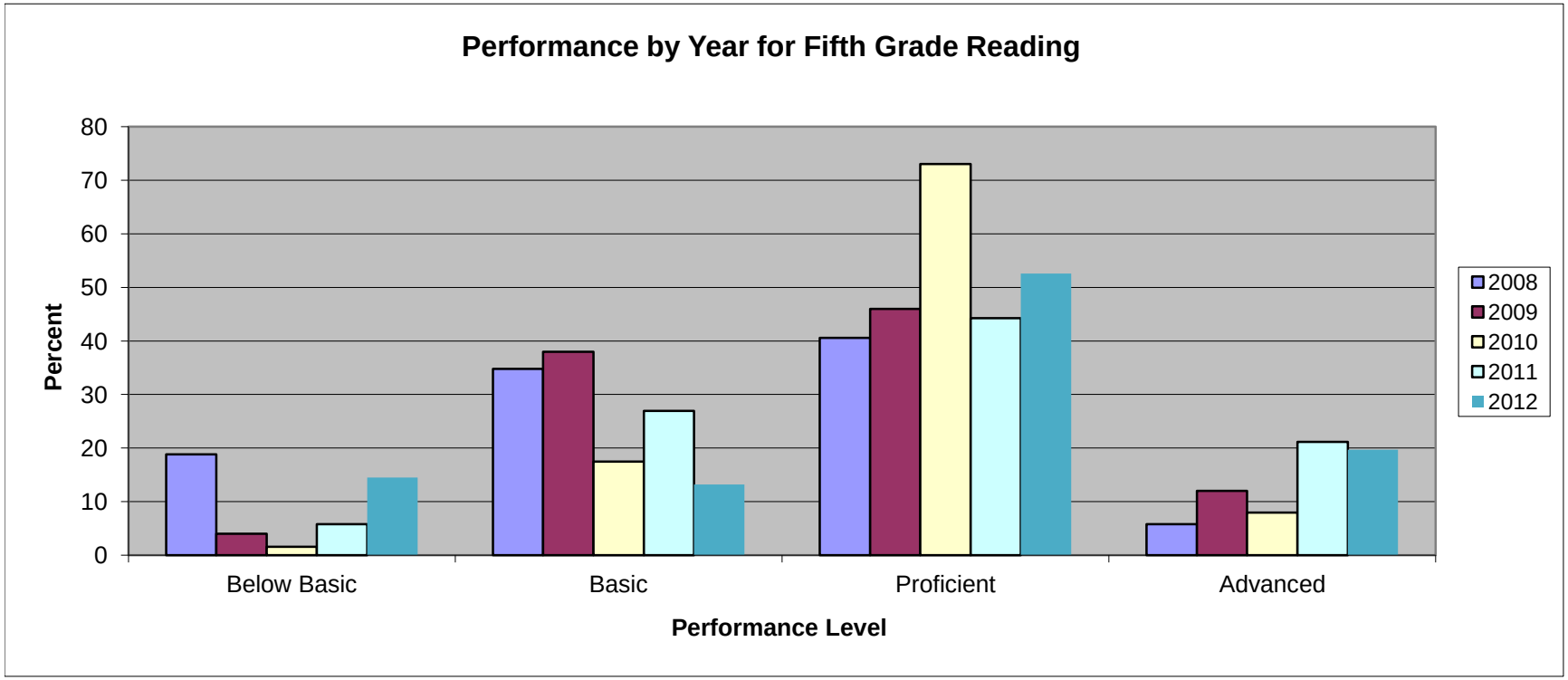
	White			Hispanic/Latino		
Grade	N	Mean	SD	N	Mean	SD
3	38	25.79	8.80	11	27.09	8.25
4	49	23.20	8.52	2	12.50	13.44
5	56	25.11	8.36	15	26.00	9.94
6	52	23.38	13.24	4	17.00	6.88
7	47	25.87	7.70	7	29.57	5.44
8	51	21.04	7.11	13	22.15	8.71
11	55	22.60	7.52	11	21.36	8.79

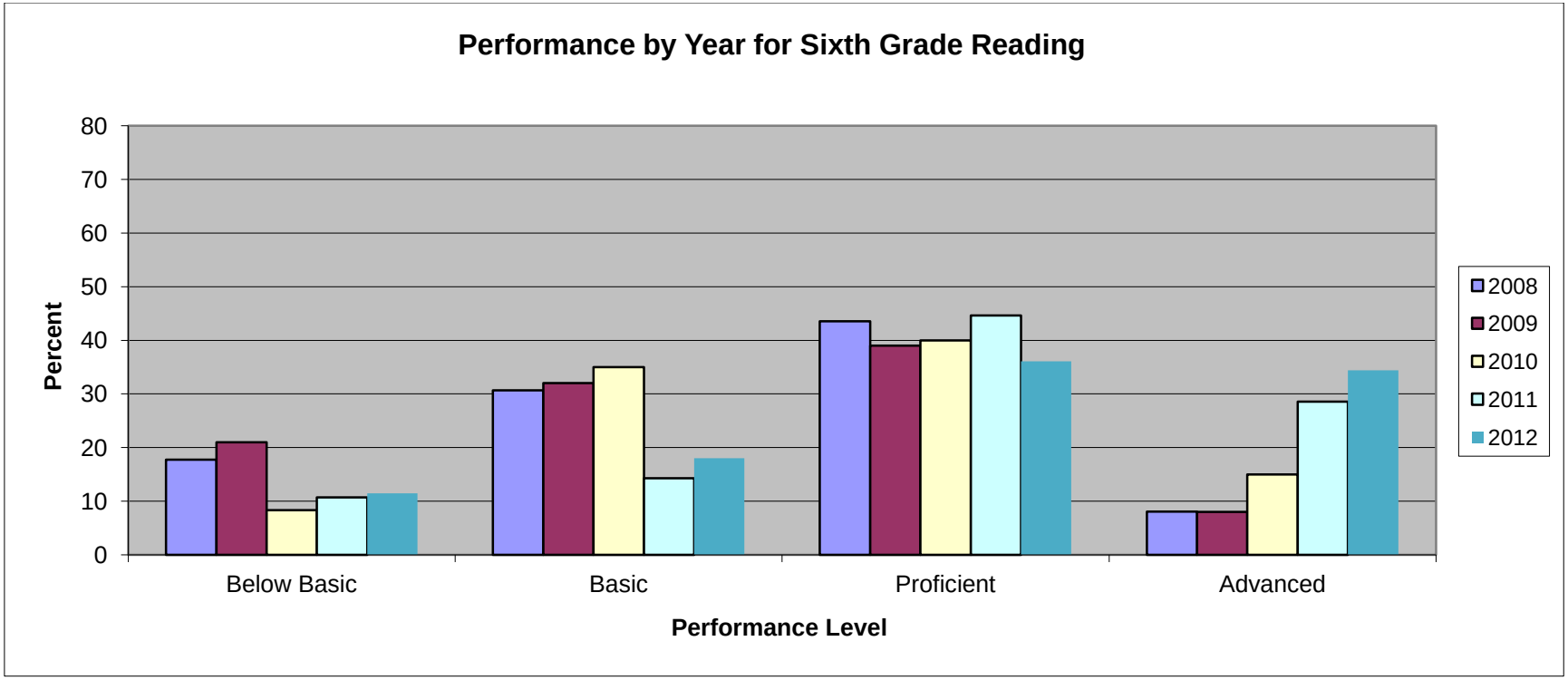
Raw Score Summaries by Race/Ethnicity and Grade
Science

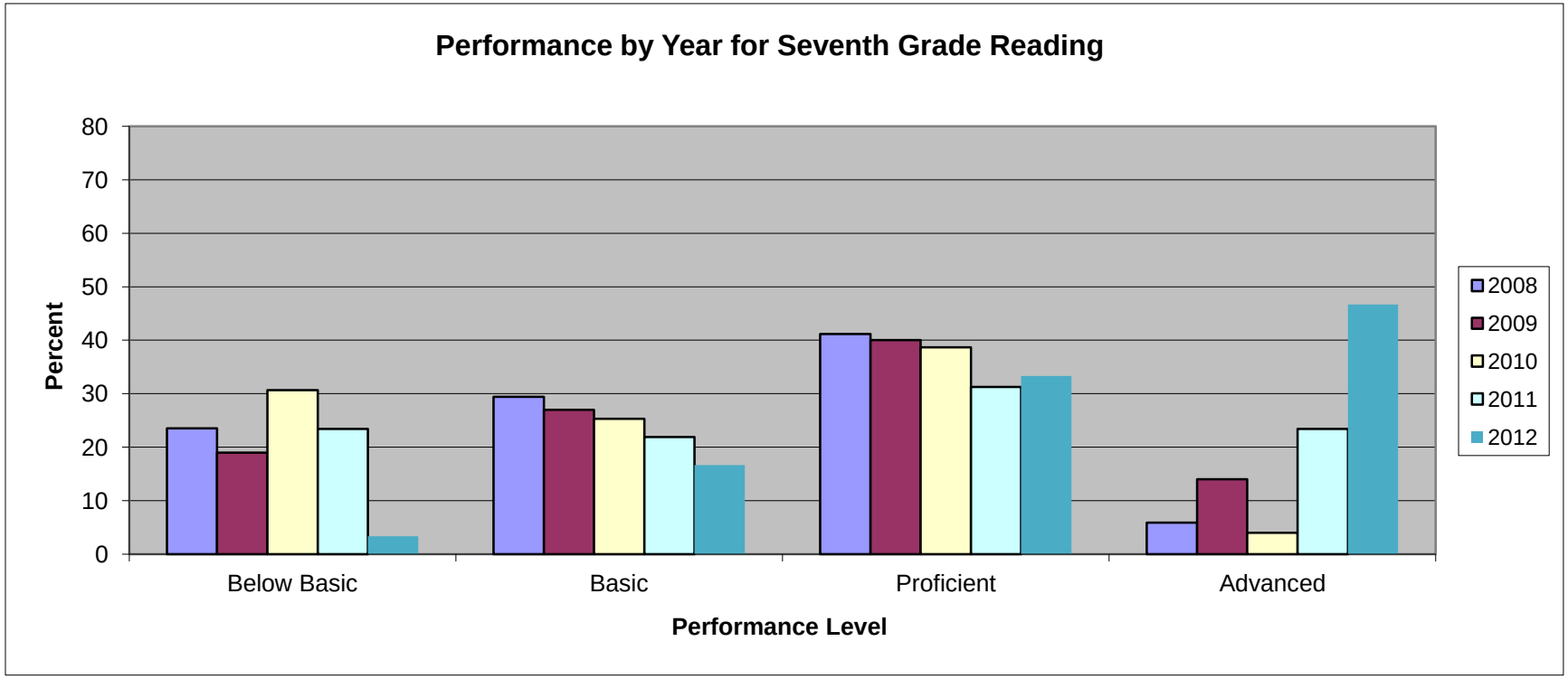
	White			Hispanic/Latino		
Grade	N	Mean	SD	N	Mean	SD
4	49	26.71	8.79	2	16.50	19.09
8	51	25.75	7.47	13	25.38	8.54
11	55	29.09	5.45	11	25.91	9.15

