



Wisconsin Forward Exam

Wisconsin Standard Setting 2016 Final Technical Report

Prepared for the
Department of Public Instruction

Data Recognition Corporation
Maple Grove, MN 55311



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A

Methodology and Results

Standard Setting Methodology

On June 14–17, 2016, the Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) conducted the Wisconsin Forward Exam Standard Setting for grades 3–8 in English Language Arts (ELA) and Mathematics; for grades 4 and 8 Science; and for grades 4, 8, and 10 Social Studies. The purpose of the standard setting was to develop achievement standards for the Wisconsin Forward Exam, including the development of *cut scores* which divide students into four achievement levels: *Below Basic*, *Basic*, *Proficient*, and *Advanced*.

A total of 59 Wisconsin educators and stakeholders worked individually and in committees to recommend achievement standards associated with four achievement levels: *Below Basic*, *Basic*, *Proficient*, and *Advanced*. This process yielded achievement standards for these 17 tests of the Wisconsin Forward Exam program. The achievement standards were approved by the Superintendent of Public Instruction in July 2016.

This section describes the standard setting processes, the materials produced to implement the workshop, and the results of the standard setting. Selected materials used for the workshop and detailed data from the workshop are presented in subsequent sections of this report.

Background

Wisconsin's statewide tests have recently gone through several changes, especially for ELA and Mathematics. In school year 2014–15, the Wisconsin Badger Exam measured students' abilities in ELA and mathematics using assessments developed by the Smarter Balanced Assessment Consortium (SBAC). Cut scores for the Badger Exam were taken from the national SBAC standard setting, conducted in 2014. For science and social studies, the Wisconsin Knowledge and Concepts Examination (WKCE) was administered. Cut scores for WKCE were established in 2003.

In school year 2015–16, DPI consolidated all these tests into a unified program, the Wisconsin Forward Exam. At the inception of the Forward Exam, DPI indicated that they would no longer use SBAC items or test scales for ELA and Mathematics, and new test scales would be established for the Forward Exam. New test scales were established for all four content areas using data from the Spring 2016 administration of the Wisconsin Forward Exam.

In the 2016 Wisconsin Forward Exam Standard Setting, DPI sought to establish cut scores (also known as *passing scores*) for the assessments which reflect Wisconsin's expectations for student performance throughout the state. During this benchmarked standard setting, DPI developed cut scores on the Forward Exam that reflected these content-based expectations on the tests, as informed by test data from well-respected measures of student achievement.

Selecting the Standard Setting Methodologies

Prior to the workshop, DPI worked in collaboration with DRC and its other technical advisors to select the methodology to be used at the standard setting. In recognition of its use in Wisconsin and

widespread use across the country, DPI selected the Bookmark Standard Setting Procedure (BSSP) for the Wisconsin Forward Exam assessments. The BSSP is well suited for standard setting for these assessments because (a) the tests are composed of both multiple-choice and constructed-response items, (b) the items are scaled and can be mapped using item mapping techniques, and (c) the BSSP allows participants to focus on the knowledge, skills, and abilities expected of students in each achievement level.

The BSSP has been well documented in the standard setting literature. Developed in 1996, the BSSP has been implemented in over half of the states in the U.S. and abroad by DRC and by other major testing firms, making it the most widely used standard setting procedure in K–12 education (Karantonis & Sireci, 2006).

Achievement Level Descriptors

Achievement level descriptors (ALDs)¹ summarize the knowledge, skills, and abilities expected of students in each achievement level. Specifically, there are four types of ALDs (Egan, Schneider, and Ferrara, 2012), each with a different focus.

- 1) **Policy ALDs** set out the Department’s vision for each achievement level. Policy ALDs are not specific to any given test; rather, they represent a policy vision for each achievement level.
- 2) **Range ALDs** specify the knowledge, skills, and abilities expected of students in each achievement level on a given test. For example, a range ALD may list the expectations of *Basics* in Grade 6 Mathematics. These expectations include those for students who are just in the *Basic* level, those who are well within the *Basic* level, and those who are nearly (but not quite) at the *Proficient* level.
- 3) **Threshold ALDs** specify the knowledge, skills, and abilities expected of students who are at the point-of-entry in each achievement level on a given test. For example, a threshold ALD may list the expectations of students who have just enough skill to be considered *Proficient* in Grade 3 Social Studies. Whereas the range ALD specifies the expectations for all *Proficient* on this test, the threshold ALD seeks to specify the expectations for a student who has just entered the *Proficient* level.
- 4) **Reporting ALDs**, like range ALDs, specify the knowledge, skills, and abilities expected of students in each achievement level on a given test; however, they are designed to communicate this information to stakeholders and educators in the field through score reporting. (Reporting ALDs were not considered as part of the standard setting.)

¹ The term *achievement level descriptors (ALDs)*, as used in this report, has approximately the same meaning as *performance level descriptors (PLDs)*. Both terms were used at the standard setting to describe these important documents; however, this report uses the term *ALDs* in this section for consistency and to reflect its use in workshop training presentations. The final, approved versions of these documents carry the title *PLDs* and are found in Section I of this report.

DPI provided policy ALDs for the Wisconsin Forward Exam assessments. These brief descriptors, shown in Table 1, described DPI’s vision for each achievement level. At the standard setting, Wisconsin used the policy ALDs in conjunction with the content standards to consider the content-based expectations for students in each achievement level on each test in the Forward Exam program. Participants then summarized these expectations to develop draft range and threshold ALDs before they made cut score recommendations.

Table 1. Policy achievement level descriptors (ALDs) for Wisconsin Forward Exam

Level	Policy Achievement Level Descriptor
<i>Below Basic</i>	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
<i>Basic</i>	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
<i>Proficient</i>	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
<i>Advanced</i>	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Data and Workshop Materials

All of the materials used at the standard setting workshop were based on test items and results from the Spring 2016 administration of the Wisconsin Forward Exam.

Wisconsin’s Content Standards

The state content standards formed the basis for all decisions at the standard setting. These content standards, as adopted by the State Board of Education, detail the knowledge, skills, and abilities that students should be taught in each grade and subject. Copies of the content standards were distributed to workshop participants.

Achievement Level Descriptors (ALDs)

As described under the heading “Achievement Level Descriptors,” participants were provided with the policy ALDs presented in Table 1. Participants considered these policy ALDs to create draft range and threshold ALDs as part of the standard setting.

Ordered Item Books (OIBs)

The ordered item book (OIB) is a key component of the BSSP. An OIB contains the items from a test, ordered by difficulty. A separate OIB was prepared for each of the 17 grade and content area combinations at the standard setting.

Within each OIB, items are ordered by their difficulty on the test scale. Easier items appear earlier in the OIB, and harder items appear later. The ordering of the items is based on each item's scale location, which is based on observed student performance.

Response Probability for the OIBs

Items are ordered in the OIB using a response probability (RP) criterion. An RP criterion specifies the probability with which a student with a given ability would be able to correctly answer an item of the same difficulty. For example, if the RP criterion is 0.67 (RP67), students with ability just at the cut score would have a 67% chance of correctly answering items with difficulty at the cut score.

In the BSSP, items are most often ordered using an RP criterion of 0.67 with an adjustment for guessing (RP67GA; Lewis, Green, Mitzel, Baum, & Patz, 1998). However, other RP criteria are sometimes used (Cizek & Bunch, 2007, p. 162; Mitzel, et al., 2001).

The items in the OIBs were ordered using an RP criterion of 0.67 (RP67). In consultation with DRC, DPI selected RP67 because of the history of use of this response probability criterion in previous standard settings. The selection of the RP criterion represented a policy decision that DPI made.

Item Maps

The item map summarizes information about the items in an OIB. For each item, the item map indicates: the order of difficulty, the item response theory (IRT) scale location of the item, the test session in which the item was administered and the corresponding item sequence number, the item type (multiple-choice, MC), the correct answer for MC items, and information about the standards the item was intended to measure.

The operational item maps incorporate secure test information and are not included in this report. However, Figure 1 shows the item map that was used during the participant training sessions and is included for illustration.

