



2005 Wisconsin Reading Comprehension Test:

**An Assessment of Primary-Level
Reading at Grade Three**

Test Results Interpretive Guide

EMBARGO

Information in the Wisconsin Reading Comprehension Test Reports and the *Test Results Interpretive Guide* is not to be released until

JULY 13, 2005

Results from the Wisconsin Reading Comprehension Test are embargoed and are not to be released or revealed to the public by any school or district until July 13, 2005, when the Department of Public Instruction releases statewide results. Please review your district results so you are prepared to communicate with your constituents and local media after July 13, 2005. Thank you for your cooperation.

Questions regarding this publication and requests for additional copies
should be directed to:

MetriTech, Inc.
WRCT Project Coordinator
4106 Fieldstone Road
Champaign, IL 61822
800-747-4868

After July 31, 2005,
this publication will be available from:

Office of Educational Accountability
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-1069

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

Wisconsin Reading Comprehension Test Results

Introduction

This booklet is intended to help districts understand and use the results of the 2005 Wisconsin Reading Comprehension Test: An Assessment of Primary-Level Reading at Grade Three. From 1989 through 1995, this test was called the Third Grade Reading Test.

Three statewide reports are presented in this booklet, as are samples of the district and school reports which you have received. In each case, there is a brief description and explanation of the report.

The Wisconsin Reading Comprehension Test was designed to gather three types of information:

- Reading Comprehension
- Prior Knowledge
- Reading Strategies

Although information was collected in each of the areas above, the performance standards are based only on the reading comprehension items. The information about reading strategies and prior knowledge was collected for the purpose of interpreting results on the comprehension items.

The statewide performance standards for the comprehension items on the test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a statewide panel of third grade teachers and district reading specialists. Results for the 2005 Wisconsin Reading Comprehension Test are reported in relation to these standards as the numbers and percents of students whose scores were in the Advanced, Proficient, Basic, and Minimal proficiency levels.

Standard (r), the Wisconsin Reading Comprehension Test standard, requires that district performance on the comprehension items be compared to statewide performance. The reports described on pages 7, 11, 14, and 20 accomplish this purpose.

The other reports described in this guide provide information which may assist districts in understanding and interpreting their results. For example, as you compare district and school results with the state performance data, it may be helpful to refer to the relationships between the reading comprehension scores and the scores on the prior knowledge and reading strategy questions. Likewise, the other reports may include information which can be used to explain and interpret the results for your district and schools within the district.

Contents

Wisconsin Reading Comprehension Test: Facts, Suggestions, and Caveats

Features of the test, information about the proficiency levels, and suggestions for interpreting, using, and reporting test results are provided. Pages 4-6

Statewide Reports

These three reports show actual statewide data with which you can compare your district performance.

1. **Proficiency Levels:** shows which comprehension scores fall into each category: Advanced, Proficient, Basic, and Minimal proficiency levels Page 7

2. **Statewide Performance of Students on the Reading Comprehension Test Related to Size of District:** shows how students in four different district size categories performed on the test Page 8

3. **Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged:** shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged Page 9

Sample District and School Reports

These sample reports were developed by Office of Educational Accountability staff to assist school districts in interpreting the reports provided by the scoring contractor.

1. **Student Roster:** shows individual student performance on each part of the test and averages for the district and school Page 10

2. **Comprehension Score Frequency Distribution:** shows the number and percent of students receiving each of the possible comprehension scores, ranging from 0 through 62 points; also shows the cumulative frequency and cumulative percent Page 11

3. **Report of Third Grade Students Tested and Not Tested:** shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested (absent, S/Dis, Sec. 504, and LEP) Pages 12 & 13

4. **Comprehension Performance Report for All Students and Students by Demographic Group:** shows average comprehension scores for all students and by gender, ethnicity, and other demographic groups for the state, district, and school Pages 14 & 15

5. **Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores:** shows how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions Page 16

- 6. **Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Part:** shows how students' responses to the prior knowledge questions for each passage in Part 1 and Part 2 of the test relate to the students' reading comprehension scores Page 17

- 7. **Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Part:** shows how students' responses to the reading strategy questions for each passage in Part 1 and Part 2 of the test relate to the students' reading comprehension scores Page 18

- 8. **Parent/Guardian Report:** one Parent/Guardian Report is provided for each child; shows student score and proficiency level Page 19

- 9. **Comprehension Performance Report Summary by District and by School Within District:** an alphabetical listing of all Wisconsin school districts and schools within districts showing the numbers and percentages of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels; also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested; state-wide comprehension performance is listed on page 1 of the Comprehension Performance Report Summary Page 20

- 10. **Item Analysis:** shows district-level numbers and percentages of students selecting each answer choice for each test question Page 21

Note: As a result of rounding, the figures on the reports do not always total 100%

THE 2005 WISCONSIN READING COMPREHENSION TEST: FACTS, SUGGESTIONS, AND CAVEATS

Features of the Test

1. The test has four purposes:
 - to identify the reading level of individual students with respect to statewide proficiency levels
 - to provide districts with information that will help them evaluate the effectiveness of their primary reading programs
 - to allow school districts to compare the performance of their students with state proficiency levels
 - to provide data for meeting federal and state statutory requirements with respect to student assessment
2. The reading passages on the test range in length from about 700 to 900 words for the nonfiction passage, and from about 1,000 to 1,500 words for the fiction passage. The majority of the comprehension questions are inferential.
3. The 2005 test consisted of two reading passages (one fiction and one nonfiction) related to each other through important concepts and content. Each passage was followed by a set of questions that measured reading comprehension, and a few comprehension questions about related concepts in the passage pair were also included. The students' test scores were based only on the reading comprehension questions. The test included 53 multiple-choice reading comprehension questions and three short-answer reading comprehension questions. The short-answer questions asked students to provide the answers, rather than selecting from given answer choices as in the multiple-choice questions. A student's response to each of the short-answer questions on the 2005 test received three points for a correct response, two points for a partially correct response, one point for a minimal attempt, and zero points for an incorrect response. For each of the 53 multiple-choice questions answered correctly, a student received one point. A student's score for the multiple-choice questions was combined with the student's scores for the short-answer questions to produce the student's reading comprehension score for the test. The maximum possible score on the 2005 test was 62 points.
4. Scores on the reading strategy and prior knowledge items can be used to explain variations in the comprehension scores.
5. The test was developed by Wisconsin educators and MetriTech, Inc., under the direction of the Department of Public Instruction (DPI) and the State Superintendent's Wisconsin Reading Comprehension Test Advisory Committee. The steps in test development included the following: passage selection, item development, field testing, analysis of field test results, test revision, bias review, and preparation of the final test. The test was scored by MetriTech, Inc., under the direction of the DPI.

The Performance Standards and Proficiency Levels

1. The performance standards are based only on the comprehension items.
2. The performance standards for the 2005 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported in Minimal, Basic, Proficient, and Advanced proficiency levels.