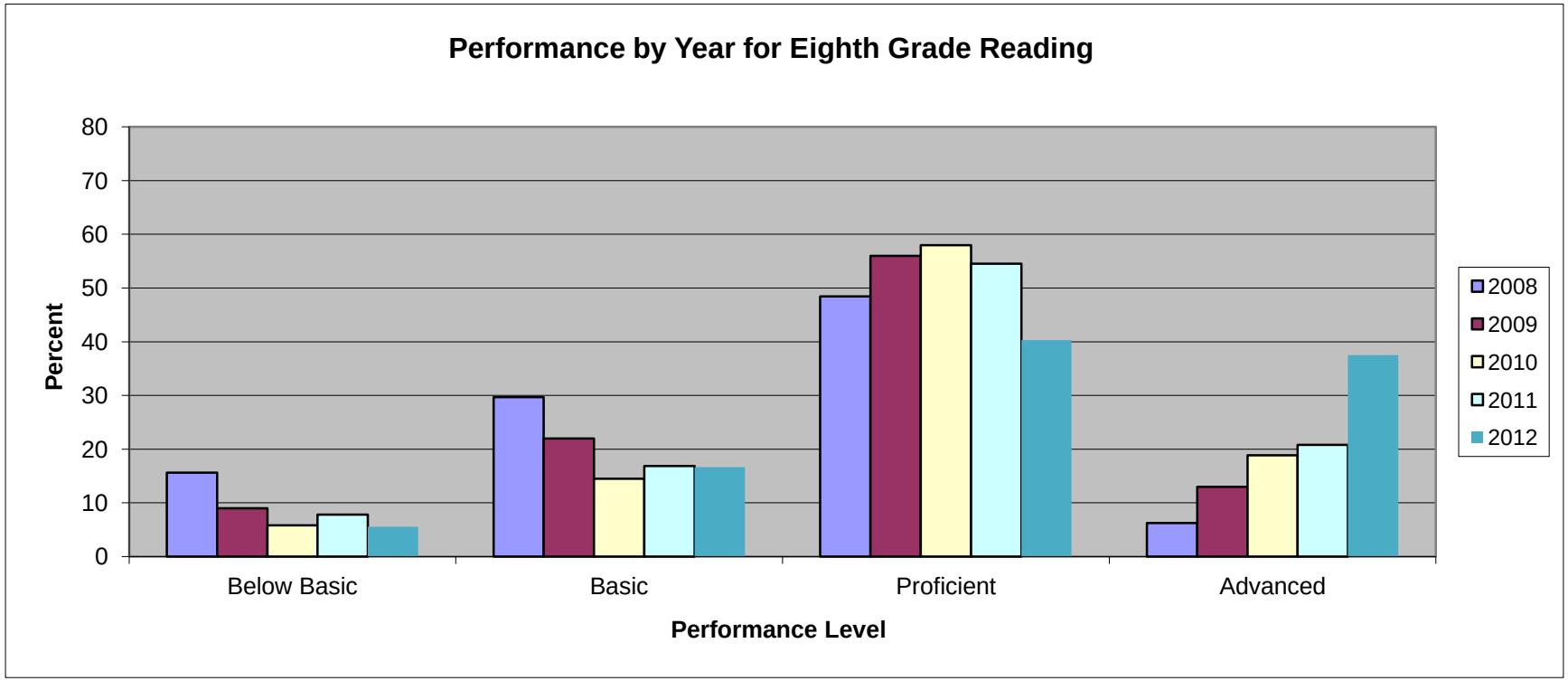

Performance by Year for Third Grade Reading
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012

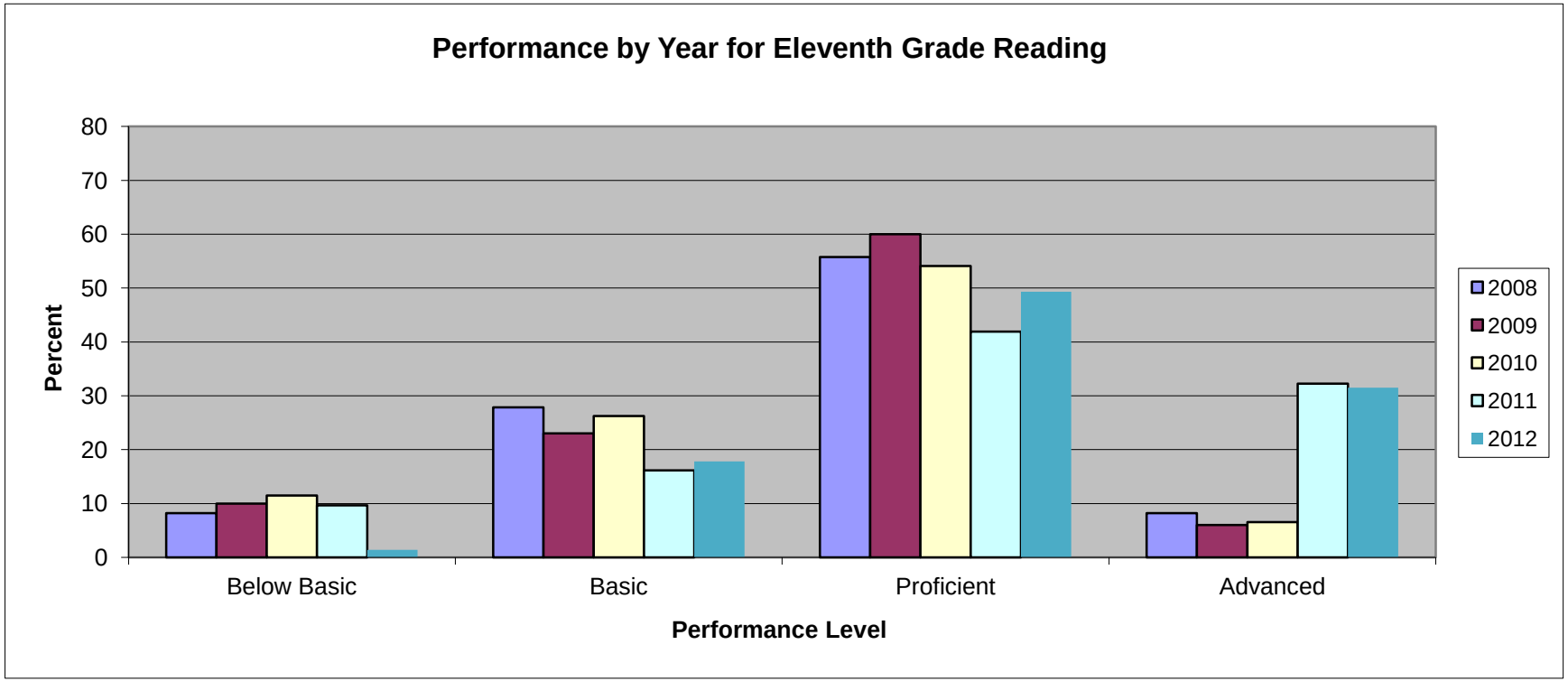

Performance by Year for Fourth Grade Reading
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Fifth Grade Reading
80
70
60
50
40
30
20
10
0
Percent
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Sixth Grade Reading
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Seventh Grade Reading
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Eighth Grade Reading
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Eleventh Grade Reading
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012

2008 Performance Level Stats

	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
3	12	38	40	10
4	14	35	44	8
5	19	35	41	6
6	18	31	44	8
7	24	29	41	6
8	16	30	48	6
11	8	28	56	8

2009 Performance Level Stats

	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
3	25	46	25	4
4	5	26	63	5
5	4	38	46	12
6	21	32	39	8
7	19	27	40	14
8	9	22	56	13
11	10	23	60	6

3rd Reading

	2008	2009	2010	2011	2012
Below Basic	12	25	10	18	6
Basic	38	46	46	29	13
Proficient	40	25	39	27	48
Advanced	10	4	5	27	33

4th Reading

	2008	2009	2010	2011	2012
Below Basic	14	5	10	11	11
Basic	35	26	31	28	9
Proficient	44	63	53	48	43
Advanced	8	5	2	13	37