Benchmarks

Standard setting comprises both content-based and policy-based factors. To identify achievement standards which considered both factors, *benchmarks* were used. Benchmarks refer to the practice of using information from respected, external measures (e.g., another testing program), calculating plausible cut scores using this information, and presenting them to standard setting participants for their consideration.

The use of benchmarks as part of standard setting is a well-established practice (Lewis, Mitzel, Mercado, & Schulz, 2012; Phillips, 2012), and allows Wisconsin educators to consider policy-based data alongside content-based information during the standard setting.

Before the standard setting, the DPI expressed several policy-based desires for the Wisconsin Forward Exam achievement standards. First, the DPI believed the percentage of students classified in each achievement level, particularly in Grades 4 and 8, should be similar to those observed on the NAEP.

Acknowledging the NAEP is a well-respected, highly cited system of student assessments, DPI felt that the performance of Wisconsin students on Wisconsin Forward Exam should be more similar to that of Wisconsin’s students on the NAEP. The DPI, however, did *not* expect the percentages of students in each achievement level to be identical across both sets of assessments.

Additionally, the DPI wanted the achievement standards for the Wisconsin Forward Exam tests to be well-articulated. With this, the DPI expected the percentages of students classified in each achievement level to form a cohesive pattern when observed across grades.

Figure 1. Item map used to train participants on the Bookmark Standard Setting Procedure

Order of Difficulty	Location	Test/Session	Item No.	Item Type	Key	Content Standard	Domain	What does a student need to know and be able to do to respond correctly to this item?	What makes this item more difficult than the preceding items?
1	220	2	1	MC	2	1	Number Sense		N/A
2	225	1	4	MC	3	4	Data Analysis		
3	229	1	3	MC	2	5	Algebra & Functions		
4	240	2	2	MC	4	1	Number Sense		
5	241	2	4	MC	2	4	Data Analysis		
6	262	1	5	MC	1	1	Number Sense		
7	303	1	6	MC	2	2	Measurement		
8	321	1	8	MC	2	2	Measurement		
9	401	1	9	MC	3	4	Data Analysis		

Calculating the Benchmarks for the BSSP

To the BSSP, benchmarks took the form of benchmark-linked bookmarks, termed at the standard setting simply as *benchmarks*. To calculate these OIB benchmarks, the Wisconsin Forward Exam cut scores that most closely yielded the benchmarked impact data were first identified. The OIB positions associated with these benchmarked cut scores were then determined.

- For ELA, the percentages of Wisconsin students classified in each performance level on NAEP in Grades 4 and 8 were benchmarked for each achievement level on Wisconsin Forward Exam. Benchmarked impact data were calculated for all other grades based on these values using piecewise linear interpolation.

- For Mathematics, the percentages of Wisconsin students classified in each performance level on NAEP in Grades 4 and 8 were benchmarked for each achievement level on Wisconsin Forward Exam. Benchmarked impact data were calculated for all other grades based on these values using piecewise linear interpolation.
- For Science, the available state NAEP data were several years old. Instead of using older performance data, the percentages of Wisconsin students classified in each performance level on NAEP in Grades 4 and 8 Mathematics were benchmarked for each achievement level on the Wisconsin Forward Exam for Science.
- For Social Studies, no state NAEP data were available. To provide a meaningful benchmark for Social Studies, the percentages of Wisconsin students classified in each performance level on NAEP in Grades 4 and 8 ELA were benchmarked for each achievement level on the Wisconsin Forward Exam.

The benchmarked impact data values and associated OIB benchmarks are presented in Table 2.

Participant Instructions for Interpreting the Benchmarks

As part of the training presentations, participants were instructed that they would see benchmarked bookmarks before Round 1 of the BSSP, and that they should consider the OIB benchmarks. Participants were told about the existence of the benchmarks in the opening session and training presentations, along with a brief description of how they would be used. In the secondary training session, participants were given further instructions on how to interpret the benchmarks.

Participants were asked to consider the knowledge, skills, and abilities measured by the items before each OIB benchmark and to compare them with the content-based expectations associated with each threshold student, as described in the ALDs. If there was good correspondence, then participants were encouraged to use the OIB benchmark as their bookmark recommendation. If there was not good correspondence, participants were encouraged to use the OIB benchmark as a starting position and, working one OIB page at a time, to move their bookmark forward or backward in the OIB. At the point where there was good correspondence between the content measured by the items before the bookmark and the content expected of the relevant threshold student, participants were instructed to place their bookmark.

In their groups, participants were told explicitly how the benchmarks for their assigned tests were calculated. Throughout the workshop, participants were asked to consider the benchmarks as they considered their bookmarks; however, participants were instructed that their judgments should be firmly based on the tested content and on the content-based expectations for students in each achievement level, as described in the ALDs and in Wisconsin's content standards.

Table 2. Benchmarked impact data and associated OIB benchmarks

Content	Grade	OIB Benchmarks			Benchmarked Impact Data			
		Basic	Prof.	Adv.	B.B.	Basic	Prof.	Adv.
ELA	3	7	22	37	31.0%	32.5%	27.5%	9.0%
	4	17	24	41	29.0%	34.0%	29.0%	8.0%
	5	10	23	34	27.0%	35.5%	30.5%	7.0%
	6	7	22	38	25.0%	37.0%	32.0%	6.0%
	7	10	33	44	23.0%	38.5%	33.5%	5.0%
	8	12	29	43	21.0%	40.0%	35.0%	4.0%
Math-ematics	3	3	17	34	15.8%	38.3%	37.5%	8.5%
	4	2	9	34	17.0%	38.0%	36.0%	9.0%
	5	2	7	30	18.3%	37.8%	34.5%	9.5%
	6	5	13	31	19.5%	37.5%	33.0%	10.0%
	7	2	7	26	20.8%	37.3%	31.5%	10.5%
	8	2	6	23	22.0%	37.0%	30.0%	11.0%
Science	4	9	24	37	17.0%	38.0%	36.0%	9.0%
	8	13	34	40	22.0%	37.0%	30.0%	11.0%
Social Studies	4	13	28	38	29.0%	34.0%	29.0%	8.0%
	8	7	29	40	21.0%	40.0%	35.0%	4.0%
	10	4	29	50	17.0%	43.0%	38.0%	2.0%

Standard Setting Staff and Participants

Staff members from DPI and DRC collaborated to conduct the standard setting workshop. These staff members worked in facilitative roles and did not contribute to the cut score recommendations during the workshop.

DPI Staff

DPI staff members attended the workshop to monitor the process, answer assessment and curriculum questions, and address DPI policy questions. DPI also monitored participants' cut score recommendations throughout the workshop.

DPI was represented at the workshop by Lynette Russell, Assistant State Superintendent; Visalaskshi Somasudaram, Director of the Office of Student Assessment; Tahira Chaudary, Assessment Program Coordinator; Duane Dorn, Education Consultant; and Philip Cranley, Education Consultant. These DPI staff members were assisted by additional DPI members who worked in concert to monitor the standard setting.

DRC Staff

The DRC Standard Setting Team was composed of Dave Chayer, Sr. Vice President, Psychometric Services; Ricardo Mercado, Research Director; Christie Plackner, Research Scientist; Huan Wang,

Research Scientist; Sara Kendall, Sr. Research Analyst; Alassane Savadogo, Research Analyst; and Ben Sorensen, Research Analyst. Prior to the standard setting, this team prepared the materials for the workshop. During the workshop, they were responsible for facilitating the workshop, training participants, entering participant results into a database, performing data analyses, and tracking secure materials. Following the workshop, the team prepared this report.

Content experts from DRC Test Development worked with each group at the workshop to provide content-based support. These content experts were Randy Craighead, Assessment Editor; Lisa Marie DiFranco, Assessment Editor; Chris Peterson, Assessment Editor; Albert Hernandez, Assessment Editor; and Patrick Erikson, Assessment Editor.

Participants

All participants for the workshop committee were recruited, selected, and invited to the workshop by DPI. The recruitment process strived to empanel a sample of participants for the standard setting with diverse demographics (e.g., ethnicity, gender) and diverse points-of-view (e.g., geographic location).