Interpreting, Using, and Reporting Test Results

1. Guard against generalizing from the results of the Wisconsin Reading Comprehension Test to the total school or district educational program.
2. Performance on the Wisconsin Reading Comprehension Test reflects the entire K-3 instructional program, not just the third grade program/teacher.
3. If small numbers of students are tested, the performance of the group is affected significantly by a few high-performing or low-performing students. When small numbers of students are tested in a school or district, there may be a significant variation from one year to the next.
4. Be careful about reporting results by demographic groups, particularly if the numbers are small, such that individual students might be identified. Districts and schools should take appropriate steps to protect the privacy of individual students.
5. If significant differences exist among schools in your district, consider carefully how you will phrase your explanation to the school board and other audiences. The results on prior knowledge and reading strategies may provide information which is helpful to explain the results. Additional factors, such as the number of students tested at each school and various demographic characteristics may account for differences among schools. (Also keep in mind that there is variation among districts and schools in terms of the number and percent of S/Dis and LEP students who were not tested. The decision to test students was a district decision, based on DPI guidelines.)
6. The rule for Standard (r) requires the Department of Public Instruction to report each school district's test results, for the school district and for each school in the district, to the school district board.
7. Standard (r) does not require reporting the results for each student to the student's parent or guardian. The Parent/Guardian Reports are provided should you choose to report to the parents or guardians.
8. Districts must *consider* students who score in the Minimal proficiency level on the Wisconsin Reading Comprehension Test as *possible* candidates for remedial reading services. Standard (c) requires each school district to provide remedial reading services for pupils in grades kindergarten through four if:
 - the pupil fails to meet the reading objectives specified in the school district's reading curriculum plan; or
 - the pupil fails to score above the Minimal proficiency level on the Standard (r) Wisconsin Reading Comprehension Test, and
 - a. the pupil's parent or guardian and a teacher agree that the pupil's test performance accurately reflects his or her reading ability, or
 - b. a teacher determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects his or her reading ability.

Additionally, Standard (c) requires that if fewer than 80% of the pupils score above the Minimal proficiency level, either in the district or in any school in the district, the district shall develop a written plan which includes the following:

- a. a description of how the district will provide remedial reading services,
- b. a description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies, and
- c. an assessment of the school district or individual school's reading program.

9. The State Superintendent of Public Instruction will report statewide results on July 13, 2005. Test results are embargoed until that date. An alphabetical listing of all districts and schools within districts will be reported. This listing will show the percent of students whose scores were Minimal, Basic, Proficient, and Advanced. Also included in this listing will be the number and percent of students not tested.
10. Test results are embargoed from the media and the general public until **July 13, 2005**. Read the test carefully before you discuss the results with representatives of the media, members of the school board, etc. More detailed information about the Wisconsin Reading Comprehension Test (WRCT) may be found on the WRCT website: <http://www.dpi.wi.us/dpi/oea/wrct3.html>.

Proficiency Levels

This report appears as the first page of the Comprehension Performance Report Summary by District and by School Within District. It shows which comprehension scores fall into each proficiency level: Advanced, Proficient, Basic, and Minimal. The performance standards for the 2005 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent after considering the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Panel members had recommended performance standards, based on their professional judgment regarding what are appropriate reading proficiency levels for third grade students. A general description of each proficiency level is shown below:

- Advanced** Distinguished in the content area. Academic achievement is beyond mastery. Test score provides evidence of in-depth understanding in the academic content area tested.
- Proficient** Competent in the content area. Academic achievement includes mastery of the important knowledge and skills. Test score shows evidence of skills necessary for progress in the academic content area tested.
- Basic** Somewhat competent in the content area. Academic achievement includes mastery of most of the important knowledge and skills. Test score shows evidence of at least one major flaw in understanding the academic content area tested.
- Minimal** Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.



2005 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

Proficiency Levels

<u>Proficiency Level</u>	<u>Comprehension Score</u>
Advanced	from 55 through 62 points
Proficient	from 29 through 54 points
Basic	from 14 through 28 points
Minimal	from 0 through 13 points

Students Not Tested

The *Comprehension Performance Report Summary by District and by School Within District* includes a column called "Total Number of Students Not Tested." The figures in this column represent the numbers of students not tested in each school and district.

Students were **not** tested for one of four reasons:

1. **Absent.** These students were absent during the testing period, including makeup testing sessions.
2. **Students with Disabilities (S/DIs).** Based on DPI guidelines for testing Students with Disabilities, districts determined that the Reading Comprehension Test was inappropriate for these students and assessed them through alternate methods.
3. **Limited English Proficient (LEP).** These students were not tested because their English language skills were classified as LEP Level 1 or 2, as defined in Administrative Rule PI 13. LEP students who did not take the Wisconsin Reading Comprehension Test (WRCT) were assessed by alternate methods. Note: The definitions of LEP levels were revised since the 2002 WRCT was administered; the revised definitions were implemented beginning with the 2003 WRCT. Therefore, caution is urged in comparing 2005 WRCT data for LEP students with WRCT data from years prior to 2003.
4. **Section 504 Disabilities (Sec. 504).** Based on DPI guidelines for testing students with disabilities under Sec. 504 of the Rehabilitation Act of 1973, districts determined that the Reading Comprehension Test was inappropriate for these students and assessed them through alternate methods.

Note: On the following pages of this report, to protect the privacy of individual students, data are not reported for districts or schools with five or fewer students enrolled in third grade. In these cases, dashes will appear in the data columns.

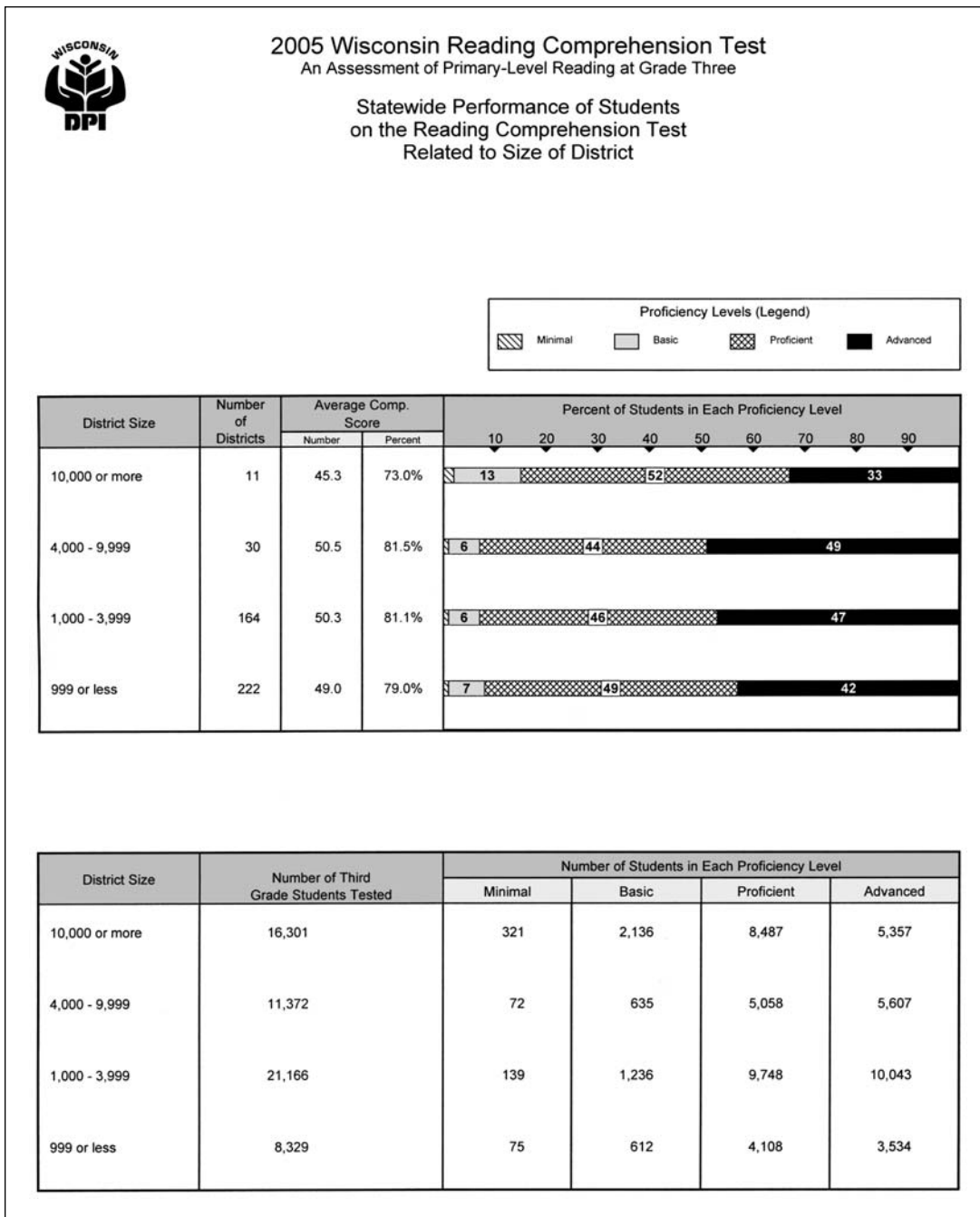
Statewide Performance of Students on the Reading Comprehension Test Related to Size of District

Note: Districts will not receive separate copies of this report.