5th Reading

	2008	2009	2010	2011	2012
Below Basic	19	4	2	6	15
Basic	35	38	17	27	13
Proficient	41	46	73	44	53
Advanced	6	12	8	21	20

6th Reading

	2008	2009	2010	2011	2012
Below Basic	18	21	8	11	11
Basic	31	32	35	14	18
Proficient	44	39	40	45	36
Advanced	8	8	15	29	34

7th Reading

	2008	2009	2010	2011	2012
Below Basic	24	19	31	23	3
Basic	29	27	25	22	17
Proficient	41	40	39	31	33
Advanced	6	14	4	23	47

2010 Performance Level Stats

	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
3	10	46	39	5
4	10	31	53	2
5	2	17	73	8
6	8	35	40	15
7	31	25	39	4
8	6	14	58	19
11	11	26	54	7

2011 Performance Level Stats

	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
3	18	29	27	27
4	11	28	48	13
5	6	27	44	21
6	11	14	45	29
7	23	22	31	23
8	8	17	55	21
11	10	16	42	32

8th Reading

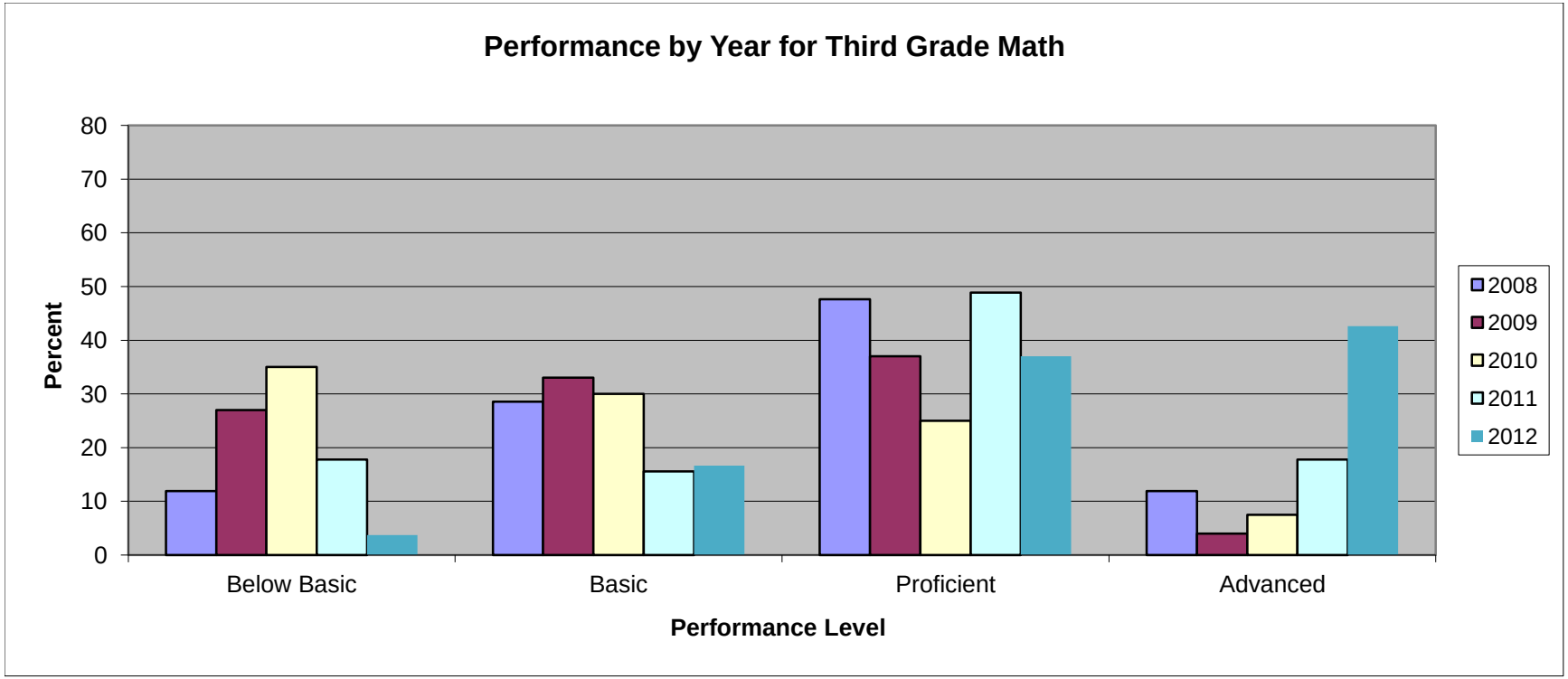
	2008	2009	2010	2011	2012
Below Basic	16	9	6	8	6
Basic	30	22	14	17	17
Proficient	48	56	58	55	40
Advanced	6	13	19	21	38