The committee comprised a purposeful mix of educators with a variety of backgrounds. Special care was taken to promote geographic diversity among participants, with representation from across the state. Participants were asked to self-report their demographic characteristics (e.g., ethnicity, number of years in the profession) as part of the workshop evaluation.

Configuration of the Committee

The workshop committee was composed of a total of 59 educators. Nine groups were convened for the standard setting, as listed here.

- ELA, 2 groups:
 - Grades 3–5 ELA (1 - 2 tables)
 - Grades 6–8 ELA (1 - 2 tables)
- Mathematics, 2 groups:
 - Grades 3–5 Mathematics (1 - 2 tables)
 - Grades 6–8 Mathematics (1 - 2 tables)
- Science, 2 groups:
 - Grade 4 (1 table)
 - Grade 8 (1 table)
- Social Studies, 3 groups:
 - Grade 4 (1 table)
 - Grade 8 (1 table)
 - Grade 10 (1 table)

For ELA and Mathematics, participants of the four groups were divided into one or two tables. Participants in the seven Science and Social Studies groups worked in single tables. One participant at each table served as the table leader. Table leaders moderated discussions at their tables and helped

the workshop staff distribute and collect the secure workshop materials. The table leaders were not members of the workshop staff, and they contributed to their committees' recommendations.

Standard Setting

The standard setting workshop took place over a four-day period. All participants began the workshop on the first day. Participants in the Science and Social Studies groups completed their work on the second day of the workshop. Participants working in ELA and Mathematics continued their work through the fourth day. The workshop agendas are included in Section C.

Opening Session

The workshop began with an opening session by the DPI. During this session, Ms. Somasudaram welcomed the participants to the workshop and described the purpose of the workshop.

Participant Training

Following the opening session, Mr. Mercado from DRC introduced the standard setting methodology. Participants were introduced to the materials that would be used during the workshop. The training presentations are included in Section D of this report.

Following the training session, participants were divided into their pre-assigned groups and tables. Each content area convened in a separate breakout room.

Order of Grades for ELA and Mathematics

Participants working on the ELA and Mathematics assessments were each assigned to consider the achievement standards for three grades: either Grades 3–5 or Grades 6–8. Participants in these groups began the standard setting process focused on either Grade 5 or Grade 6. By doing so, participants could consider the articulation of the achievement standards between these two grades, setting the stage for articulation discussions throughout the workshop. After these two grades, participants then repeated the process for Grades 3 and 8, thereby established the endpoints for cut score trends. To complete their work, participants repeated the process once more for Grades 4 and 7.

Participants in the Science and Social Studies groups were each assigned to work on a single grade. Accordingly, participants in these groups each focused on their assigned grade and content area combination, and then completed the process by discussing the articulation among their recommended cut scores.

Discussion of the ALDs and the Threshold Students

The group leaders instructed participants to read the content standards and policy ALDs, and to consider the knowledge, skills, and abilities (KSAs) that students were expected to demonstrate in each achievement level. Specifically, participants were asked to use the policy ALDs and content standards to develop draft versions of range ALDs and threshold ALDs. These documents are summarized here.

- *Policy ALDs* – Participants examined the policy ALDs, as shown in Table 1, to gain an understanding of the high-level expectations for students in each achievement level.
- *Range ALDs* – Participants developed range ALDs to summarize the content-based expectations for students across the range of performance within each achievement level. For example, the range ALD for *Proficient* summarized the expectations for students who were at the low end, in the middle, and at the high end of the *Proficient* level.
- *Threshold ALDs* – Participants developed threshold ALDs to summarize the expectations for students who had just enough knowledge, skills, and abilities to be considered in each achievement level. Participants were encouraged to imagine a hypothetical *threshold student* to represent each threshold.

Participants engaged in structured discussions about the KSAs they expected to be demonstrated by each of the three threshold students. The three threshold students were just barely *Basic*, just barely *Proficient*, and just barely *Advanced*. To engage in these discussions, participants referred to the ALDs, the content standards, and their knowledge of students.

As a group, participants discussed the ALD for each achievement level and the differences between them. During this discussion, participants considered the overall level of rigor implied by each policy ALD. To focus participants on the lines of demarcation between the achievement levels, participants were asked to discuss the KSAs that separated students in one achievement level from those in another. For example, participants were asked to discuss the KSAs that separated the highest performing *Basic* from the lowest performing *Proficient*. All participants were instructed to refer to the content standards during this discussion.

Participants recorded their expectations for students in each achievement level (and at the thresholds of each achievement level) on large pieces of paper which were hung conspicuously in the meeting room. Participants were instructed that they could review and revise the ALDs throughout the workshop, but that the expectations for students in each achievement level must be based on the content standards and the policy ALDs. DRC informed participants that they would have an opportunity to refine the ALDs before the end of the workshop.

By the end of this discussion, participants had thoroughly considered the ALDs, content standards, and threshold students, and they reached an understanding of the types of skills that the threshold student, for each achievement level, should have.

Study of the OIBs and Item Maps

Participants at each table examined the items in the OIB in terms of what each item measured and why it was more difficult than the items preceding it. Participants were instructed to take notes on the item maps about the knowledge, skills, and abilities required to answer the items correctly. For constructed-response items, participants considered the skills needed to earn each score point correctly.

Secondary Training on Placing Bookmarks

Mr. Mercado provided the participants with training for placing bookmarks. Participants were told how cut score recommendations could be represented by bookmarks. Participants were instructed that all items preceding the bookmark contain the knowledge, skills, and abilities that a student who is just barely in the *Basic* level, for example, is expected to know. The training presentation is included in Section D. The training materials used during this session are also included in Section D.

Participants were also informed that they should have a content-based rationale for each of their bookmarks, and that these rationales should refer to the alignment between the knowledge, skills, and abilities in the ALDs and those in the items before the bookmark. Participants were instructed that they would share these rationales verbally with their tables after Round 1 was complete.

Following training, participants were tested on their understanding of bookmark placement with a short quiz, termed a *mid-process evaluation*. Participants completed the mid-process evaluation. Afterwards, participants were provided the correct answers for the mid-process evaluation, as well as explanations of those answers. The mid-process evaluation and results are presented under the heading "Committee Training."

Presentation of Benchmarks

In each breakout room, the benchmarks were shown to participants in terms of OIB position. The underlying benchmarked impact data used to calculate the OIB benchmarks were not shown to participants. Participants were again given instructions on how to use the OIB benchmarks as a starting point for their consideration of their Round 1 bookmarks, and they were asked to make their Round 1 bookmark judgments.

Participants were instructed to consider the benchmarks as they make their bookmark placements, to consider the knowledge, skills, and abilities measured by the items before each OIB benchmark, and to compare them with the content-based expectations associated with each threshold student, as described in the ALDs. If there was good correspondence, then participants were encouraged to use the OIB benchmark as their bookmark recommendation. If there was not good correspondence, participants were encouraged to use the OIB benchmark as a starting position and, working one OIB page at a time, to move their bookmark forward or backward in the OIB. At the point where there was good correspondence between the content measured by the items before the bookmark and the content expected of the relevant threshold student, participants were instructed to place their bookmark.

Round 1 Bookmarks

Participants then made their Round 1 bookmark judgments. Participants were informed that bookmark placement is an individual activity. They referred to their OIBs, item maps, ALDs, benchmarks, and content standards.

Participants recorded their bookmark placements on a special form, along with a few words about their content-based rationale for doing so. Participants were instructed that they should have a content-

based rationale for each bookmark placement that linked the content measured by the items before their bookmark and the content-based expectations for the threshold student. These content-based rationales were solely for participants' reference during their table's discussion before Round 2. Participants then completed Round 1 by recording their bookmark placements on a secure web-based survey platform.

Presentation of Round 1 Recommendations

Following Round 1 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 1 recommendations. Specifically, participants were shown the median bookmark placements for each table, as well as the overall median bookmark for the group.