This report shows how students in four different district size categories performed on the test.

The first table lists the number of districts in each size category and the average comprehension score for the students. The bar graphs are shaded to show the proportion of students falling into each of the four performance categories. Percentages less than 3% are not printed on the bars.

The second table shows the number of students who were tested in each of the four district size categories and the numbers of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels.



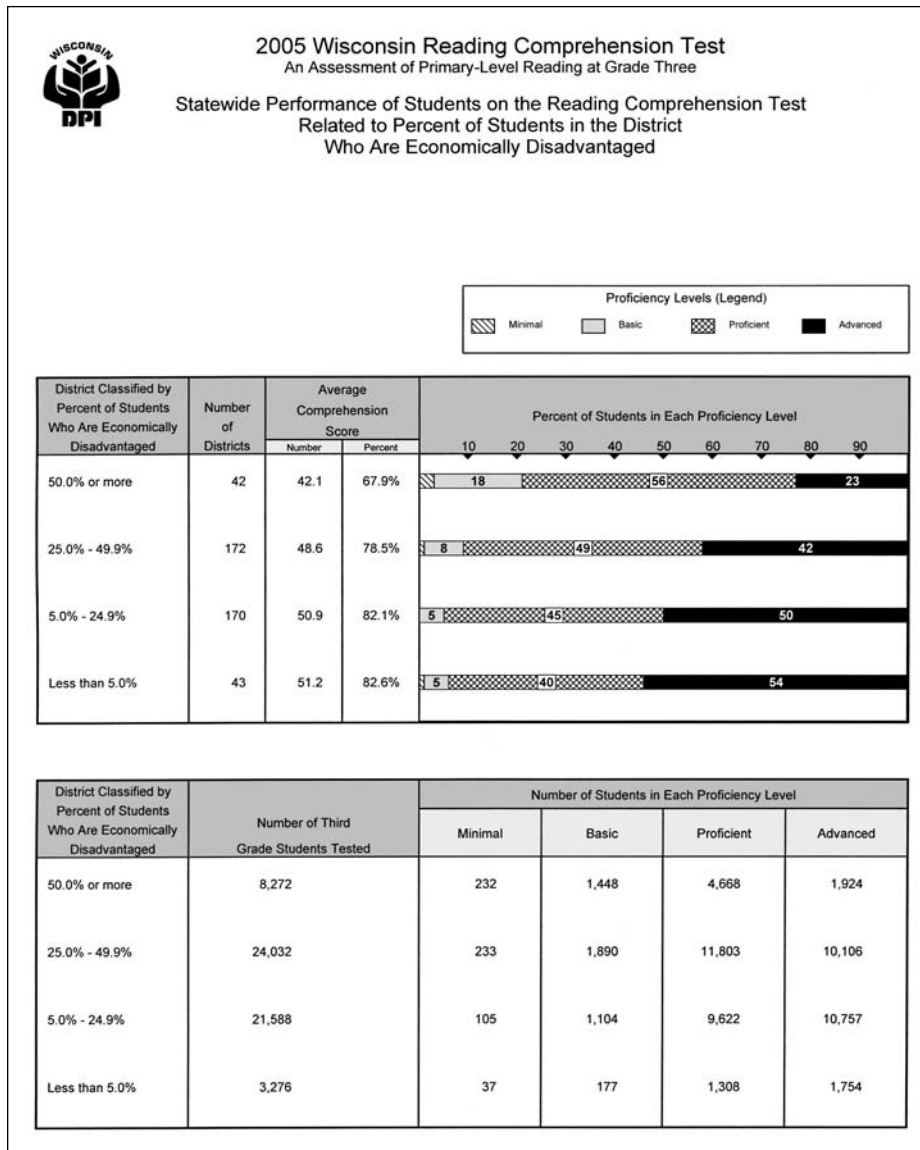
Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged

Note: Districts will not receive separate copies of this report.

This report shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged. An “economically disadvantaged” student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ($\leq 185\%$ of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students consistent with this DPI definition.

In the first table, districts are classified into four categories, based on the percent of children who are economically disadvantaged: 50.0% or more, 25.0-49.9%, 5.0-24.9%, and less than 5.0%. The number of districts in each category and the average comprehension score of the students are shown in the next two columns. (Note: the comprehension scores are for all students in the district, not just those who are economically disadvantaged.) The bar charts are shaded to show the proportion of students falling into each of the four proficiency levels. Percentages less than 3% are not printed on the bars.

The second table shows the number of economically disadvantaged students in each of the four categories and the numbers of students whose scores were Minimal, Basic, Proficient, and Advanced.



Sample District and School Reports

The sample reports which follow are included to assist in interpreting the reports from the scoring contractor. Reports are sent to districts in two shipments. Shipment #1 includes the Student Roster and Parent/Guardian reports. All other reports are included in Shipment #2.

Student Roster

The Student Roster report shows individual student performance on each part of the test. At the end of the report are averages for the district and school. (Note: This report was sent to districts in Shipment #1.)

Maximum Possible Score is the highest score that can be obtained on each part of the test.

Total Comp. (Total Comprehension) is the comprehension score of each student for the three passages.

Prof. Level (Proficiency Level) shows whether the student's score was Minimal, Basic, Proficient, or Advanced on the comprehension items.

The three columns under **Comprehension** show each student's comprehension score for each passage.

The three columns under **Prior Knowledge** show the number of prior knowledge items the student answered correctly for each passage.

The three columns under **Reading Strategy** show the number of reading strategy items related to each passage that the student answered correctly.

Student Name		Total Comp.	Prof. Level	Comprehension			Prior Knowledge		Reading Strategy	
				Part 1	Part 2	Part 3	Part 1	Part 2	Part 1	Part 2
Maximum Possible Score →		62	--	26	27	9	9	8	7	5
STUDENT, SAMPLE A.		49	Proficient	19	24	6	9	6	4	3
STUDENT, SAMPLE B.		26	Basic	13	8	5	5	5	2	2
STUDENT, SAMPLE C.		49	Proficient	20	21	8	5	6	6	2
STUDENT, SAMPLE D.		36	Proficient	19	13	4	6	7	5	4
STUDENT, SAMPLE E.		19	Basic	6	8	5	5	5	3	3
STUDENT, SAMPLE F.		47	Proficient	19	22	6	8	7	6	3
STUDENT, SAMPLE G.		39	Proficient	12	22	5	7	6	5	5
STUDENT, SAMPLE H.		48	Proficient	21	23	4	6	6	7	5
STUDENT, SAMPLE I.		43	Proficient	15	20	8	4	7	5	4
STUDENT, SAMPLE J.		55	Advanced	21	27	7	8	7	6	4
STUDENT, SAMPLE K.		30	Proficient	12	12	6	4	5	4	3
STUDENT, SAMPLE L.		37	Proficient	13	19	5	6	7	5	3
STUDENT, SAMPLE M.		47	Proficient	21	18	8	5	5	7	4
STUDENT, SAMPLE N.		46	Proficient	22	19	5	6	8	6	5
STUDENT, SAMPLE O.		53	Proficient	22	23	8	6	5	6	4
STUDENT, SAMPLE P.		53	Proficient	23	22	8	7	3	7	4
STUDENT, SAMPLE Q.		53	Proficient	18	26	9	8	5	6	4
STUDENT, SAMPLE R.		43	Proficient	17	18	8	7	6	6	3
STUDENT, SAMPLE S.		30	Proficient	12	13	5	5	6	4	2
STUDENT, SAMPLE T.		41	Proficient	17	18	6	3	6	6	5
STUDENT, SAMPLE U.		25	Basic	10	9	6	5	4	7	2
STUDENT, SAMPLE V.		28	Basic	10	16	2	6	6	5	3
STUDENT, SAMPLE W.		34	Proficient	14	15	5	2	7	7	5
STUDENT, SAMPLE X.		61	Advanced	26	26	9	9	7	7	5
STUDENT, SAMPLE Y.		50	Proficient	22	23	5	5	2	4	4
STUDENT, SAMPLE Z.		51	Proficient	20	22	9	8	7	5	5
School Average		38.7		16.0	16.9	5.9	5.8	5.3	5.2	3.6
District Average		47.4		19.5	20.8	7.1	6.6	5.9	6.0	4.2