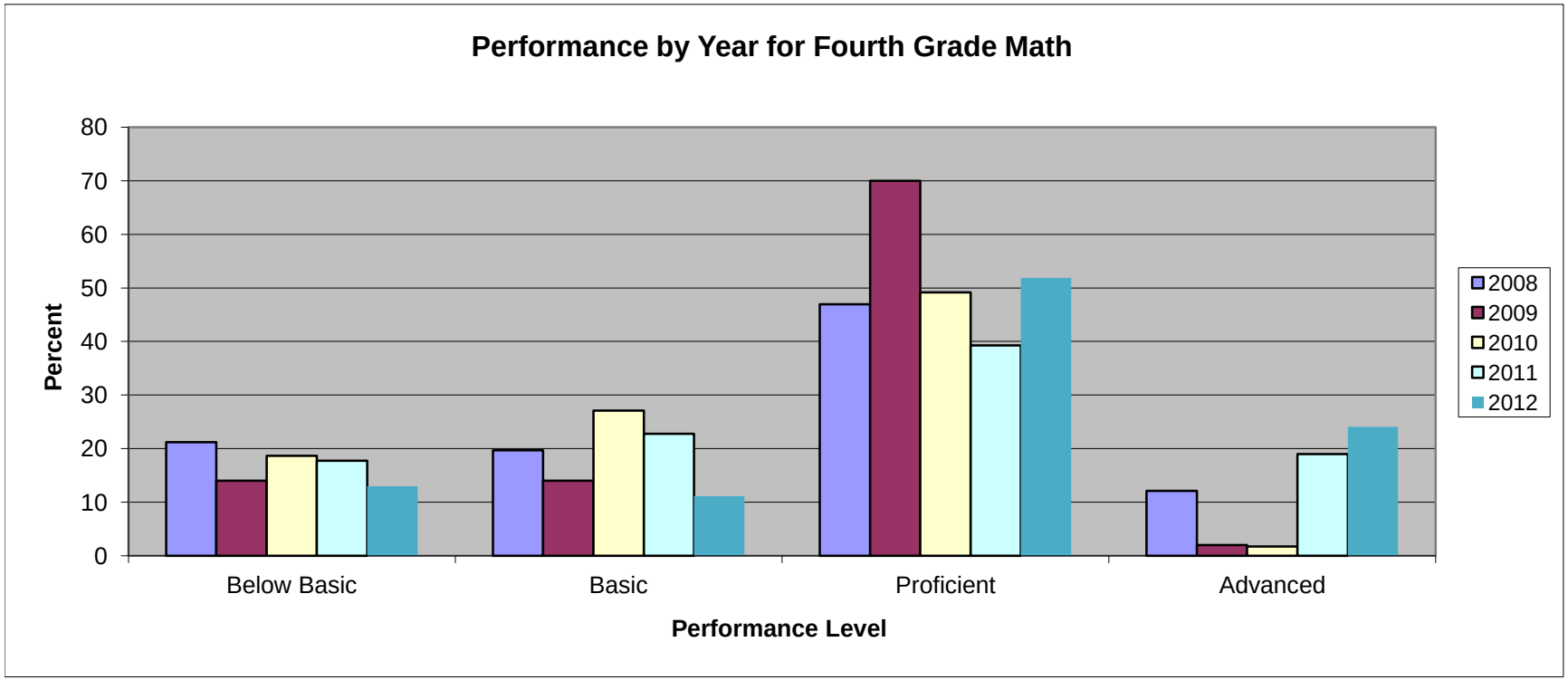
11th Reading

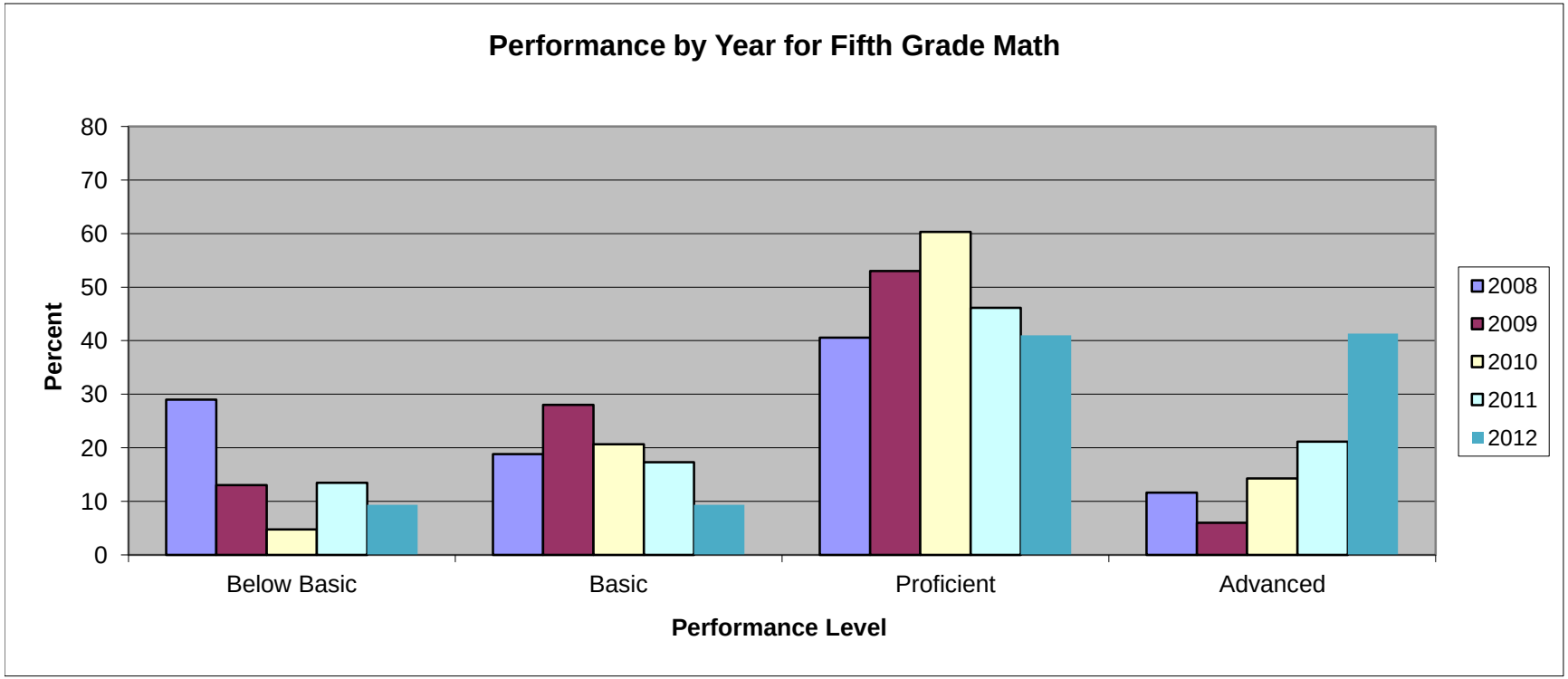
	2008	2009	2010	2011	2012
Below Basic	8	10	11	10	1
Basic	28	23	26	16	18
Proficient	56	60	54	42	49
Advanced	8	6	7	32	32

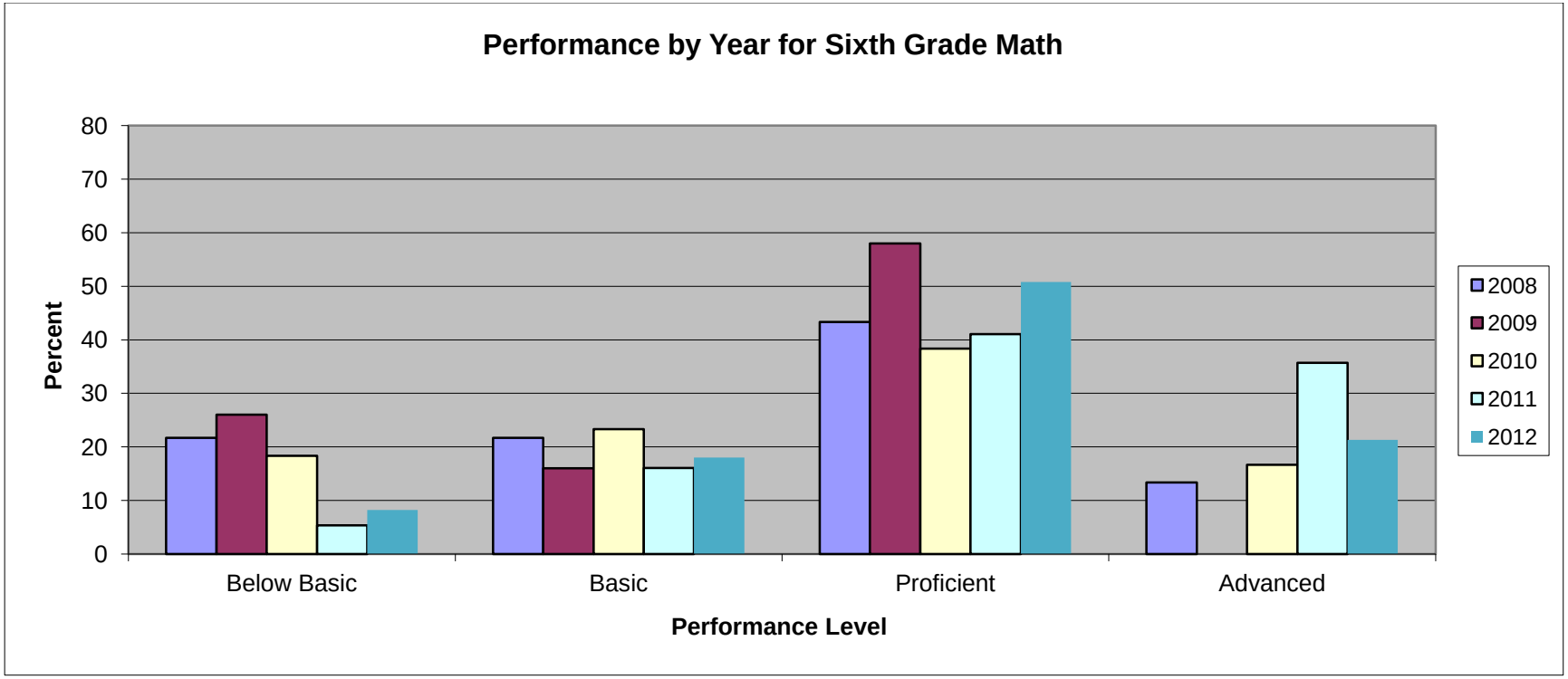
2012 Performance Level Stats

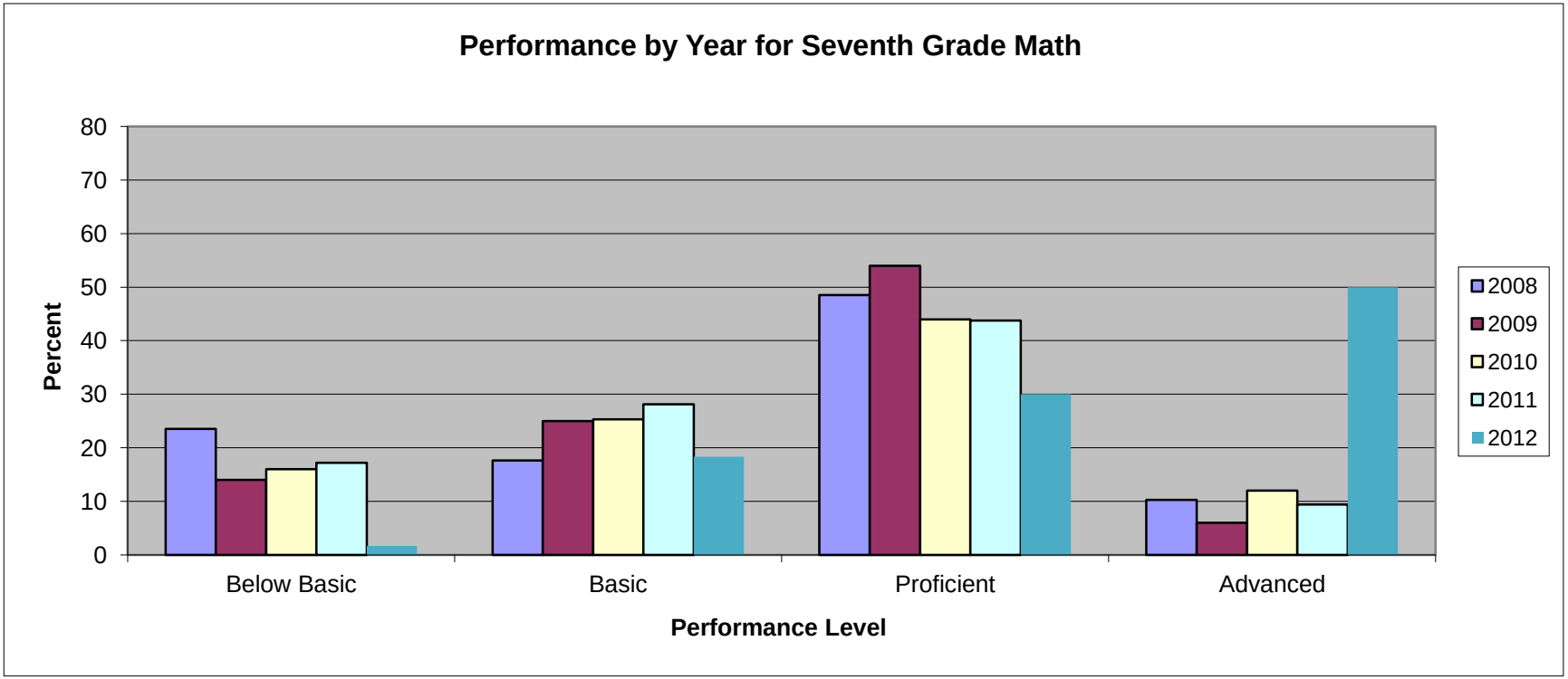
	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
3	6	13	48	33
4	11	9	43	37
5	15	13	53	20
6	11	18	36	34
7	3	17	33	47
8	6	17	40	38
11	1	18	49	32