Round 2 Bookmarks

For each achievement level, participants discussed the rationales behind their Round 1 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 1. Participants were also informed that they could discuss items outside the range of their bookmarks. These content-based discussions took place at each table. Participants referred to their OIBs, item maps, benchmarks, ALDs, and the content standards throughout the discussions.

Following this discussion, participants placed their Round 2 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they would be free to retain their bookmarks from Round 1 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Presentation of Round 2 Recommendations

Following Round 2 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 2 recommendations and associated impact data.

Round 3 Bookmarks

For each achievement level, participants discussed the rationales behind their Round 2 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 2. Participants were also informed that they could discuss items outside the range of their bookmarks. These content-based discussions took place at each table. Participants referred to their OIBs, item maps, benchmarks, ALDs, and the content standards throughout the discussions.

Following this discussion, participants placed their Round 3 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they would be free to retain their bookmarks from Round 2 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Repeat Process for ELA and Mathematics

Participants in ELA and Mathematics groups then repeated the BSSP for Grade 3 or 8, starting with a study of the ALDs for that grade. Participants were encouraged to consider the articulation between the achievement standards for their two grades, and they were reminded that there would be an opportunity at the end of the process to suggest adjustments to the cut scores, if needed, to promote better articulation across the grades. After they completed the BSSP for Grades 3 and 8, participants then completed the BSSP for Grades 4 and 7 to complete their initial recommendations for Grades 3–8.

Participants in the Science and Social Studies groups completed their work on their single assigned assessment, then moved directly to the presentation of Round 3 recommendations.

Presentation of Round 3 Recommendations

Within each content area, DRC presented the impact data associated with the cut score recommendations from all groups, as taken from their Round 3 median bookmark placements.

Participants were encouraged to consider these questions:

1. How would you describe the pattern in the impact data across grades?
2. Are there any cut scores from our group that we have questions about? If so, what kind of latitude do we have around our final bookmarks that are still consistent with the content?
3. Are there any cut scores from other groups that we have questions about?

Participants then divided into their tables for discussions. Group leaders showed a copy of the impact data associated with participants' Round 3 median bookmark placements.

Articulation Discussion

Working systematically, participants at each table shared the views of their recommended cut scores, including their reactions to the three questions posted above.

Participants were informed that they could recommend adjustments to the cut scores, if needed, to promote better articulation across grades. However, participants were cautioned against suggesting adjustments which were inconsistent with the content: any adjusted bookmarks should still link the ALDs, tested content, and content standards.

Only participants from the group which made a cut score recommendation could propose an adjustment to those cut scores (e.g., only participants from the Grades 3–5 group could recommend adjustments to the cut scores for Grade 4). Facilitators asked these participants about the rationale behind the suggestions, as well as the extent to which the adjusted cut score was consistent with the content-based expectations for students in each achievement level. All proposed adjustments were then discussed among all the participants, and the group decided whether to keep or to set aside each suggestion.

ALD Refinement

Participants then worked to refine the ALDs. The group leader in each room asked participants to consider their learnings from the standard setting about the content-based expectations for students in each achievement level.

DRC asked participants to suggest refinements to make the ALDs clearer, more concise, and ultimately more useful to educators in the field. However, participants were cautioned against suggesting refinements which adjusted the overall level of rigor associated with each achievement level.

Participants worked in small groups to suggest refinements to the ALDs, and the participants recorded these suggestions.

Presentation of Final Recommendations

All participants were shown their final cut score recommendations before they left the workshop. Participants were reminded that these recommendations would then go to DPI for consideration, followed by consideration by the Superintendent of Public Instruction.

Workshop Evaluation

To conclude the workshop, participants were asked to complete a written evaluation. Selected results are presented later in this section. The complete results of the evaluations are included in Section H.

Workshop Security

Throughout the workshop, security was of paramount importance. Secure test materials used during the workshop were numbered and assembled into packets. Each participant signed out a specific packet and signed his or her name on each of the materials in the packet. At all times, DRC staff monitored the meeting rooms to prevent the removal of secure materials. At the end of each day, each participant's materials were collected and inventoried against a master list. The secure materials were stored overnight in a secure room. At the conclusion of the workshop, the secure materials were collected and inventoried against the sign-out lists for a final time.

In addition, participants were required to sign non-disclosure agreements to participate in the workshop. These agreements were signed by participants and were collected by the DRC staff at the beginning of the workshop.

Post-Workshop Cut Score Adjustments to Promote Articulation

After the standard setting, DPI considered the participant-recommended cut scores. Working in consultation with DRC, the DPI made adjustments to the recommendations to promote better articulation across grades. These adjustments are described under the heading "Results."

Cut Score Approval by the Superintendent of Public Instruction

DPI presented the adjusted cut score recommendations to the Superintendent of Public Instruction. The cut scores and associated impact data for all tests were approved in July 2016. This process is described under the heading “Results.”

Results

The standard setting was conducted according to the plans created by DPI and DRC prior to the workshop. The results of the workshop are presented in this section.

Participants’ Recommendations After Round 1

Table 3 shows participants’ recommendations from Round 1 of the BSSP. All of the impact data shown in the table and in this section are based on Wisconsin students’ performance in Spring 2016.

Table 3. Cut score recommendations and associated impact data from Round 1 of the standard setting

Content	Grade	Round 1 Cut Scores			Associated Impact Data			
		<i>Basic</i>	<i>Prof.</i>	<i>Adv.</i>	<i>B.B.</i>	<i>Basic</i>	<i>Prof.</i>	<i>Adv.</i>
ELA	3	529	578	624	26.3%	36.5%	28.3%	8.9%
	4	537	604	650	18.3%	48.1%	25.1%	8.6%
	5	583	623	677	35.7%	31.9%	26.2%	6.2%
	6	578	636	690	24.3%	44.1%	26.3%	5.3%
	7	593	638	697	27.2%	30.6%	34.2%	7.9%
	8	592	654	709	20.9%	38.7%	30.3%	10.0%
Math- ematics	3	517	560	608	18.5%	33.4%	37.7%	10.4%
	4	563	596	627	34.9%	27.8%	23.5%	13.8%
	5	582	622	664	31.2%	34.6%	26.7%	7.5%
	6	595	635	685	33.1%	31.0%	28.9%	7.0%
	7	632	668	721	48.8%	27.2%	21.1%	2.8%
	8	633	667	718	37.4%	28.6%	28.3%	5.8%
Science	4	351	403	460	16.1%	35.8%	37.9%	10.2%
	8	557	616	659	18.4%	46.2%	25.6%	9.8%
Social Studies	4	363	410	436	22.4%	36.9%	20.0%	20.7%
	8	559	600	649	20.2%	30.6%	34.8%	14.4%
	10	664	715	751	22.0%	39.1%	24.6%	14.3%

Participants' Recommendations After Round 2

Table 4 shows participants' recommendations from Round 2 of the BSSP. When considering impact data, participants were instructed to think about the proportions of students in each achievement level for the grade at hand, plus the across-grade articulation of the impact data for their content area. Participants were reminded that they would have an opportunity to consider the across-grade articulation of the impact data during the articulation discussion, after Round 3.

Table 4. Cut score recommendations and associated impact data from Round 2 of the standard setting

Content	Grade	Round 2 Cut Scores			Associated Impact Data			
		<i>Basic</i>	<i>Prof.</i>	<i>Adv.</i>	<i>B.B.</i>	<i>Basic</i>	<i>Prof.</i>	<i>Adv.</i>
ELA	3	535	578	624	30.5%	32.3%	28.3%	8.9%
	4	544	602	650	21.9%	42.9%	26.6%	8.6%
	5	589	647	686	40.4%	42.6%	12.5%	4.4%
	6	566	636	690	17.8%	50.5%	26.3%	5.3%
	7	593	638	697	27.2%	30.6%	34.2%	7.9%
	8	592	652	708	20.9%	37.3%	31.4%	10.4%
Math- ematics	3	511	560	599	15.5%	36.4%	32.9%	15.2%
	4	563	598	630	34.9%	29.6%	23.2%	12.3%
	5	590	624	664	37.2%	30.3%	24.9%	7.5%
	6	595	634	688	33.1%	30.2%	30.6%	6.1%
	7	633	668	721	49.6%	26.5%	21.1%	2.8%
	8	645	681	718	47.1%	29.3%	17.7%	5.8%
Science	4	351	403	447	16.1%	35.8%	32.3%	15.8%
	8	563	616	659	21.6%	43.0%	25.6%	9.8%
Social Studies	4	363	411	436	22.4%	37.7%	19.1%	20.7%
	8	557	609	640	19.1%	39.2%	22.6%	19.0%
	10	670	715	752	25.7%	35.5%	25.2%	13.7%

Participants' Recommendations After Round 3

Table 5 shows participants' recommendations from Round 3 of the BSSP, before the articulation discussion. Participants' individual recommendations from all rounds may be found in Section E of this report.