Comprehension Score Frequency Distribution

The Comprehension Score Frequency Distribution report shows the number and percent of students receiving each of the possible scores, ranging from 0 through 62 points. Also shown are the cumulative frequencies and cumulative percentages.

In the example report shown, 42 students in the district received a score of 50. This represents 3.4% of the students in the district. The Cumulative Frequency indicates the number of students in the district who received a score of 50 or less, in this case, 607. The Cumulative Percent indicates the percent of students in the district who received a score of 50 or less, in this case, 48.7%.

At the bottom of the report are descriptive statistics. The Possible High and Low Scores are given. The Obtained High Score and Obtained Low Score show the highest and lowest scores obtained by students at the school, district, and state levels. Also shown are the mean, standard deviation, and median for the school, district, and state.


Score	School				District				State	
	Freq.	Cum. Freq.	%	Cum. %	Freq.	Cum. Freq.	%	Cum. %	%	Cum. %
62	0	59	0.0%	100.0%	24	1,246	1.9%	100.0%	3.1%	100.0%
61	1	59	1.7%	100.0%	58	1,222	4.7%	98.1%	5.7%	96.9%
60	0	58	0.0%	98.3%	56	1,164	4.5%	93.4%	6.0%	91.1%
59	1	58	1.7%	98.3%	69	1,108	5.5%	88.9%	6.5%	85.1%
58	1	57	1.7%	96.6%	75	1,039	6.0%	83.4%	6.1%	78.6%
57	2	56	3.4%	94.9%	57	964	4.6%	77.4%	5.5%	72.5%
56	0	54	0.0%	91.5%	66	907	5.3%	72.8%	5.1%	67.0%
55	1	54	1.7%	91.5%	58	841	4.7%	67.5%	4.8%	61.9%
54	1	53	1.7%	89.8%	49	783	3.9%	62.8%	4.1%	57.1%
53	3	52	5.1%	88.1%	55	734	4.4%	58.9%	3.9%	53.0%
52	0	49	0.0%	83.1%	35	679	2.8%	54.5%	3.5%	49.1%
51	1	49	1.7%	83.1%	37	644	3.0%	51.7%	3.2%	45.6%
50	2	48	3.4%	81.4%	42	607	3.4%	48.7%	2.9%	42.4%
49	4	46	6.8%	78.0%	38	565	3.0%	45.3%	2.7%	39.5%
48	3	42	5.1%	71.2%	31	527	2.5%	42.3%	2.5%	36.7%
47	3	39	5.1%	66.1%	26	496	2.1%	39.8%	2.4%	34.2%
46	2	36	3.4%	61.0%	34	470	2.7%	37.7%	2.2%	31.8%
45	0	34	0.0%	57.6%	28	436	2.2%	35.0%	2.0%	29.6%
44	1	34	1.7%	57.6%	37	408	3.0%	32.7%	1.9%	27.6%
43	3	33	5.1%	55.9%	21	371	1.7%	29.8%	1.8%	25.8%
42	2	30	3.4%	50.8%	28	350	2.2%	28.1%	1.6%	23.9%
41	1	28	1.7%	47.5%	23	322	1.8%	25.8%	1.4%	22.4%
40	0	27	0.0%	45.8%	14	299	1.1%	24.0%	1.3%	21.0%
39	2	27	3.4%	45.8%	20	285	1.6%	22.9%	1.3%	19.7%
38	0	25	0.0%	42.4%	14	265	1.1%	21.3%	1.2%	18.4%
37	2	25	3.4%	42.4%	17	251	1.4%	20.1%	1.1%	17.3%
36	1	23	1.7%	39.0%	10	234	0.8%	18.8%	1.0%	16.2%
35	1	22	1.7%	37.3%	19	224	1.5%	18.0%	1.1%	15.2%
34	2	21	3.4%	35.6%	18	205	1.4%	16.5%	1.0%	14.1%
33	0	19	0.0%	32.2%	8	187	0.6%	15.0%	0.9%	13.1%
32	1	19	1.7%	32.2%	11	179	0.9%	14.4%	0.8%	12.2%
31	0	18	0.0%	30.5%	15	168	1.2%	13.5%	0.9%	11.4%
30	2	18	3.4%	30.5%	16	153	1.3%	12.3%	0.8%	10.6%
29	1	16	1.7%	27.1%	11	137	0.9%	11.0%	0.7%	9.8%
28	1	15	1.7%	25.4%	16	126	1.3%	10.1%	0.7%	9.1%
27	0	14	0.0%	23.7%	11	110	0.9%	8.8%	0.6%	8.4%
26	1	14	1.7%	23.7%	6	99	0.5%	7.9%	0.6%	7.8%
25	1	13	1.7%	22.0%	11	93	0.9%	7.5%	0.6%	7.2%
24	0	12	0.0%	20.3%	6	82	0.5%	6.6%	0.6%	6.6%
23	0	12	0.0%	20.3%	9	76	0.7%	6.1%	0.6%	6.0%
22	0	12	0.0%	20.3%	7	67	0.6%	5.4%	0.6%	5.3%
21	1	12	1.7%	20.3%	10	60	0.8%	4.8%	0.5%	4.8%
20	2	11	3.4%	18.6%	11	50	0.9%	4.0%	0.5%	4.2%
19	2	9	3.4%	15.3%	11	39	0.9%	3.1%	0.5%	3.7%
18	3	7	5.1%	11.9%	6	28	0.5%	2.2%	0.5%	3.2%
17	0	4	0.0%	6.8%	1	22	0.1%	1.8%	0.4%	2.7%
16	1	4	1.7%	6.8%	3	21	0.2%	1.7%	0.4%	2.2%
15	1	3	1.7%	5.1%	6	18	0.5%	1.4%	0.4%	1.8%
14	1	2	1.7%	3.4%	2	12	0.2%	1.0%	0.3%	1.4%
13	1	1	1.7%	1.7%	3	10	0.2%	0.8%	0.3%	1.1%
12	0	0	0.0%	0.0%	2	7	0.2%	0.6%	0.3%	0.8%
11	0	0	0.0%	0.0%	0	5	0.0%	0.4%	0.2%	0.5%
10	0	0	0.0%	0.0%	1	5	0.1%	0.4%	0.1%	0.3%
9	0	0	0.0%	0.0%	1	4	0.1%	0.3%	0.1%	0.2%
8	0	0	0.0%	0.0%	0	3	0.0%	0.2%	0.0%	0.2%
7	0	0	0.0%	0.0%	0	3	0.0%	0.2%	0.0%	0.1%
6	0	0	0.0%	0.0%	0	3	0.0%	0.2%	0.0%	0.1%
5	0	0	0.0%	0.0%	0	3	0.0%	0.2%	0.0%	0.1%
4	0	0	0.0%	0.0%	0	3	0.0%	0.2%	0.0%	0.1%
3	0	0	0.0%	0.0%	0	3	0.0%	0.2%	0.0%	0.1%
2	0	0	0.0%	0.0%	1	3	0.1%	0.2%	0.0%	0.1%
1	0	0	0.0%	0.0%	0	2	0.0%	0.2%	0.0%	0.1%
0	0	0	0.0%	0.0%	2	2	0.2%	0.2%	0.1%	0.1%

	School	District	State
Descriptive Statistics			
Possible High Score	62	62	62
Possible Low Score	0	0	0
Obtained High Score	61	62	62
Obtained Low Score	13	0	0
Mean	38.7	47.4	48.7
Std. Dev.	13.7	12.1	12.1
Median	42	51	53

Note: The two reports described on pages 12 and 13 are both printed on the same page in the reports provided by the scoring contractor.