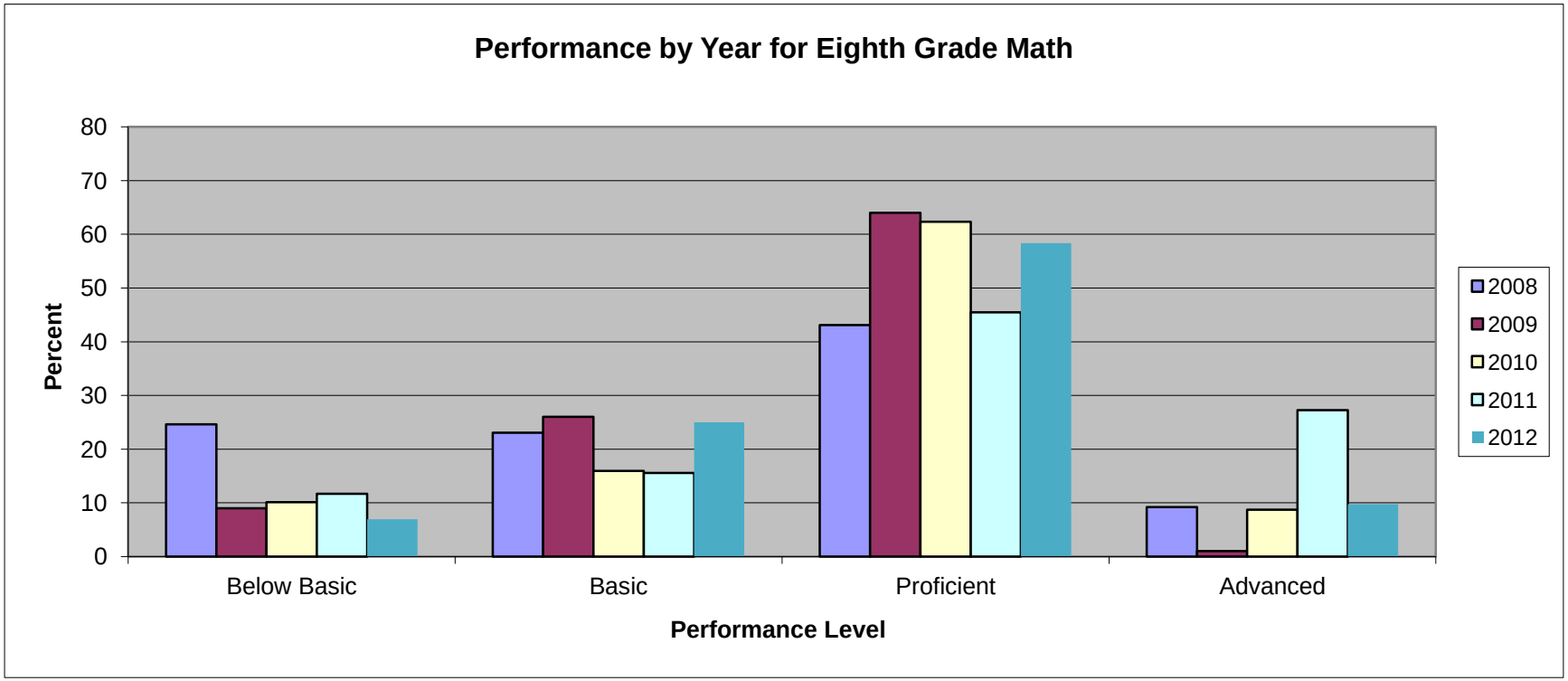

Performance by Year for Third Grade Math
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012

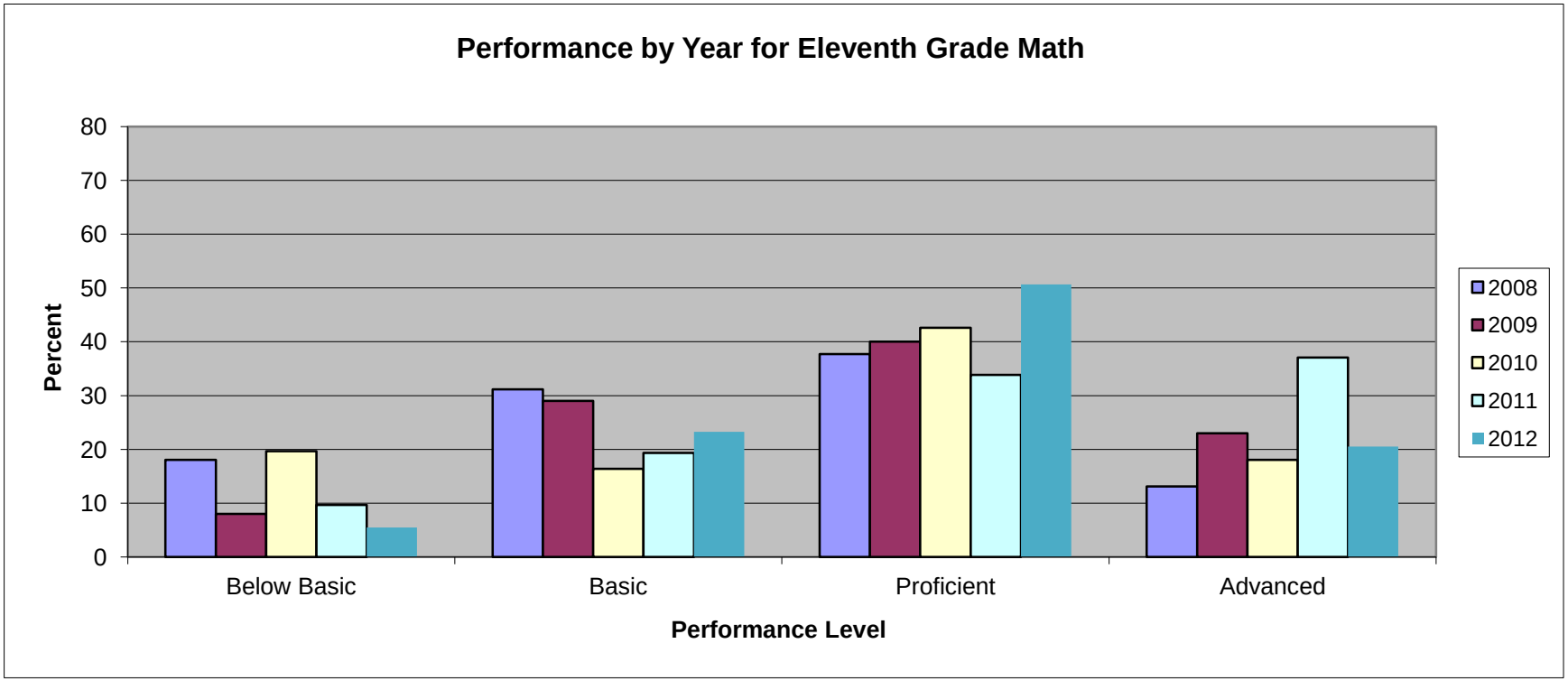

Performance by Year for Fourth Grade Math
80
70
60
50
40
30
20
10
0
Percent
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Fifth Grade Math
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Sixth Grade Math
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Seventh Grade Math
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Eighth Grade Math
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Eleventh Grade Math
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012

2008 Performance Level Stats

	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
3	12	29	48	12
4	21	20	47	12
5	29	19	41	12
6	22	22	43	13
7	24	18	49	10
8	25	23	43	9
11	18	31	38	13

2009 Performance Level Stats

	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
3	27	33	37	4
4	14	14	70	2
5	13	28	53	6
6	26	16	58	0
7	14	25	54	6
8	9	26	64	1
11	8	29	40	23

3rd Math

	2008	2009	2010	2011	2012
Below Basic	12	27	35	18	4
Basic	29	33	30	16	17
Proficient	48	37	25	49	37
Advanced	12	4	8	18	43

4th Math

	2008	2009	2010	2011	2012
Below Basic	21	14	19	18	13
Basic	20	14	27	23	11
Proficient	47	70	49	39	52
Advanced	12	2	2	19	24

5th Math

	2008	2009	2010	2011	2012
Below Basic	29	13	5	13	9
Basic	19	28	21	17	9
Proficient	41	53	60	46	41
Advanced	12	6	14	21	41

6th Math

	2008	2009	2010	2011	2012
Below Basic	22	26	18	5	8
Basic	22	16	23	16	18
Proficient	43	58	38	41	51
Advanced	13	0	17	36	21

7th Math

	2008	2009	2010	2011	2012
Below Basic	24	14	16	17	2
Basic	18	25	25	28	18
Proficient	49	54	44	44	30
Advanced	10	6	12	9	50

2010 Performance Level Stats

	BB	B	P	A
Grade	%	%	%	%
3	35	30	25	8
4	19	27	49	2
5	5	21	60	14
6	18	23	38	17
7	16	25	44	12
8	10	16	62	9
11	20	16	43	18

2011 Performance Level Stats

	BB	B	P	A
Grade	%	%	%	%
3	18	16	49	18
4	18	23	39	19
5	13	17	46	21
6	5	16	41	36
7	17	28	44	9
8	12	16	45	27
11	10	19	34	37