Table 5. Cut score recommendations and associated impact data from Round 3 of the standard setting

Content	Grade	Round 3 Cut Scores			Associated Impact Data			
		<i>Basic</i>	<i>Prof.</i>	<i>Adv.</i>	<i>B.B.</i>	<i>Basic</i>	<i>Prof.</i>	<i>Adv.</i>
ELA	3	535	575	624	30.5%	30.1%	30.6%	8.9%
	4	546	602	650	23.0%	41.8%	26.6%	8.6%
	5	583	620	679	35.7%	29.7%	28.8%	5.7%
	6	566	618	664	17.8%	36.2%	32.0%	14.0%
	7	585	638	697	22.8%	35.0%	34.2%	7.9%
	8	592	652	708	20.9%	37.3%	31.4%	10.4%
Math-ematics	3	517	560	603	18.5%	33.4%	35.2%	12.9%
	4	563	598	630	34.9%	29.6%	23.2%	12.3%
	5	589	618	658	36.4%	25.8%	27.8%	10.0%
	6	582	626	688	25.2%	31.7%	37.0%	6.1%
	7	632	653	712	48.8%	16.3%	30.4%	4.5%
	8	634	678	718	38.1%	36.3%	19.8%	5.8%
Science	4	348	399	447	14.7%	33.7%	35.7%	15.8%
	8	552	605	659	16.0%	38.8%	35.4%	9.8%
Social Studies	4	363	396	436	22.4%	24.5%	32.3%	20.7%
	8	557	599	640	19.1%	30.9%	30.9%	19.0%
	10	670	715	751	25.7%	35.5%	24.6%	14.3%

Recommendations from the Four Articulation Discussions

Throughout the standard setting process, participants were informed they would have an opportunity at the end of the workshop to consider the across-grade articulation of the achievement standards. Participants were told that achievement standards were well-articulated when the impact data associated with a set of cut scores formed a reasonable, explainable pattern across grades.

A separate articulation discussion was conducted for each content area. Participants from all grades within each content area were invited to take part in the articulation discussion.

The Science group inspected the impact data associated with their recommendations. Participants noted that the content standards were markedly different in each grade, and that the grades were not consecutive. Accordingly, participants generally felt any differences in the impact data across grades were attributable to the differences in the content standards and to the gap between assessed grades.

After some discussion, the Science team made no recommendations to adjust their cut score recommendations during the articulation discussion.

During the articulation discussion for Social Studies, the group also noted the distinct nature of the content standards across the three tested grades and the gaps between assessed grades. The group had a spirited discussion about the articulation of the impact data across grades, and some participants spoke in favor of making adjustments to promote better articulation. Other participants felt the differences in the impact data were explainable by the differences in the content standards. Ultimately, the group did not recommend any adjustments to their cut score recommendations. However, after the articulation discussion, some participants in the Grade 8 group noted to facilitators that they were in favor of adjustments to their *Basic* cut score; however, their group was not of one mind, so they did not press the point during the articulation discussion. DRC and DPI took their comments under advisement.

In the ELA articulation discussion, participants noted that their conceptualization of the threshold students had evolved over the course of the workshop: generally, the groups had a clearer understanding of their expectations for students at the *point of entry* of each achievement level only through discussion with their colleagues. Accordingly, they felt the cut scores they recommended earlier in the process—those for Grade 5 and Grade 6—needed review. Working systematically, the group considered their Round 3 median bookmarks in Grades 5 and 6. The groups reconsidered their recommendations, as well as the articulation of the impact data across grades, to make consensus-based recommendations for adjustment. Ultimately, the group recommended changes to cut scores in both Grades 5 and 6. All the recommended changes were made in light of participants' refined expectations for the threshold students in these grades; to promote better articulation across grades; and to preserve the alignment between the ordered test items, the ALDs, and their cut score recommendations.

The Mathematics group noted that more than 10% of students were classified as *Advanced* in Grades 3–5 based on their Round 3 recommendations. Participants found this surprising: they did not expect this many students to be classified as *Advanced* in those grades, and they were concerned about the signals that might be sent to young learners and their teachers if this many students were to be classified in *Advanced* in primary school, especially as the content standards became more complex each year. In addition, participants noted that the impact data for Grade 4 were not well articulated with Grades 3 and 5; this was unexpected, and participants could not explain these differences by looking at the content standards. Accordingly, participants recommended adjustments to cut scores in Grade 4, as well as the *Advanced* cut score in Grade 3 and the *Basic* cut score in Grade 5. All adjustments were made to promote better articulation in the achievement standards across grades in light of the observed impact data.

The resulting recommendations can still be considered to reflect the content-based expectations for students, tempered by policy-based information (i.e., by the impact of the cut scores on Wisconsin students as shown through the impact data). Table 6 shows participants' recommendations from the BSSP, after the articulation discussions. These cut scores are considered to be the standard setting committee's final recommendations.

Table 6. Cut score recommendations and associated impact data from the standard setting, as taken from the articulation discussions

Content	Grade	Cut Scores from Articulation			Associated Impact Data			
		<i>Basic</i>	<i>Prof.</i>	<i>Adv.</i>	<i>B.B.</i>	<i>Basic</i>	<i>Prof.</i>	<i>Adv.</i>
ELA	3	535	575	624	30.5%	30.1%	30.6%	8.9%
	4	546	602	650	23.0%	41.8%	26.6%	8.6%
	5	564	615	670	23.0%	38.4%	30.7%	7.9%
	6	566	622	671	17.8%	39.4%	31.8%	11.0%
	7	585	638	697	22.8%	35.0%	34.2%	7.9%
	8	592	652	708	20.9%	37.3%	31.4%	10.4%
Math- ematics	3	517	560	611	18.5%	33.4%	39.0%	9.1%
	4	536	591	633	19.4%	38.8%	30.8%	10.9%
	5	574	618	658	25.8%	36.4%	27.8%	10.0%
	6	582	626	688	25.2%	31.7%	37.0%	6.1%
	7	632	653	712	48.8%	16.3%	30.4%	4.5%
	8	634	678	718	38.1%	36.3%	19.8%	5.8%
Science	4	348	399	447	14.7%	33.7%	35.7%	15.8%
	8	552	605	659	16.0%	38.8%	35.4%	9.8%
Social Studies	4	363	396	436	22.4%	24.5%	32.3%	20.7%
	8	557	599	640	19.1%	30.9%	30.9%	19.0%
	10	670	715	751	25.7%	35.5%	24.6%	14.3%

Post-Workshop Adjustments to the Recommended Cut Scores

DPI reviewed participants’ recommended cut scores after the workshop and made adjustments. DPI used primarily policy-based considerations for its adjustments. The adjustments and the rationale behind each adjustment are shown here.