Report of Third Grade Students Tested and Not Tested

This report shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested.

	2005 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three					
	Report of Students Tested and Not Tested					
District Name: SAMPLE DISTRICT			District-School Code: 8888-8888			
School Name: SAMPLE SCHOOL						
	State		District		School	
	Number	Percent	Number	Percent	Number	Percent
Total Students Enrolled	59,453	100.0%	1,424	100.0%	69	100.0%
Students Tested	57,168	96.2%	1,246	87.5%	59	85.5%
Students EXCLUDED from Testing						
Absent	97	0.2%	4	0.3%	1	1.4%
Students with Disabilities	1,185	2.0%	59	4.1%	2	2.9%
Limited English Proficient	1,003	1.7%	115	8.1%	7	10.1%
Section 504 (Not S/Dis)	0	0.0%	0	0.0%	0	0.0%
Total Students Excluded	2,285	3.8%	178	12.5%	10	14.5%

In this example report, the district had 1,424 students enrolled in the third grade. Of these students, 1,246 were tested. Of the students not tested, 4 were absent, 59 were excluded because they were Students with Disabilities and 115 were excluded because of Limited English Proficiency.

Total Students Excluded is the sum of students who were not tested for all reasons.

Note: In 2003, the definitions of LEP Levels were revised. Districts were required to test Levels 3 and higher. Therefore, caution should be exercised when making comparisons with LEP data from years prior to 2003.

Students with Disabilities and Limited English Proficient Students Tested


This report shows the number of Students with Disabilities and Limited English Proficient students for the state, district, and school. The number and percent of these students tested are also shown.

Students with Disabilities and Limited English Proficient Students Tested									
	State			District			School		
	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested
Students with Disabilities	7,846	6,543	83.4%	234	166	70.9%	16	14	87.5%
Limited English Proficient	3,598	2,516	69.9%	312	189	60.6%	31	22	71.0%
Section 504 (Not S/Dis)	217	204	94.0%	2	0	0.0%	0	0	0.0%

In the above example, there are 234 third grade students in the district who were Students with Disabilities. Of this number, 166 or 70.9% were tested.

Comprehension Performance Report for All Students and Students by Demographic Group

This two-sided report, shown on pages 14 and 15, summarizes comprehension scores for all students and by gender, ethnicity, and several other demographic categories. Results are shown for the state, district, and school.



2005 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

Comprehension Performance Report for
All Students and Students by Demographic Group

District Name: SAMPLE DISTRICT

School Name: SAMPLE SCHOOL

District-School Code: 8888-8888

Proficiency Levels (Legend)

□ Not Tested	▨ Minimal	□ Basic	▩ Proficient	■ Advanced
--------------	-----------	---------	--------------	------------

	Number of Students Enrolled	Average Comp. Score		Percent of Students in Each Proficiency Level													
		Number	Percent	10	20	30	40	50	60	70	80	90					
ALL STUDENTS																	
State	59,453	48.7	78.6%	4	8	46										41	
District	1,424	47.4	76.5%	13	8	46										33	
Students Not In District Full Academic Year	196	45.1	72.8%	24	9	49										17	
Students In District Full Academic Year	1,228	47.7	77.0%	11	8	46										35	
In a Single School	1,126	47.9	77.3%	9	8	46										36	
Not In a Single School	102	45.3	73.0%	25	10	44										21	
School	69	38.7	62.4%	14	20	55										9	
Students Not In School Full Academic Year	24	43.3	69.8%	21	8	63										8	
Students In School Full Academic Year	45	36.5	59.0%	11	27	51										9	
GENDER																	
Male																	
State	30,637	47.6	76.8%	4	9	48										38	
District	733	46.7	75.3%	15	8	46										30	
School	33	36.1	58.2%	24	21	52											
Female																	
State	28,761	49.9	80.4%	6	44											45	
District	690	48.2	77.7%	10	8	46										35	
School	36	40.6	65.6%	6	19	58										14	

See other side for results by Ethnicity and Other Demographic Groups ➔

The first column of numbers on this report shows the total number of all third grade students enrolled, the number of males and females enrolled, the number of students enrolled in each ethnic category, and the number of students enrolled in the other demographic categories.

The column called **Average Comp. Score** shows the average comprehension score (the number and percent of comprehension points).

The last column shows the percent of students whose scores were Minimal, Basic, Proficient, and Advanced for the state, district, and school. The three bar charts (one for the state, one for the district, and one for the school) are shaded to show the proportion of students falling into each of the four performance categories (Minimal, Basic, Proficient, and Advanced). The numbers printed on the bars are the percentages of students falling into the particular category. Percentages less than 3% are not printed on the bars.

(Continued from other side.)

	Number of Students Enrolled	Average Comp. Score		Percent of Students in Each Proficiency Level								
		Number	Percent	10	20	30	40	50	60	70	80	90
ETHNICITY												
American Indian or Alaskan Native												
State	869	45.2	72.9%	4	12		55					27
District	59	40.4	65.2%	7	22			53				19
School	7	40.9	65.9%	14			71					14
Asian or Pacific Islander												
State	2,184	47.0	75.7%	9	9		48					33
District	91	45.3	73.0%	21	7			52				20
School	6	42.8	69.0%		33						67	
Black (Not of Hispanic Origin)												
State	6,522	38.7	62.4%	4	4	23		54				15
District	84	38.4	61.9%	11		24		50				13
School	12	26.7	43.0%	8			50					42
Hispanic												
State	4,376	45.1	72.8%	20	9			49				21
District	260	45.9	74.0%		41			5	40			14
School	27	42.6	68.8%	26		11			56			7
White (Not of Hispanic Origin)												
State	45,458	50.5	81.5%	5			44					48
District	929	49.0	79.1%	4	7			47				42
School	17	40.9	65.9%	6		24			53			18
Combined Groups (Small Number)												
State	0	0.0	0.0%									
District	0	0.0	0.0%									
School	0	0.0	0.0%									
OTHER												
Limited English Proficient												
State	3,598	43.5	70.1%	30	9			45				14
District	312	45.4	73.3%		39		4		43			13
School	31	43.5	70.2%	29		10			55			6
English Proficient												
State	53,505	49.0	79.1%	8			46					43
District	1,091	47.9	77.2%	4	9			47				39
School	38	35.8	57.8%		29				55			11
Migrant												
State	58	45.7	73.8%	40		5			47			9
District	24	45.1	72.8%		46				50			4
School	3	51.0	82.3%	33					67			
Non-Migrant												
State	59,262	48.7	78.6%	4	8			46				41
District	1,400	47.4	76.5%	12	8			46				33
School	66	38.3	61.7%	14		21			55			9
Students with Disabilities												
State	7,846	36.9	59.5%	17	5	23			42			13
District	234	35.6	57.5%	29			23			34		10
School	16	26.9	43.3%	13	6			50				31
Nondisabled												
State	51,485	50.3	81.1%	5			47					46
District	1,190	49.2	79.4%	9	5			48				37
School	53	42.4	68.4%	15		11			62			11
Economically Disadvantaged												
State	19,026	43.3	69.8%	7	14			54				23
District	638	43.3	69.8%	22		12			49			17
School	61	37.9	61.1%	16		21			54			7
Not Economically Disadvantaged												
State	40,385	51.1	82.5%	5			43					50
District	786	50.2	80.9%	5	5			44				45
School	8	44.1	71.2%	13				63				25