8th Math

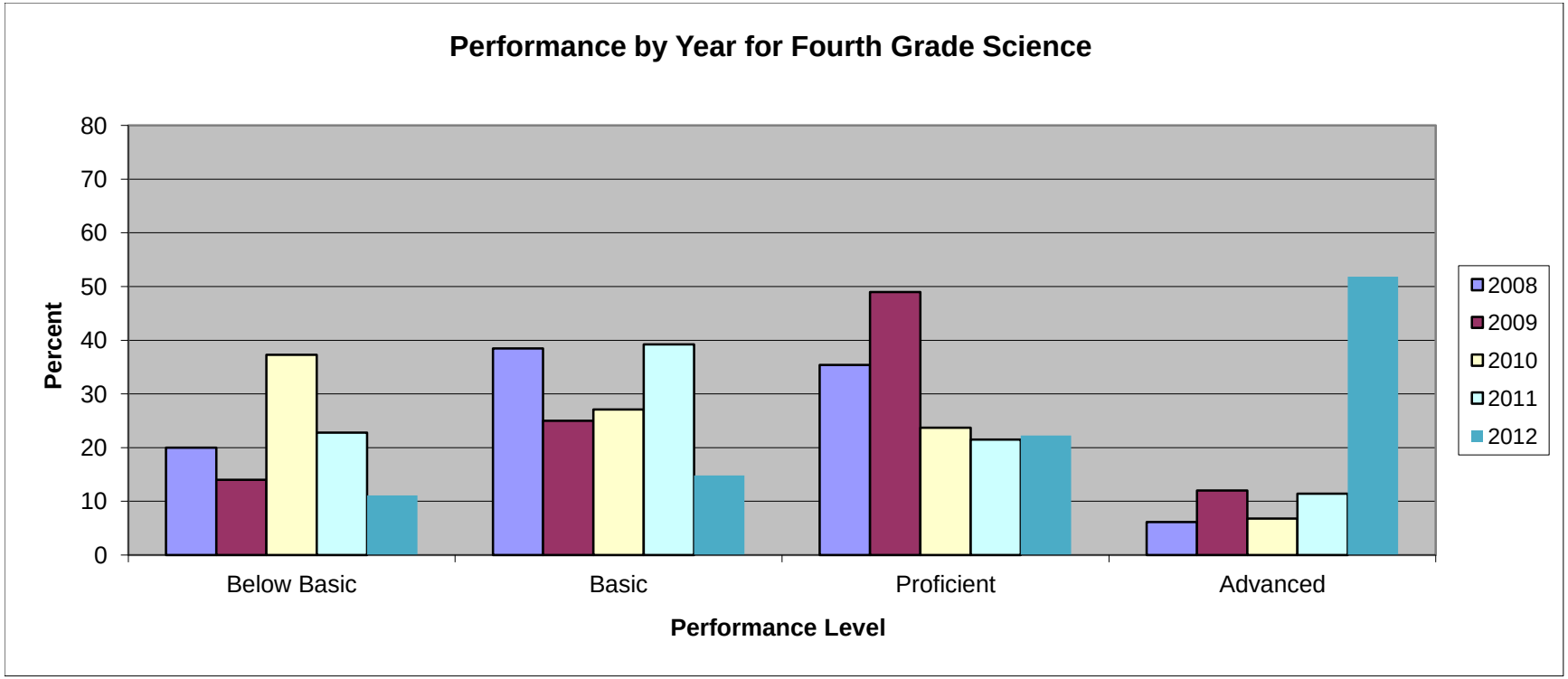
Below Basic	2008	2009	2010	2011	2012
Basic	25	9	10	12	7
Proficient	23	26	16	16	25
Advanced	43	64	62	45	58
	9	1	9	27	10

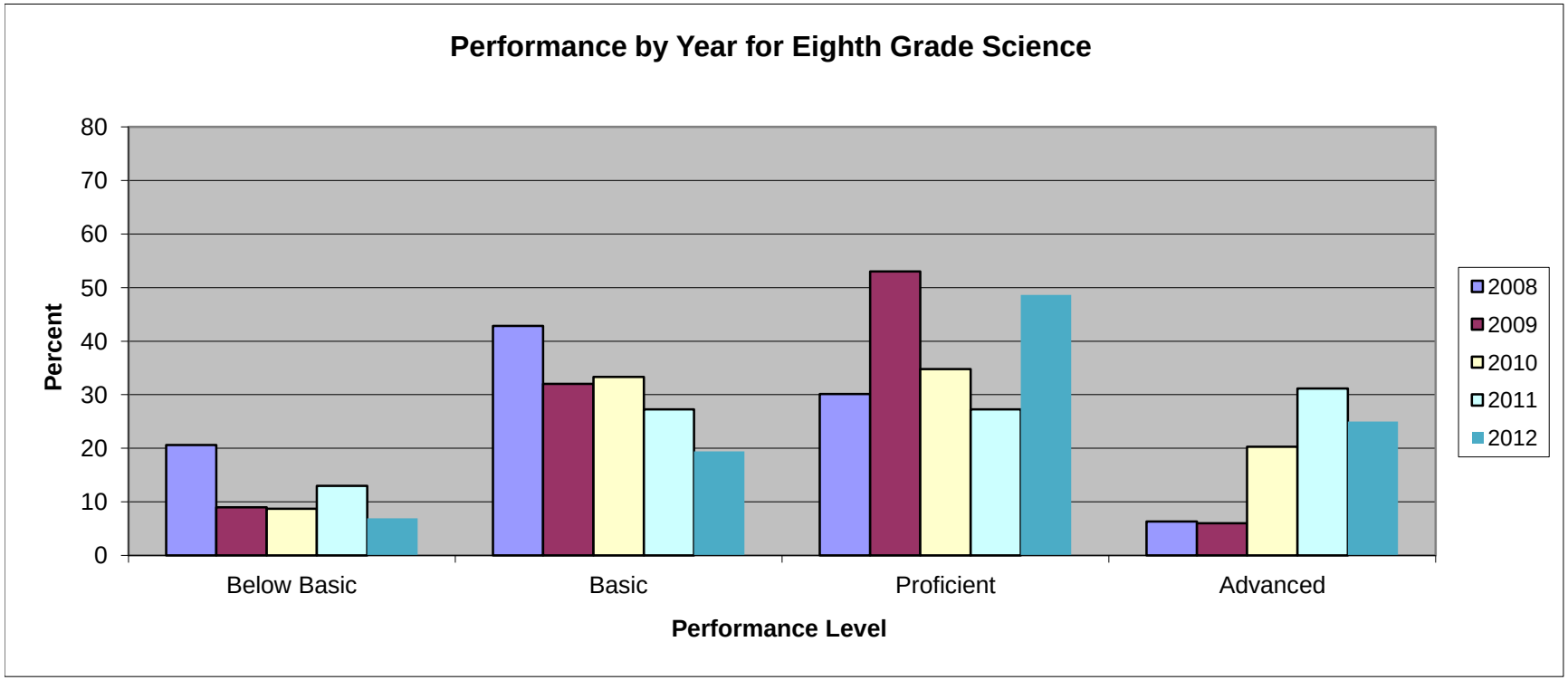
11th Math

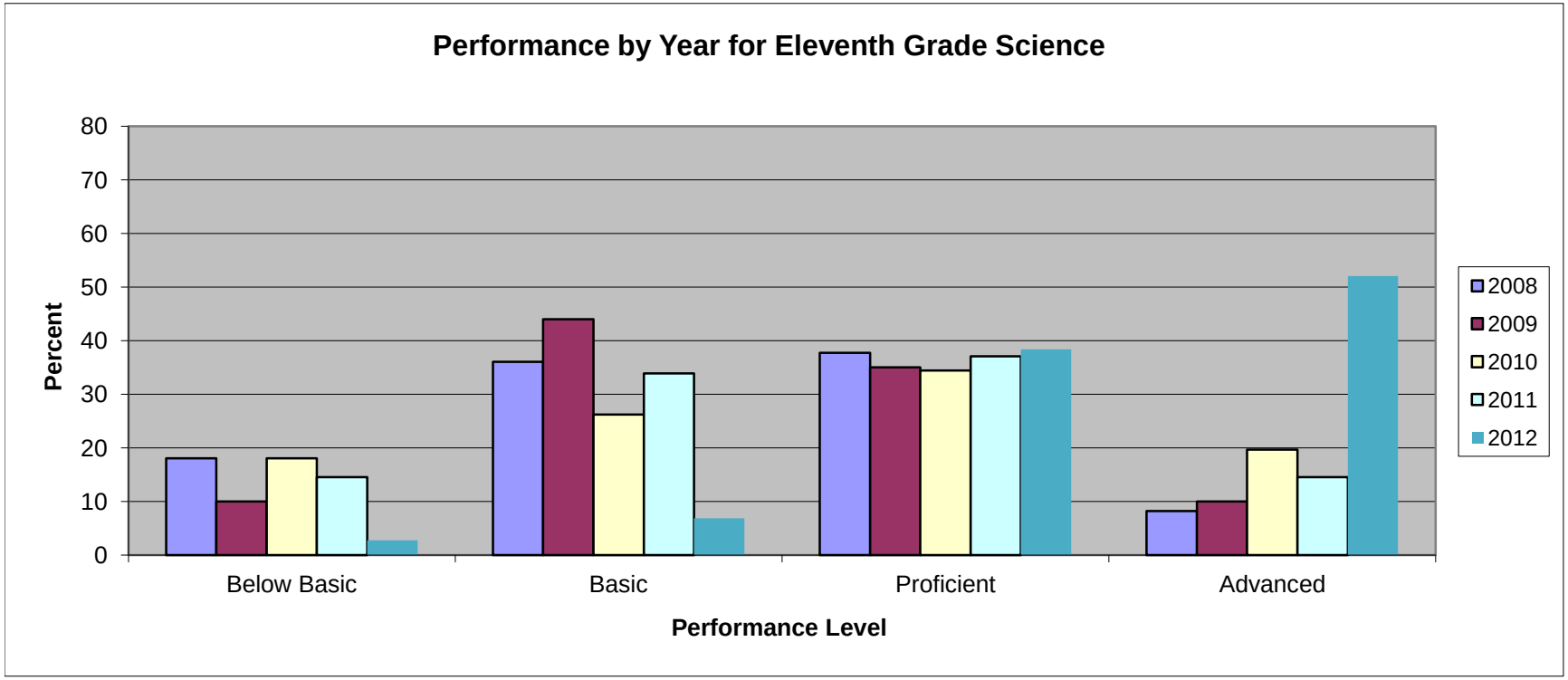
Below Basic	2008	2009	2010	2011	2012
Basic	18	8	20	10	5
Proficient	31	29	16	19	23
Advanced	38	40	43	34	51
	13	23	18	37	21