- English Language Arts, Grades 3–5 *Proficient*. The cut scores recommended by participants in these grades were associated with a smaller percentage of students classified as *Proficient* and above than had been observed in previous years on Wisconsin’s assessments and on Wisconsin’s performance on the NAEP. Modest downward adjustments were made to promote consistency with previous years and NAEP, and to promote better articulation with Grades 6–8, Grade 3 *Proficient* was adjusted by -0.4 SEM (to 570 from 575), Grade 4 *Proficient* by -0.7 SEM (to 592 from 602), and Grade 5 *Proficient* by -0.3 SEM (to 610 from 615).
- English Language Arts, Grades 3 and 6 *Basic*. The proportion of students classified as *Basic* and above is relatively consistent across grades, but not uniformly so. To promote better articulation across all the grades of ELA, Grade 3 *Basic* was adjusted by -1.0 SEM (to 522 from 535), and Grade 6 *Basic* by +0.5 SEM (to 574 from 566).
- Mathematics, Grades 4, 5, 7, and 8 *Proficient*. The cut scores in these grades were associated with a lower-than-expected percentage of students classified as *Proficient* and above. Participants in these groups speculated that certain item types on the 2016 test may have led to

lower student performance than normally expected. Additionally, the percentages of students classified as *Proficient* and above were less than that observed in previous years on Wisconsin's assessments. To address these concerns and to promote better articulation across these grades in Mathematics, Grade 4 *Proficient* was adjusted by -0.3 SEM (to 588 from 591), Grade 5 *Proficient* by -0.7 SEM (to 611 from 618), Grade 7 *Proficient* by +0.4 SEM (to 647 from 643), and Grade 8 *Proficient* by -0.1 SEM (to 677 from 678).

- Mathematics, Grades 7 and 8 *Basic*. Participants were concerned that a larger proportion of students were classified in *Below Basic* than they would expect; however, there were relatively few items associated with the *Below Basic / Basic* cut score that they could use to adjust their bookmark placements. To address this technical issue of there being relatively few items around this participant-recommended cut score, and to promote better articulation with Grades 6–8, Grade 7 *Basic* was adjusted by -2.0 SEM (to 606 from 632), and Grade 8 *Basic* by -1.0 SEM (to 620 from 634).
- Science, Grade 8 *Proficient* and *Advanced*. To promote better articulation between the two grades of Science, Grade 8 *Proficient* was adjusted by -0.3 SEM (to 600 from 605) and Grade 8 *Advanced* by -0.5 SEM (to 645 from 659).
- Social Studies, Grade 8 *Basic*. Participants within this group reported to facilitators after the workshop that they had a difficult time having a rich content-based discussion among themselves, even with the materials and facilitation provided. To promote better articulation among the three grades, Grade 8 *Basic* was adjusted by +0.5 SEM (to 563 from 557).
- Social Studies, Grade 10 *Proficient* and *Advanced*. To promote better articulation between the three grades of Social Studies, Grade 10 *Proficient* was adjusted by -1.0 SEM (to 703 from 715) and Grade 10 *Advanced* by -0.7 SEM (to 741 from 751).

The adjusted, recommended cut scores are shown in Table 7 along with the associated impact data.

Approved Cut Scores

The Superintendent of Public Instruction approved the cut scores for the Wisconsin Forward Exam assessments in July 2016. The Superintendent approved the cut scores as adjusted from the standard setting committee's recommendations. These cut scores and associated impact data are shown in Table 7.

Table 7. Final, adjusted cut score recommendations and associated impact data

Content	Grade	Recommended Cut Scores			Associated Impact Data			
		Basic	Prof.	Adv.	B.B.	Basic	Prof.	Adv.
ELA	3	522	570	624	21.8%	34.9%	34.4%	8.9%
	4	546	592	650	23.0%	33.7%	34.7%	8.6%
	5	564	610	670	23.0%	34.4%	34.6%	7.9%
	6	572	622	671	20.9%	36.4%	31.8%	11.0%
	7	585	638	697	22.8%	35.0%	34.2%	7.9%
	8	592	652	708	20.9%	37.3%	31.4%	10.4%
Math-ematics	3	517	560	611	18.5%	33.4%	39.0%	9.1%
	4	536	588	633	19.4%	36.2%	33.4%	10.9%
	5	574	611	658	25.8%	30.0%	34.2%	10.0%
	6	582	626	688	25.2%	31.7%	37.0%	6.1%
	7	606	647	712	30.2%	30.4%	34.9%	4.5%
	8	620	667	718	28.3%	37.6%	28.3%	5.8%
Science	4	348	399	447	14.7%	33.7%	35.7%	15.8%
	8	552	600	645	16.0%	34.2%	34.5%	15.3%
Social Studies	4	363	396	436	22.4%	24.5%	32.3%	20.7%
	8	563	599	640	22.5%	27.5%	30.9%	19.0%
	10	670	703	741	25.7%	25.4%	29.1%	19.9%

Evidence of Procedural Validity

The standard setting was conducted using a diverse, well-trained committee, and was perceived as valid by participants. This section supports these claims.

Committee Diversity

As part of the workshop evaluation, participants were asked about their backgrounds. The self-reported demographic characteristics of the participants are documented in this section. Of the 59 participants in the standard setting committee, all 59 responded to a request on the first day of the workshop to share background and demographic information. Later, 57 participants responded to the workshop evaluations administered on the last afternoon of the workshop.

Participants were asked to report their gender, race, and ethnicity. As shown in Table 8, most of the participants were female and white, and non-Hispanic. These demographics are typical of the demographics of the teaching population within Wisconsin.

Participants were asked to report their highest level of education, their profession, and the number of years in the profession. As shown in Table 9, approximately 78% of participants had master’s or doctoral degrees, and more than 60% of the participants were teachers. Approximately three-fourths of participants indicated they had taught for 10 years or longer, and 53% reported they had worked for 16 years or longer in their profession.

In addition, participants responded whether they had experience with students in special education, English language learners (ELLs), alternate education, adult education, and vocational education. As shown in Table 10, a large majority of the committee had experience teaching special education students, ELLs, or both.

In Table 8 through 10, the percentages may not sum to 100% due to rounding and due to individual participants omitting their responses to certain questions, especially questions about race and ethnicity. The full results of the participant evaluations, including participants' self-reported demographic and background information by group, may be found in Section H.

Table 8. Participants' self-reported gender, race, and ethnicity

N	Gender		Race/Ethnicity				
	Female	Male	White	Black	Asian/Pacific Islander	Hispanic/Latino	No Response
59	86%	14%	95%	2%	2%	0%	2%

Table 9. Participants' self-reported level of education and profession

N	Education				Profession			
	High School	Bachelor's	Master's	Doctorate	Teacher	Educator, Non-Teacher	Higher Education	Other
59	0%	22%	71%	7%	64%	14%	5%	14%

Table 10. Participants' self-reported experience teaching special populations

N	Experience with Special Populations			
	Spec Ed, Mainstream	Spec Ed, Self-Contained	ELL	Alternative Education
59	76%	15%	53%	19%

Committee Training

During the standard setting workshop, it was clear to the facilitators that participants understood how to make judgments as part of the standard setting methodology (e.g., setting bookmarks). To confirm participants' knowledge of the methodology, they were given a short quiz, termed a *mid-process evaluation*, after training. The mid-process evaluation and detailed results are shown in Section D. Of the standard setting committee participants, all 59 submitted completed mid-process evaluations.

Across all groups, participants answered items 1–5 on the mid-process evaluation correctly most of the time. This indicates that, on the whole, participants were well prepared to make judgments and that the training was effective. Results of the mid-process evaluation are shown in Table 11. All questions on the mid-process evaluation were scored dichotomously.

Table 11. Participants answering each item correctly on the training mid-process evaluation

N	#1	#2	#3	#4	#5
59	97%	97%	85%	97%	95%

Participants’ Perceived Validity of the Workshop

Participants indicated their perceived validity of the workshop and their recommendations as part of the workshop evaluation. Hambleton (2001) noted that evaluations are important evidence for establishing the validity of performance levels.

Satisfaction with Workshop and Recommendations

Generally, participants were satisfied with their recommendations and with the workshop as a whole.

Table 12 shows participants' level of satisfaction with their recommendations. Particularly, participants understood the connection between the benchmarks and their cut score recommendations, and participants generally agreed that the final recommendations reflected the work of the standard setting committee.