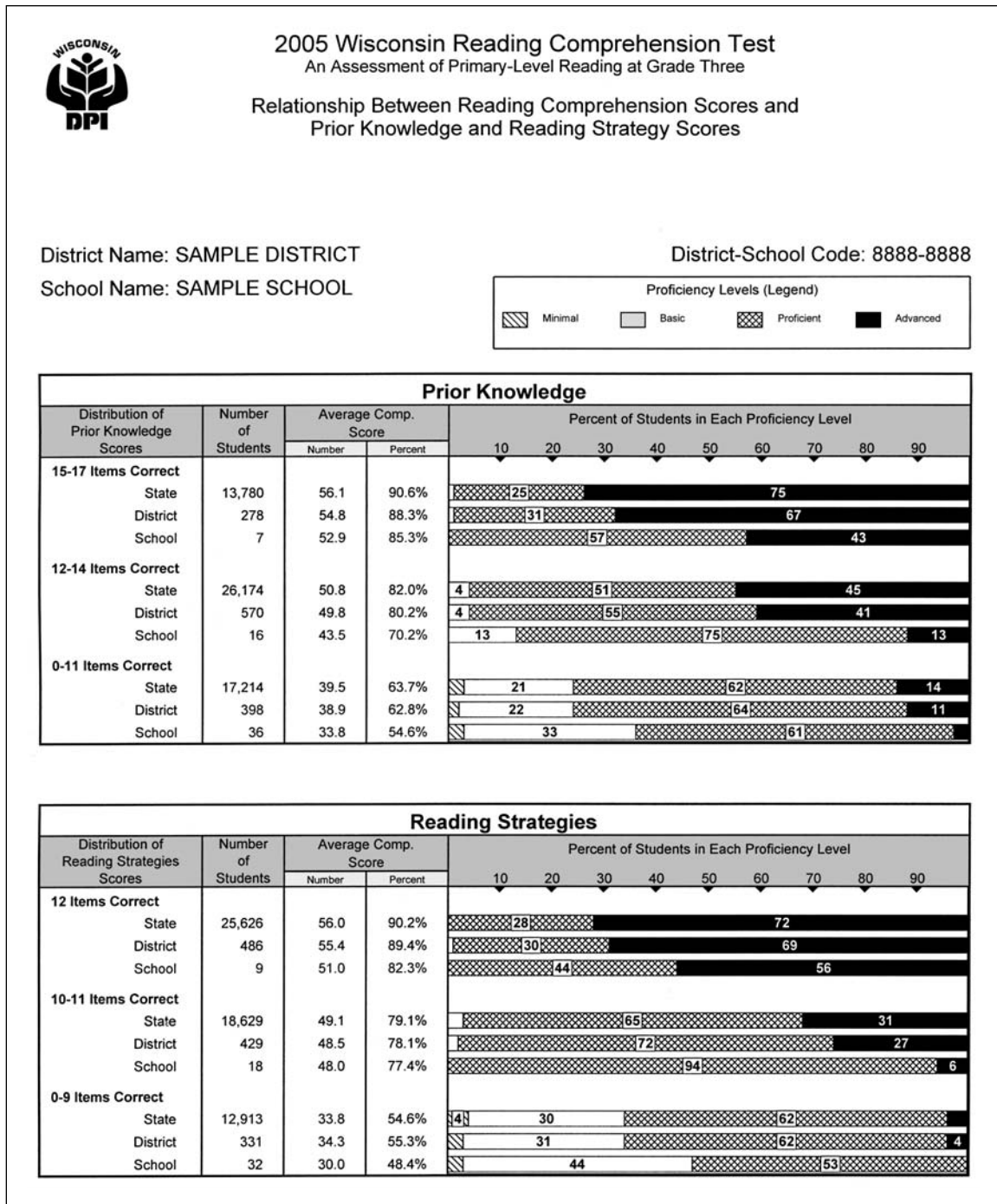
Note: Districts should avoid reporting data for small groups of students in such a way that individual students might be identified.

Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores

The purpose of this report is to show how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions. The report also allows for a comparison of district and school results with the state results.

For each of the charts below, statewide frequency distributions of students' scores in prior knowledge and reading strategies for all three passages were divided into three categories.

In the example shown, at the state level, 13,780 of the students' prior knowledge scores fell into the top category. These students averaged 90.6% correct on the comprehension items. In contrast, the 17,214 students in the bottom category averaged 63.7% correct on the test.



Note: The two reports described on pages 17 and 18 are printed on the same page in the reports provided by the scoring contractor.

Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Part

The purpose of this report is to show how students' responses to the prior knowledge questions for each passage relate to the students' reading comprehension scores.

The prior knowledge scores for each of the two passages in Part 1 and Part 2 on the test are broken into three categories. These categories are based on the number of prior knowledge questions that students throughout the state answered correctly.

For Part 1, the number of students at the state, district, and school levels falling into each of three prior knowledge categories is shown. Students in the top category answered all nine of the prior knowledge items correctly. In the example district shown, 395 students answered all nine items correctly; these students averaged 85.5% correct on the passage. In contrast, the 292 students in the district who answered 0-5 of the prior knowledge questions correctly averaged 62.1% correct.

The figures for Part 2 are interpreted similarly. There were eight prior knowledge items for Part 2.



2005 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

District Name: SAMPLE DISTRICT
School Name: SAMPLE SCHOOL

District-School Code: 8888-8888

Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Part

Part 1			Part 2		
Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score	Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score
8-9 Items Correct			7-8 Items Correct		
State	19,406	87.6%	State	22,204	87.2%
District	395	85.5%	District	463	84.5%
School	10	82.3%	School	12	77.2%
6-7 Items Correct			5-6 Items Correct		
State	25,442	79.3%	State	25,685	77.4%
District	559	77.6%	District	600	75.2%
School	22	67.6%	School	34	62.1%
0-5 Items Correct			0-4 Items Correct		
State	12,320	62.7%	State	9,279	61.1%
District	292	62.1%	District	183	60.3%
School	27	50.9%	School	13	49.6%

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Part

The purpose of this report is to show how students' responses to the reading strategy questions relate to the students' reading comprehension scores.

The reading strategy scores for each of the passages in Parts 1 and 2 on the test are broken into three categories. These categories are based on the number of reading strategy questions that students throughout the state answered correctly.

For the first passage in Part 1, the number of students at the state, district, and school levels falling into each of three categories is shown. Students in the top category correctly answered all seven of the reading strategy items for Part 1. In the example district shown, 637 students answered all seven items correctly; these students' average comprehension score on the passage was 87.2% correct. The 316 students who answered 0-5 items correctly had an average comprehension score on the passage of 56.2% correct.


The figures for Part 2 are interpreted similarly. There were five strategy items for Part 2.

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Part

Part 1			Part 2		
Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score
7 Items Correct			5 Items Correct		
State	32,346	88.0%	State	35,474	87.1%
District	637	87.2%	District	710	85.7%
School	14	77.7%	School	19	77.8%
6 Items Correct			4 Items Correct		
State	12,324	76.5%	State	11,947	73.5%
District	293	75.0%	District	281	72.3%
School	16	76.2%	School	12	69.9%
0-5 Items Correct			0-3 Items Correct		
State	12,498	56.2%	State	9,747	53.6%
District	316	56.2%	District	255	55.2%
School	29	47.5%	School	28	48.9%

Parent/Guardian Report

Districts receive one Parent/Guardian Report for each child who was tested. *Districts are not required by Standard (r) to report each child's results to the parent(s) or guardian(s).* However, districts may wish to do so. For this reason, reports for each child were provided in Shipment #1.