2012 Performance Level Stats

	BB	B	P	A
Grade	%	%	%	%
3	4	17	37	43
4	13	11	52	24
5	9	9	41	41
6	8	18	51	21
7	2	18	30	50
8	7	25	58	10
11	5	23	51	21


Performance by Year for Fourth Grade Science
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Eighth Grade Science
80
70
60
50
40
30
20
10
0
Percent
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012


Performance by Year for Eleventh Grade Science
Percent
80
70
60
50
40
30
20
10
0
Below Basic
Basic
Proficient
Advanced
Performance Level
2008
2009
2010
2011
2012

2008 Performance Level Stats

	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
4	20	38	35	6
8	21	43	30	6
11	18	36	38	8

2009 Performance Level Stats

	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
4	14	25	49	12
8	9	32	53	6
11	10	44	35	10

2010 Performance Level Stats

	BB	B	P	A
Grade	**%**	**%**	**%**	**%**
4	37	27	24	7
8	9	33	35	20
11	18	26	34	20

4th Science

	2008	2009	2010	2011	2012
Below Basic	20	14	37	23	11
Basic	38	25	27	39	15
Proficient	35	49	24	22	22
Advanced	6	12	7	11	52

8th Science

	2008	2009	2010	2011	2012
Below Basic	21	9	9	13	7
Basic	43	32	33	27	19
Proficient	30	53	35	27	49
Advanced	6	6	20	31	25

11th Science

	2008	2009	2010	2011	2012
Below Basic	18	10	18	15	3
Basic	36	44	26	34	7
Proficient	38	35	34	37	38
Advanced	8	10	20	15	52

2011 Performance Level Stats

	BB	B	P	A
Grade	%	%	%	%
4	23	39	22	11
8	13	27	27	31
11	15	34	37	15

2012 Performance Level Stats

	BB	B	P	A
Grade	%	%	%	%
4	11	15	22	52
8	7	19	49	25
11	3	7	38	52

2008 Performance Level Stats

	Below Basic		Basic		Proficient		Advanced	
Grade	N	%	N	%	N	%	N	%
	Reading							
3	5	11.9	16	38.1	17	40.5	4	9.5
4	9	13.6	23	34.8	29	43.9	5	7.6
5	13	18.8	24	34.8	28	40.6	4	5.8
6	11	17.7	19	30.6	27	43.5	5	8.1
7	16	23.5	20	29.4	28	41.2	4	5.9
8	10	15.6	19	29.7	31	48.4	4	6.3
11	5	8.2	17	27.9	34	55.7	5	8.2
	Writing							
3	5	11.9	20	47.6	15	35.7	2	4.8
4	7	10.6	26	39.4	27	40.9	6	9.1
5	20	29.0	21	30.4	25	36.2	3	4.3
6	12	19.4	22	35.5	24	38.7	4	6.5
7	11	16.2	21	30.9	30	44.1	6	8.8
8	16	25.0	24	37.5	22	34.4	2	3.1
11	13	21.3	22	36.1	22	36.1	4	6.6
	Mathematics							
3	5	11.9	12	28.6	20	47.6	5	11.9
4	14	21.2	13	19.7	31	47.0	8	12.1
5	20	29.0	13	18.8	28	40.6	8	11.6
6	13	21.7	13	21.7	26	43.3	8	13.3
7	16	23.5	12	17.6	33	48.5	7	10.3
8	16	24.6	15	23.1	28	43.1	6	9.2
11	11	18.0	19	31.1	23	37.7	8	13.1
	Science							
4	13	20.0	25	38.5	23	35.4	4	6.2
8	13	20.6	27	42.9	19	30.2	4	6.3
11	11	18.0	22	36.1	23	37.7	5	8.2

2009 Performance Level Stats

	Below Basic		Basic		Proficient		Advanced	
Grade	N	%	N	%	N	%	N	%
	Reading							
3	13	25	24	46	13	25	2	4
4	3	5	15	26	36	63	3	5
5	3	4	26	38	32	46	8	12
6	16	21	25	32	30	39	6	8
7	12	19	17	27	25	40	9	14
8	7	9	17	22	44	56	10	13
11	5	10	11	23	29	60	3	6
	Writing							
3	13	25	14	27	20	38	5	10
4	2	4	13	23	41	72	1	2
5	5	7	29	42	30	43	5	7
6	19	25	25	32	31	40	2	3
7	9	14	22	35	32	51	0	0
8	10	13	38	49	27	35	3	4
11	11	23	15	31	20	42	2	4
	Mathematics							
3	14	27	17	33	19	37	2	4
4	8	14	8	14	40	70	1	2
5	9	13	19	28	36	53	4	6
6	20	26	12	16	45	58	0	0
7	9	14	16	25	34	54	4	6
8	7	9	20	26	50	64	1	1
11	4	8	14	29	19	40	11	23
	Science							
4	8	14	14	25	28	49	7	12
8	7	9	25	32	41	53	5	6
11	5	10	21	44	17	35	5	10

2010 Performance Level Stats

	Below Basic		Basic		Proficient		Advanced	
Grade	N	%	N	%	N	%	N	%
	Reading							
3	8	10.0	37	46.3	31	38.8	4	5.0
4	6	10.2	18	30.5	31	52.5	1	1.7
5	1	1.6	11	17.5	46	73.0	5	7.9
6	5	8.3	21	35.0	24	40.0	9	15.0
7	23	30.7	19	25.3	29	38.7	3	4.0
8	4	5.8	10	14.5	40	58.0	13	18.8
11	7	11.5	16	26.2	33	54.1	4	6.6
	Writing							
3	15	18.8	28	35.0	32	40.0	4	5.0
4	11	18.6	14	23.7	30	50.8	1	1.7
5	2	3.2	22	34.9	34	54.0	5	7.9
6	9	15.0	22	36.7	26	43.3	2	3.3
7	10	13.3	33	44.0	28	37.3	2	2.7
8	10	14.5	27	39.1	29	42.0	1	1.4
11	11	18.0	17	27.9	25	41.0	7	11.5
	Mathematics							
3	28	35.0	24	30.0	20	25.0	6	7.5
4	11	18.6	16	27.1	29	49.2	1	1.7
5	3	4.8	13	20.6	38	60.3	9	14.3
6	11	18.3	14	23.3	23	38.3	10	16.7
7	12	16.0	19	25.3	33	44.0	9	12.0
8	7	10.1	11	15.9	43	62.3	6	8.7
11	12	19.7	10	16.4	26	42.6	11	18.0
	Science							
4	22	37.3	16	27.1	14	23.7	4	6.8
8	6	8.7	23	33.3	24	34.8	14	20.3
11	11	18.0	16	26.2	21	34.4	12	19.7

2011 Performance Level Stats

	Below Basic		Basic		Proficient		Advanced	
Grade	N	%	N	%	N	%	N	%
	Reading							
3	8	18	13	29	12	27	12	27
4	9	11	22	28	38	48	10	13
5	3	6	14	27	23	44	11	21
6	6	11	8	14	25	45	16	29
7	15	23	14	22	20	31	15	23
8	6	8	13	17	42	55	16	21
11	6	10	10	16	26	42	20	32
	Writing							
3	11	24	9	20	19	42	6	13
4	11	14	22	28	43	54	2	3
5	7	13	27	52	11	21	5	10
6	8	14	27	48	18	32	2	4
7	12	19	26	41	23	36	3	5
8	10	13	26	34	27	35	13	17
11	10	16	16	26	28	45	8	13
	Mathematics							
3	8	18	7	16	22	49	8	18
4	14	18	18	23	31	39	15	19
5	7	13	9	17	24	46	11	21
6	3	5	9	16	23	41	20	36
7	11	17	18	28	28	44	6	9
8	9	12	12	16	35	45	21	27
11	6	10	12	19	21	34	23	37
	Science							
4	18	23	31	39	17	22	9	11
8	10	13	21	27	21	27	24	31
11	9	15	21	34	23	37	9	15

	Below Basic		Basic		Proficient		Advanced	
Grade	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
	Reading							
3	3	5.6	7	13.0	26	48.1	18	33.3
4	6	11.1	5	9.3	23	42.6	20	37.0
5	11	14.5	10	13.2	40	52.6	15	19.7
6	7	11.5	11	18.0	22	36.1	21	34.4
7	2	3.3	10	16.7	20	33.3	28	46.7
8	4	5.6	12	16.7	29	40.3	27	37.5
11	1	1.4	13	17.8	36	49.3	23	31.5
Total	**34**	**7.6**	**68**	**14.9**	**196**	**43.7**	**152**	**33.9**
	Mathematics							
3	2	3.7	9	16.7	20	37.0	23	42.6
4	7	13.0	6	11.1	28	51.9	13	24.1
5	7	9.2	7	9.2	31	40.8	31	40.8
6	5	8.2	11	18.0	31	50.8	13	21.3
7	1	1.7	11	18.3	18	30.0	30	50.0
8	5	6.9	18	25.0	42	58.3	7	9.7
11	4	5.5	17	23.3	37	50.7	15	20.5
Total	**31**	**6.9**	**79**	**17.6**	**207**	**46.0**	**132**	**29.5**
	Science							
4	6	11.1	8	14.8	12	22.2	28	51.9
8	5	6.9	14	19.4	35	48.6	18	25.0
11	2	2.7	5	6.8	28	38.4	38	52.1
Total	**13**	**6.5**	**27**	**13.6**	**75**	**37.7**	**84**	**42.2**