Table 12. Participants' agreement with various statements on the workshop evaluation regarding their satisfaction with the process and the final recommendations

Statement	Content	Response					Strongly Agree	Agree + Strongly Agree
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
The opening session provided a clear overview of the standard setting process.	ELA	0%	0%	15%	46%	38%	84%	
	Math	0%	0%	0%	36%	64%	100%	
	Science	0%	0%	0%	42%	58%	100%	
	Soc. Stu.	0%	0%	0%	50%	50%	100%	
The purpose of the benchmarks was explained clearly.	ELA	0%	8%	0%	46%	46%	92%	
	Math	0%	0%	0%	57%	43%	100%	
	Science	0%	0%	0%	67%	33%	100%	
	Soc. Stu.	5%	0%	0%	67%	28%	95%	
I considered the benchmarks when I placed my bookmarks.	ELA	0%	0%	8%	46%	46%	92%	
	Math	0%	0%	14%	21%	64%	85%	
	Science	0%	0%	0%	50%	50%	100%	
	Soc. Stu.	0%	0%	11%	67%	22%	89%	
Discussing the threshold students helped me place my bookmarks.	ELA	0%	0%	0%	38%	62%	100%	
	Math	0%	0%	0%	14%	86%	100%	
	Science	0%	0%	0%	17%	83%	100%	
	Soc. Stu.	0%	0%	5%	28%	67%	95%	
The final cut score recommendations reflect the work of my group.	ELA	0%	0%	0%	38%	62%	100%	
	Math	0%	0%	7%	21%	71%	92%	
	Science	0%	0%	0%	25%	75%	100%	
	Soc. Stu.	5%	0%	0%	39%	50%	89%	
Generally, the cut scores form a reasonable pattern across grades.	ELA	0%	0%	8%	54%	39%	92%	
	Math	0%	7%	14%	50%	29%	79%	
	Science	0%	0%	0%	25%	75%	100%	
	Soc. Stu.	5%	0%	0%	78%	11%	89%	

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B

Summary of Cut Score Recommendations

Wisconsin Forward Exam Standard Setting: Summary of Cut Score Recommendations for the Wisconsin Forward Exam

Data Recognition Corporation

June 23, 2016

On June 14–17, 2016, the Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) conducted the Wisconsin Forward Exam Standard Setting for grades 3–8 in English Language Arts (ELA) and Mathematics; for grades 4 and 8 Science; and for grades 4, 8, and 10 Social Studies. The purpose of the standard setting was to develop achievement standards for the Wisconsin Forward Exam, including the development of *cut scores* which divide students into four achievement levels: *Below Basic*, *Basic*, *Proficient*, and *Advanced*.

A committee of 59 Wisconsin educators participated in the standard setting. Of these participants, 14 focused on ELA, 15 on Mathematics, 12 on Science, and 18 on Social Studies. Participants worked individually and in concert within each content-area committee to consider the test items and student data from the Spring 2016 administration of the Forward Exam, the Wisconsin Academic Standards, and information from Wisconsin students' performance on the National Assessment of Educational Progress (NAEP). Over the course of four days for ELA and Mathematics, and over the course of two days for Science and Social Studies, committee members each studied the information for 1–3 grades, discussed the content-based expectations for students in each grade level, and transformed these expectations into numeric cut scores using the Bookmark Standard Setting Procedure. The Bookmark Procedure is the most widely used standard setting procedure in current use on large-scale educational assessments, and it was used in 2003 in Wisconsin to establish the achievement standards for the WKCE.

Table 1 shows participants' final cut score recommendations, along with the range of scale scores associated with each achievement level. In Table 1, the bold values represent the minimum scale score needed to be classified in a given achievement level. Table 2 shows the percentage of Wisconsin students who would be classified in each achievement level, as observed from the Spring 2016 administration of the Forward Exam, if the cut scores shown in Table 1 were applied. Table 2 also shows the number of students represented in the *impact data* shown in the table.

The cut scores shown in Table 1 represent the final recommendations of the standard setting committee, and Table 2 shows the impact of these cut scores on Wisconsin students. Based on participants' evaluations of the workshop, the educators were typically satisfied with these recommendations. When asked about the various cut scores, 76% of participants who expressed an opinion agreed or strongly agreed with the statements "I would defend the ... cut scores against criticism that they are too high [or too low];" and fewer than 9% of participants disagreed or strongly disagreed with these statements. 89% of participants agreed or strongly agreed with the statement "Generally, the cut scores form a reasonable pattern across grades;" and 96% of participants of participants agreed or strongly agreed with the statement "My group's work was reflected in the presentation of recommendations across grades."

Table 1. Participants’ final recommended cut scores for the Wisconsin Forward Exam, in terms of the scale scores associated with each achievement level, by grade and content area

Content	Grade	Recommended Score Ranges			
		Below Basic	Basic	Proficient	Advanced
English Language Arts	3	330 - 534	535 - 574	575 - 623	624 - 900
	4	340 - 545	546 - 601	602 - 649	650 - 930
	5	350 - 563	564 - 614	615 - 669	670 - 940
	6	360 - 565	566 - 621	622 - 670	671 - 950
	7	370 - 584	585 - 637	638 - 696	697 - 960
	8	380 - 591	592 - 651	652 - 707	708 - 970
Mathematics	3	360 - 516	517 - 559	560 - 610	611 - 760
	4	405 - 535	536 - 590	591 - 632	633 - 800
	5	430 - 573	574 - 617	618 - 657	658 - 830
	6	440 - 581	582 - 625	626 - 687	688 - 870
	7	450 - 631	632 - 652	653 - 711	712 - 880
	8	470 - 633	634 - 677	678 - 717	718 - 890
Science	4	190 - 347	348 - 398	399 - 446	447 - 600
	8	390 - 551	552 - 604	605 - 658	659 - 770
Social Studies	4	200 - 362	363 - 395	396 - 435	436 - 570
	8	420 - 556	557 - 598	599 - 639	640 - 780
	10	490 - 669	670 - 714	715 - 750	751 - 890

Table 2. Percentages and numbers (N-count) of Wisconsin students expected to be classified in each achievement level on the Wisconsin Forward Exam, as based on data from the Spring 2016 administration of the test when the cut scores shown in Table 1 are applied, by grade and content area

Content	Grade	Associated Impact Data (Percentage)				Associated Impact Data (N-Count)			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
English Language Arts	3	30.5%	30.1%	30.6%	8.9%	19460	19199	19499	5664
	4	23.0%	41.8%	26.6%	8.6%	14353	26067	16588	5333
	5	23.0%	38.4%	30.7%	7.9%	14274	23823	19052	4932
	6	17.8%	39.4%	31.8%	11.0%	11124	24609	19837	6842
	7	22.8%	35.0%	34.2%	7.9%	14085	21618	21141	4895
	8	20.9%	37.3%	31.4%	10.4%	12703	22624	19026	6295
Mathematics	3	18.5%	33.4%	39.0%	9.1%	11812	21388	24945	5831
	4	19.4%	38.8%	30.8%	10.9%	12142	24234	19249	6809
	5	25.8%	36.4%	27.8%	10.0%	16035	22619	17308	6201
	6	25.2%	31.7%	37.0%	6.1%	15761	19798	23086	3800
	7	48.8%	16.3%	30.4%	4.5%	30208	10111	18776	2767
	8	38.1%	36.3%	19.8%	5.8%	23334	22236	12105	3531
Science	4	14.7%	33.7%	35.7%	15.8%	9203	21070	22316	9841
	8	16.0%	38.8%	35.4%	9.8%	9783	23731	21648	6002
Social Studies	4	22.4%	24.5%	32.3%	20.7%	13981	15314	20170	12930
	8	19.1%	30.9%	30.9%	19.0%	11720	18910	18934	11653
	10	25.7%	35.5%	24.6%	14.3%	16256	22469	15593	9036

Participants made their recommendations as part of three *rounds* of discussion and recommendations. After the third round, participants in each content area reviewed their cut score recommendations and associated impact data. Participants were then asked to consider how well their recommendations reflected the content-based expectations for students in each achievement level, and how well the recommendations were *articulated* across the grades for their content area in terms of impact data.