	Wisconsin Department of Public Instruction Elizabeth Burmaster, State Superintendent
2005 WISCONSIN READING COMPREHENSION TEST: An Assessment of Primary-Level Reading at Grade Three	
Parent/Guardian Report	
District Name: Sample District	
School Name: Sample School	
Dear Parent/Guardian of SAMPLE STUDENT:	
This is your copy of the 2004 Wisconsin Reading Comprehension Test results for your child. This test was developed by the Department of Public Instruction's Office of Educational Accountability and a committee of Wisconsin educators. The test was administered to all third grade students in Wisconsin in the spring of 2004. Students were given two passages to read. The material was typical of what third graders read in school. The passages were followed by sets of questions measuring reading comprehension. Following are the test results for your child:	
TEST RESULTS	
Highest Possible Comprehension <u>Score on the Test</u>	Comprehension Score <u>for the Student</u>
62	51
The State of Wisconsin, Department of Public Instruction, using a committee of teachers and reading specialists, has established proficiency levels based on the comprehension questions. Four categories of scores were identified:	
<u>Proficiency Level</u>	<u>Score Range</u>
Advanced	= 55 or more points
Proficient	= from 29 through 54 points
Basic	= from 14 through 28 points
Minimal	= from 0 through 13 points
On this test, your child's score was in the Proficient level.	
<u>Parents/Guardians Can Help Their Children Become Better Readers:</u>	
Your child's reading activities in school and away from school are all important. Encouraging your child to read for fun, reading aloud to your child, and having your child read aloud to you or someone else are practices that have been shown to help children become successful readers. Successful readers should be able to read a variety of fiction and nonfiction materials. Your librarian can help you and your child select appropriate books and magazines. You may also want to talk to your child's teacher about your child's reading progress.	
<u>For More Information:</u>	
You can find out more about this test by contacting your child's teacher, principal, or your school district administrator.	

The comprehension score for the student is shown under the heading called Test Results. Also shown is the highest possible score.

A student's score is classified into one of four levels of proficiency: Advanced, Proficient, Basic, or Minimal. For example, a student must have a comprehension score of 55 or more to score in the Advanced level. The performance of a student who received a score of 29 through 54 is in the Proficient level. A score of 14 through 28 is in the Basic level, and a score of 0-13 is in the Minimal level.

Comprehension Performance Report Summary by District and by School Within District

This report is an alphabetical listing of all Wisconsin school districts and schools within each district showing the numbers and percents of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels. Also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested. In schools or districts in which the number of third grade students enrolled is five or fewer, results are not presented in order to protect the privacy of those students. In these cases, dashes appear in the data columns.



2005 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

PAGE 1

Comprehension Performance Report Summary by District and by School Within District

District/ School Code	District/School Name	Number Of Students Enrolled	Students Not Tested		Students Tested							
					Minimal		Basic		Proficient		Advanced	
					No.	%	No.	%	No.	%	No.	%
	STATEWIDE (ALL DISTRICTS/SCHOOLS)	59,453	2,285	3.8%	607	1.0%	4,619	7.8%	27,401	46.1%	24,541	41.3%
8110 8110-0100	21st Century Prep Sch 21st Century Prep Sch	51 51	0 0	0.0% 0.0%	2 2	3.9% 3.9%	13 13	25.5% 25.5%	30 30	58.8% 58.8%	6 6	11.8% 11.8%
0007 0007-0020	Abbotsford Abbotsford EI	35 35	2 2	5.7% 5.7%	0 0	0.0% 0.0%	0 0	0.0% 0.0%	24 24	68.6% 68.6%	9 9	25.7% 25.7%
8112 8112-0100	Acad of Learning & Leadership Acad of Learning & Leadership	20 20	0 0	0.0% 0.0%	2 2	10.0% 10.0%	7 7	35.0% 35.0%	11 11	55.0% 55.0%	0 0	0.0% 0.0%
0014 0014-0130 0014-0080 0014-0140 0014-0180 0014-0200	Adams-Friendship Area Adams-Friendship EI Castle Rock EI Grand Marsh EI Pine Land EI Roche A Cri EI	142 63 23 26 17 13	2 1 0 1 0 0	1.4% 1.6% 0.0% 3.8% 0.0% 0.0%	3 2 1 0 0 0	2.1% 3.2% 4.3% 0.0% 0.0% 0.0%	18 10 2 5 1 0	12.7% 15.9% 8.7% 19.2% 5.9% 0.0%	87 38 18 17 8 6	61.3% 60.3% 78.3% 65.4% 47.1% 46.2%	32 12 2 3 8 7	22.5% 19.0% 8.7% 11.5% 47.1% 53.8%
0063 0063-0020	Albany Albany EI	26 26	1 1	3.8% 3.8%	0 0	0.0% 0.0%	3 3	11.5% 11.5%	17 17	65.4% 65.4%	5 5	19.2% 19.2%
0070 0070-0020	Algoma Algoma EI/Mid	31 31	1 1	3.2% 3.2%	0 0	0.0% 0.0%	0 0	0.0% 0.0%	16 16	51.6% 51.6%	14 14	45.2% 45.2%
0084 0084-0020	Alma Alma EI	17 17	1 1	5.9% 5.9%	0 0	0.0% 0.0%	0 0	0.0% 0.0%	9 9	52.9% 52.9%	7 7	41.2% 41.2%
0091 0091-0080	Alma Center Lincoln EI	45 45	1 1	2.2% 2.2%	1 1	2.2% 2.2%	0 0	0.0% 0.0%	20 20	44.4% 44.4%	23 23	51.1% 51.1%
0105 0105-0020	Almond-Bancroft Almond EI	34 34	1 1	2.9% 2.9%	0 0	0.0% 0.0%	0 0	0.0% 0.0%	11 11	32.4% 32.4%	22 22	64.7% 64.7%
0112 0112-0080	Altoona Pedersen EI	113 113	1 1	0.9% 0.9%	0 0	0.0% 0.0%	4 4	3.5% 3.5%	47 47	41.6% 41.6%	61 61	54.0% 54.0%
0119 0119-0050	Amery Amery Intermediate	128 128	2 2	1.6% 1.6%	1 1	0.8% 0.8%	8 8	6.3% 6.3%	56 56	43.8% 43.8%	61 61	47.7% 47.7%
0140 0140-0080 0140-0100 0140-0160 0140-0180 0140-0200 0140-0240 0140-0260 0140-0280	Antigo Crestwood EI East EI Mattoon EI North EI Pleasant View EI River Grove EI Spring Valley EI West EI	172 24 14 13 25 22 11 24 39	2 1 0 0 0 0 0 0 1	1.2% 4.2% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 2.6%	3 0 0 0 0 0 0 0 3	1.7% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 7.7%	8 0 0 0 0 2 0 1 5	4.7% 0.0% 0.0% 0.0% 0.0% 9.1% 0.0% 4.2% 12.8%	99 13 7 9 13 16 5 15 21	57.6% 54.2% 50.0% 69.2% 52.0% 72.7% 45.5% 62.5% 53.8%	60 10 7 4 12 4 6 8 9	34.9% 41.7% 50.0% 30.8% 48.0% 18.2% 54.5% 33.3% 23.1%

Item Analysis

This report shows district-level numbers and percents of students selecting each answer choice for each test question. Note that the sample questions (1, 2, 12, 13, and 14) are not included. Questions 38, 78, and 90 were short-answer questions. For these questions, the number and percent of students receiving a score of "0" are indicated in column "A", column "B" shows the number and percent of students receiving a score of "1", column "C" shows the number and percent of students receiving a score of "2", and column "D" shows the number and percent of students receiving a score of "3". Districts receive an additional report showing the state-level item analysis.