	Below Basic		Basic		Proficient		Advanced						
Grade	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**					
	Reading									**Fail N**	**Fail %**	**Pass N**	**Pass %**
3	3	5.6	7	13.0	26	48.1	18	33.3	54	10	19%	44	81%
4	6	11.1	5	9.3	23	42.6	20	37.0	54	11	20%	43	80%
5	11	14.5	10	13.2	40	52.6	15	19.7	76	21	28%	55	72%
6	7	11.5	11	18.0	22	36.1	21	34.4	61	18	30%	43	70%
7	2	3.3	10	16.7	20	33.3	28	46.7	60	12	20%	48	80%
8	4	5.6	12	16.7	29	40.3	27	37.5	72	16	22%	56	78%
11	1	1.4	13	17.8	36	49.3	23	31.5	73	14	19%	59	81%
Total	**34**	**7.6**	**68**	**14.9**	**196**	**43.7**	**152**	**33.9**	**450**	**102**	**23%**	**348**	**77%**
	Mathematics									**Fail N**	**Fail %**	**Pass N**	**Pass %**
3	2	3.7	9	16.7	20	37.0	23	42.6	54	11	20%	43	80%
4	7	13.0	6	11.1	28	51.9	13	24.1	54	13	24%	41	76%
5	7	9.2	7	9.2	31	40.8	31	40.8	76	14	18%	62	82%
6	5	8.2	11	18.0	31	50.8	13	21.3	60	16	27%	44	73%
7	1	1.7	11	18.3	18	30.0	30	50.0	60	12	20%	48	80%
8	5	6.9	18	25.0	42	58.3	7	9.7	72	23	32%	49	68%
11	4	5.5	17	23.3	37	50.7	15	20.5	73	21	29%	52	71%
Total	**31**	**6.9**	**79**	**17.6**	**207**	**46.0**	**132**	**29.5**	**449**	**110**	**24%**	**339**	**76%**
	Science									**Fail N**	**Fail %**	**Pass N**	**Pass %**
4	6	11.1	8	14.8	12	22.2	28	51.9	54	14	26%	40	74%
8	5	6.9	14	19.4	35	48.6	18	25.0	72	19	26%	53	74%
11	2	2.7	5	6.8	28	38.4	38	52.1	73	7	10%	66	90%
Total	**13**	**6.5**	**27**	**13.6**	**75**	**37.7**	**84**	**42.2**	**199**	**40**	**20%**	**159**	**80%**

Reading	Perfect Agreement		One Point Difference		More Than One Point Difference	
	N	%	N	%	N	%
	Grade 3					
SPE-1	53	100.0				
SPE-2	52	98.1	1	1.9		
SPE-4	49	92.5	4	7.5		
SPE-5	52	98.1	1	1.9		
SPE-6	52	98.1	1	1.9		
SPE-7	53	100.0				
SPE-8	52	98.1			1	1.9
SPE-9	52	98.1	1	1.9		
SPE-10	49	94.2	3	5.8		
	Grade 4					
SPE-1	52	98.1	1	1.9		
SPE-2	52	98.1			1	1.9
SPE-3	53	100.0				
SPE-5	49	92.5	3	5.7	1	1.9
SPE-6	52	98.1			1	1.9
SPE-7	52	98.1	1	1.9		
SPE-8	51	96.2	2	3.8		
SPE-9	52	98.1	1	1.9		
SPE-10	53	100.0				
	Grade 5					
SPE-1	75	98.7	1	1.3		
SPE-2	73	96.1	3	3.9		
SPE-3	71	93.4	5	6.6		
SPE-4	76	100.0				
SPE-6	72	94.7	4	5.3		
SPE-7	73	96.1	2	2.6	1	1.3
SPE-8	75	98.7	1	1.3		
SPE-9	75	98.7	1	1.3		
SPE-10	76	100.0				

	Grade 6					
SPE-1	60	98.4	1	1.6		
SPE-2	61	100.0				
SPE-3	60	100.0				
SPE-4	61	100.0				
SPE-5	61	100.0				
SPE-6	61	100.0				
SPE-7	61	100.0				
SPE-8	60	98.4	1	1.6		
SPE-9	60	98.4	1	1.6		

	Grade 7					
SPE-1	58	96.7	2	3.3		
SPE-2	59	98.3	1	1.7		
SPE-3	58	96.7	2	3.3		
SPE-4	59	98.3	1	1.7		
SPE-5	57	95.0	3	5.0		
SPE-6	59	98.3	1	1.7		
SPE-7	60	100.0				
SPE-8	60	100.0				
SPE-9	60	100.0				

	Grade 8					
SPE-1	72	100.0				
SPE-2	71	98.6	1	1.4		
SPE-3	72	100.0				
SPE-4	71	98.6			1	1.4
SPE-5	70	97.2	2	2.8		
SPE-6	70	98.6	1	1.4		
SPE-7	71	100.0				
SPE-8	72	100.0				
SPE-9	70	97.2	1	1.4	1	1.4

	Grade 11					
SPE-1	73	100.0				
SPE-2	72	100.0				
SPE-3	73	100.0				
SPE-4	72	98.6			1	1.4
SPE-5	72	98.6	1	1.4		
SPE-6	71	97.3	2	2.7		
SPE-7	71	97.3	2	2.7		
SPE-8	72	98.6			1	1.4
SPE-9	72	98.6	1	1.4		

Math	Perfect Agreement		One Point Difference		More Than One Point Difference	
	N	%	N	%	N	%
	Grade 3					
SPE-1	52	96.3	1	1.9		
SPE-2	53	98.1				
SPE-3	53	98.1				
SPE-4	53	98.1				
SPE-5	51	94.4	2	3.7		
SPE-6	51	94.4	1	1.9	1	1.9
SPE-7	53	98.1				
SPE-8	52	96.3	1	1.9		
SPE-9	51	94.4	2	3.7		
	Grade 4					
SPE-1	52	96.3	1	1.9		
SPE-2	51	94.4	2	3.7		
SPE-3	51	94.4				
SPE-4	50	92.6	1	1.9	2	3.7
SPE-5	52	96.3	1	1.9		
SPE-6	51	94.4	2	3.7		
SPE-7	52	96.3	1	1.9		
SPE-8	49	90.7	3	5.6		
SPE-9	50	92.6	3	5.6		
	Grade 5					
SPE-1	75	98.7			1	1.3
SPE-2	76	100.0				
SPE-3	75	98.7			1	1.3
SPE-4	73	96.1	3	3.9		
SPE-5	76	100.0				
SPE-6	75	98.7	1	1.3		
SPE-7	76	100.0				
SPE-8	75	98.7	1	1.3		
SPE-9	74	97.4	1	1.3	1	1.3

	Grade 6					
SPE-1	59	96.7	1	1.6		
SPE-2	58	95.1	1	1.6		
SPE-3	60	98.4				
SPE-4	60	98.4				
SPE-5	60	98.4				
SPE-6	60	98.4				
SPE-7	55	90.2	3	4.9	1	1.6
SPE-8	60	98.4				
SPE-9	60	98.4				

	Grade 7					
SPE-1	60	100.0				
SPE-2	60	100.0				
SPE-3	57	95.0	2	3.3		
SPE-4	57	95.0	3	5.0		
SPE-5	60	100.0				
SPE-6	58	96.7	2	3.3		
SPE-7	58	96.7	2	3.3		
SPE-8	59	98.3	1	1.7		
SPE-9	53	88.3	6	10.0	1	

	Grade 8					
SPE-1	71	98.6				
SPE-2	70	97.2	2	2.8		
SPE-3	71	98.6				
SPE-4	72	100.0				
SPE-5	68	94.4	2	2.8	1	1.4
SPE-6	70	97.2	1	1.4		
SPE-7	71	98.6	1	1.4		
SPE-8	71	98.6	1	1.4		
SPE-9	71	98.6	1	1.4		

	Grade 11					
SPE-1	73	100.0				
SPE-2	71	97.3	2	2.7		
SPE-3	71	97.3	2	2.7		
SPE-4	71	97.3	2	2.7		
SPE-5	72	98.6	1	1.4		
SPE-6	72	98.6			1	1.4
SPE-7	73	100.0				
SPE-8	72	98.6	1	1.4		
SPE-9	72	98.6	1	1.4		

Science	Perfect Agreement		One Point Difference		More Than One Point Difference	
	N	%	N	%	N	%
	Grade 4					
SPE-1	53	98.1				
SPE-2	51	94.4	1	1.9	1	1.9
SPE-3	51	94.4	1	1.9	1	1.9
SPE-4	52	96.3	1	1.9		
SPE-5	53	98.1				
SPE-7	53	98.1				
SPE-8	53	98.1				
SPE-9	52	96.3			1	1.9
SPE-10	51	94.4	2	3.7		
	Grade 8					
SPE-1	70	97.2	1	1.4		
SPE-2	70	97.2	1	1.4		
SPE-3	71	98.6				
SPE-4	69	95.8	2	2.8		
SPE-5	69	95.8	2	2.8		
SPE-7	68	94.4	2	2.8	1	1.4
SPE-8	71	98.6				
SPE-9	68	94.4	3	4.2		
SPE-10	69	95.8	2	2.8		
	Grade 11					
SPE-1	72	98.6				
SPE-2	73	100.0				
SPE-3	71	97.3	1	1.4		
SPE-4	73	100.0				
SPE-5	73	100.0				
SPE-6	72	98.6	1	1.4		
SPE-8	73	100.0				
SPE-9	73	100.0				
SPE-10	69	94.5	3	4.1	1	1.4