		2005 Wisconsin Reading Comprehension Test																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
		An Assessment of Primary-Level Reading at Grade Three																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
		District Name: SAMPLE DISTRICT										District-School Code: 8888-0000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
		A					B					C					D					Other †																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
Response		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Item		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Prior Knowledge		3	474	38.0%	553	44.4%	213	17.1%	-	-	6	0.5%	54	50	4.0%	45	3.6%	41	3.3%	1,107	88.8%	3	0.2%	55	46	3.7%	35	2.8%	1,063	85.3%	98	7.9%	4	0.3%	5	81	6.5%	71	5.7%	1,091	87.6%	-	-	3	0.2%	56	157	12.6%	917	73.6%	168	13.5%	-	-	4	0.3%	57	1,009	81.0%	55	4.4%	130	10.4%	47	3.8%	5	0.4%	7	183	14.7%	877	70.4%	182	14.6%	-	-	4	0.3%	58	112	9.0%	60	4.8%	83	6.7%	986	79.1%	5	0.4%	8	35	2.8%	29	2.3%	1,179	94.6%	-	-	3	0.2%	59	161	12.9%	853	68.5%	83	6.7%	136	10.9%	13	1.0%	9	1,115	89.5%	75	6.0%	53	4.3%	-	-	3	0.2%	60	952	76.4%	42	3.4%	153	12.3%	93	7.5%	6	0.5%	10	62	5.0%	1,104	88.6%	75	6.0%	-	-	5	0.4%	61	70	5.6%	119	9.6%	969	77.8%	82	6.6%	6	0.5%	11	686	55.1%	454	36.4%	100	8.0%	-	-	6	0.5%	62	83	6.6%	57	4.6%	1,046	83.9%	82	6.6%	4	0.3%	63	74	5.9%	133	10.7%	56	4.5%	975	78.3%	8	0.6%																																																																																																																																																																																																																																																																																																																																																																															
Comprehension		15	81	6.5%	896	71.9%	115	9.2%	152	12.2%	2	0.2%	84	946	75.9%	108	8.7%	94	7.5%	94	7.5%	4	0.3%	6	0.5%	64	269	21.6%	89	7.1%	544	43.7%	333	26.7%	11	0.9%	65	118	9.5%	98	7.9%	74	5.9%	951	76.3%	5	0.4%	66	67	5.3%	66	5.3%	140	11.2%	162	13.0%	7	0.6%	67	871	69.9%	66	5.3%	236	18.9%	212	17.0%	5	0.4%	68	74	5.9%	719	57.7%	236	18.9%	62	5.0%	13	1.0%	69	189	15.2%	926	74.3%	56	4.5%	62	5.0%	13	1.0%	70	751	60.3%	256	20.5%	113	9.1%	121	9.7%	5	0.4%	21	51	4.1%	48	3.9%	906	72.7%	236	18.9%	5	0.4%	71	55	4.4%	86	6.9%	1,031	82.7%	67	5.4%	7	0.6%	22	30	2.4%	970	77.8%	60	4.8%	181	14.5%	5	0.4%	72	105	8.4%	883	70.9%	175	14.0%	77	6.2%	6	0.5%	23	851	68.3%	79	6.3%	100	8.0%	205	16.5%	11	0.9%	73	102	8.2%	778	62.4%	158	12.7%	202	16.2%	6	0.5%	74	26	2.1%	58	4.6%	67	5.4%	949	76.2%	11	0.9%	24	102	8.2%	778	62.4%	158	12.7%	202	16.2%	6	0.5%	75	28	2.2%	59	4.7%	1,087	85.6%	9	0.7%	76	75	6.0%	82	6.6%	59	4.7%	1,080	87.5%	7	0.6%	77	49	3.9%	104	8.3%	996	79.9%	94	7.5%	3	0.2%	78	77	6.1%	82	6.6%	98	7.9%	988	79.3%	3	0.2%	79	27	2.2%	82	6.6%	98	7.9%	988	79.3%	3	0.2%	80	1,061	85.2%	18	1.4%	59	4.7%	104	8.3%	4	0.3%	81	80	6.4%	86	6.9%	868	69.7%	206	16.5%	6	0.5%	31	111	8.9%	84	6.7%	58	4.7%	989	79.4%	4	0.3%	82	125	10.0%	85	6.8%	69	5.5%	961	77.1%	6	0.5%	32	32	2.6%	85	6.8%	69	5.5%	961	77.1%	6	0.5%	33	99	7.9%	146	11.7%	811	65.1%	184	14.8%	6	0.5%	83	34	2.7%	141	11.3%	53	4.3%	99	7.9%	13	1.0%	34	940	75.4%	141	11.3%	53	4.3%	99	7.9%	13	1.0%	84	93	7.6%	87	6.9%	102	8.2%	137	11.0%	7	0.6%	35	933	74.9%	87	6.9%	102	8.2%	137	11.0%	7	0.6%	85	36	2.9%	1,022	82.0%	49	3.9%	122	9.8%	5	0.4%	86	37	3.0%	1,047	84.0%	59	4.7%	74	5.9%	10	0.8%	87	56	4.5%	1,047	84.0%	59	4.7%	74	5.9%	10	0.8%	88	227	18.2%	213	17.1%	319	25.6%	487	39.1%	0	0.0%	89	84	6.7%	38	3.0%	57	4.6%	61	4.9%	1,085	87.1%	5	0.4%	89	88	7.1%	1,121	90.0%	46	3.7%	75	6.0%	-	-	4	0.3%	90†	40	3.2%	1,008	80.9%	50	4.0%	30	2.4%	5	0.4%	41	1,060	85.1%	69	5.5%	114	9.1%	-	-	3	0.2%	91	157	12.6%	1,034	83.0%	52	4.2%	-	-	3	0.2%	92	42	3.4%	1,091	87.6%	82	6.6%	-	-	3	0.2%	93	43	3.4%	1,091	87.6%	82	6.6%	-	-	3	0.2%	94	44	3.5%	1,081	86.9%	81	6.5%	-	-	3	0.2%	95	44	3.5%	1,052	84.4%	-	-	-	-	4	0.3%	96	45	3.6%	1,135	91.1%	-	-	-	-	5	0.4%	97	46	3.7%	1,135	91.1%	-	-	-	-	5	0.4%	98	46	3.7%	1,135	91.1%	-	-	-	-	5	0.4%	99	46	3.7%	1,135	91.1%	-	-	-	-	5	0.4%	100	46	3.7%	1,135	91.1%	-	-	-	-	5	0.4%
Prior Knowledge		46	740	59.4%	96	7.7%	407	32.7%	-	-	3	0.2%	47	90	7.2%	254	20.4%	899	72.2%	-	-	3	0.2%	48	12	1.0%	170	13.6%	1,061	85.2%	-	-	3	0.2%	49	49	3.9%	1,094	87.8%	73	5.9%	-	-	3	0.2%	50	977	78.4%	100	8.0%	166	13.3%	-	-	3	0.2%	51	51	4.1%	1,081	86.8%	97	7.8%	-	-	3	0.2%	52	65	5.2%	1,081	86.8%	97	7.8%	-	-	3	0.2%	53	53	4.3%	303	24.3%	403	32.3%	-	-	4	0.3%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		

A dash (-) indicates this response was not an option for this item.
 Sample questions are not included in this report (Items 1, 2, 12, 13, & 14).
 † Items 38, 78, and 90 are short answer items. For these items 'A' = '0', 'B' = '1', 'C' = '2', and 'D' = '3' score points.
 † Number and percent of students who multiply-marked or omitted this item.
 * An asterisk (*) indicates the correct response for this item.