Participants recommended several changes to their Round 3 cut score recommendations, as reflected here. Participants recommended these adjustments to promote better articulation of the cut scores on across grades, and participants verified that the adjusted cut scores are all consistent with the test content and the content-based expectations of students in each achievement level. All of these changes are reflected in the cut scores shown in Table 1.

- Mathematics Grade 3 adjusted *Advanced* cut to 611 from 603
- Mathematics Grade 4 adjusted *Basic* cut to 536 from 563, *Proficient* cut to 591 from 598, and *Advanced* cut to 633 from 630
- Mathematics Grade 5 adjusted *Basic* cut to 574 from 589
- ELA Grade 5 adjusted *Basic* cut to 564 from 583, *Proficient* cut to 615 from 620, and *Advanced* cut to 670 from 679
- ELA Grade 6 adjusted *Proficient* cut to 622 from 618, and *Advanced* cut to 671 from 664

Participants did not recommend any adjustments to the cut scores for science or social studies. For reference, Table 3 shows the cut scores recommended by participants after Round 3 of the bookmark procedure, along with the impact data associated with these Round 3 recommendations.

Table 3. Participants’ recommendations from Round 3 of the Bookmark Procedure, before adjustments were recommended, in terms of scale ranges and associated impact data, by grade and content area

Content	Grade	Round 3 Cut Score Ranges				Associated Impact Data			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
English Language Arts	3	330 - 534	535 - 574	575 - 623	624 - 900	30.5%	30.1%	30.6%	8.9%
	4	340 - 545	546 - 601	602 - 649	650 - 930	23.0%	41.8%	26.6%	8.6%
	5	350 - 582	583 - 619	620 - 678	679 - 940	35.7%	29.7%	28.8%	5.7%
	6	360 - 565	566 - 617	618 - 663	664 - 950	17.8%	36.2%	32.0%	14.0%
	7	370 - 584	585 - 637	638 - 696	697 - 960	22.8%	35.0%	34.2%	7.9%
	8	380 - 591	592 - 651	652 - 707	708 - 970	20.9%	37.3%	31.4%	10.4%
Mathematics	3	360 - 516	517 - 559	560 - 602	603 - 760	18.5%	33.4%	35.2%	12.9%
	4	405 - 562	563 - 597	598 - 629	630 - 800	34.9%	29.6%	23.2%	12.3%
	5	430 - 588	589 - 617	618 - 657	658 - 830	36.4%	25.8%	27.8%	10.0%
	6	440 - 581	582 - 625	626 - 687	688 - 870	25.2%	31.7%	37.0%	6.1%
	7	450 - 631	632 - 652	653 - 711	712 - 880	48.8%	16.3%	30.4%	4.5%
	8	470 - 633	634 - 677	678 - 717	718 - 890	38.1%	36.3%	19.8%	5.8%
Science	4	190 - 347	348 - 398	399 - 446	447 - 600	14.7%	33.7%	35.7%	15.8%
	8	390 - 551	552 - 604	605 - 658	659 - 770	16.0%	38.8%	35.4%	9.8%
Social Studies	4	200 - 362	363 - 395	396 - 435	436 - 570	22.4%	24.5%	32.3%	20.7%
	8	420 - 556	557 - 598	599 - 639	640 - 780	19.1%	30.9%	30.9%	19.0%
	10	490 - 669	670 - 714	715 - 750	751 - 890	25.7%	35.5%	24.6%	14.3%

Appendix A. Statistical standard error of measurement values associated with participants' recommended cut scores

Participants' recommended cut scores can be associated with standard error of measurement (SEM) values. These statistical values estimate the amount of statistical "noise" around any point on the test scales due to the test instrument itself. Generally, adjustments to cut scores within a range of plus or minus two SEM values are considered consistent with the judgments of standard setting participants and can be considered to have the same content-based interpretation. Table 4 shows the SEM values associated with participants' recommended cut scores.

Table 4. Participant-recommended cut scores and associated standard error of measurement (SEM) values, by grade and content area

Content	Grade	Participant-Recommended Cut Scores			Associated Standard Error of Measurement		
		Basic	Proficient	Advanced	Basic	Proficient	Advanced
English Language Arts	3	535	575	624	13	13	17
	4	546	602	650	15	14	19
	5	564	615	670	15	15	20
	6	566	622	671	16	14	18
	7	585	638	697	15	15	19
	8	592	652	708	15	15	17
Mathematics	3	517	560	611	14	11	13
	4	536	591	633	19	10	10
	5	574	618	658	15	10	10
	6	582	626	688	17	12	11
	7	632	653	712	13	11	11
	8	634	678	718	14	11	11
Science	4	348	399	447	15	15	19
	8	552	605	659	14	15	27
Social Studies	4	363	396	436	13	13	16
	8	557	599	640	12	12	17
	10	670	715	751	12	12	14

Appendix B. Potential adjustments to the participant recommended cut scores using standard error of measurement values

The DPI has indicated that it seeks to implement a system of cut scores that (a) are cohesive across grades, (b) are consistent with Wisconsin results from the NAEP, (c) are linked to the Wisconsin Academic Standards, and (d) honor the judgments of standard setting participants. To this end, the DPI may wish to adjust several cut scores, for policy-based reasons, in consideration of these four goals.

Table 5 presents a set of cut scores which have been adjusted for the reasons described after the table, as well as the associated impact data, including the percentage of students who would be classified as *Proficient* and *Advanced*. These cut score adjustments come from conversations with DPI following the standard setting about the state’s expectations for students in each achievement level, and still reflect the content-based recommendations made by Wisconsin educators at the standard setting.

Table 5. Adjusted cut scores, applying policy-based changes to participants’ cut score recommendations, and associated impact data, by grade and content area

Content	Grade	Adjusted Cut Scores				Associated Impact Data				
		Below Basic	Basic	Prof-icient	Adv-anced	Below Basic	Basic	Prof-icient	Adv-anced	Prof. + Adv.
English Language Arts	3	330 - 521	522 - 569	570 - 623	624 - 900	21.8%	34.9%	34.4%	8.9%	43.3%
	4	340 - 545	546 - 591	592 - 649	650 - 930	23.0%	33.7%	34.7%	8.6%	43.3%
	5	350 - 563	564 - 609	610 - 669	670 - 940	23.0%	34.4%	34.6%	7.9%	42.6%
	6	360 - 571	572 - 621	622 - 670	671 - 950	20.9%	36.4%	31.8%	11.0%	42.7%
	7	370 - 584	585 - 637	638 - 696	697 - 960	22.8%	35.0%	34.2%	7.9%	42.2%
	8	380 - 591	592 - 651	652 - 707	708 - 970	20.9%	37.3%	31.4%	10.4%	41.8%
Math-ematics	3	360 - 516	517 - 559	560 - 610	611 - 760	18.5%	33.4%	39.0%	9.1%	48.1%
	4	405 - 535	536 - 587	588 - 632	633 - 800	19.4%	36.2%	33.4%	10.9%	44.3%
	5	430 - 573	574 - 610	611 - 657	658 - 830	25.8%	30.0%	34.2%	10.0%	44.2%
	6	440 - 581	582 - 625	626 - 687	688 - 870	25.2%	31.7%	37.0%	6.1%	43.1%
	7	450 - 603	606 - 646	647 - 711	712 - 880	30.2%	30.4%	34.9%	4.5%	39.4%
	8	470 - 619	620 - 666	667 - 717	718 - 890	28.3%	37.6%	28.3%	5.8%	34.0%
Science	4	190 - 347	348 - 398	399 - 446	447 - 600	14.7%	33.7%	35.7%	15.8%	51.5%
	8	390 - 551	552 - 599	600 - 644	645 - 770	16.0%	34.2%	34.5%	15.3%	49.8%
Social Studies	4	200 - 362	363 - 395	396 - 435	436 - 570	22.4%	24.5%	32.3%	20.7%	53.0%
	8	420 - 562	563 - 598	599 - 639	640 - 780	22.5%	27.5%	30.9%	19.0%	50.0%
	10	490 - 669	670 - 702	703 - 740	741 - 890	25.7%	25.4%	29.1%	19.9%	49.0%

Summary of cut score adjustments:

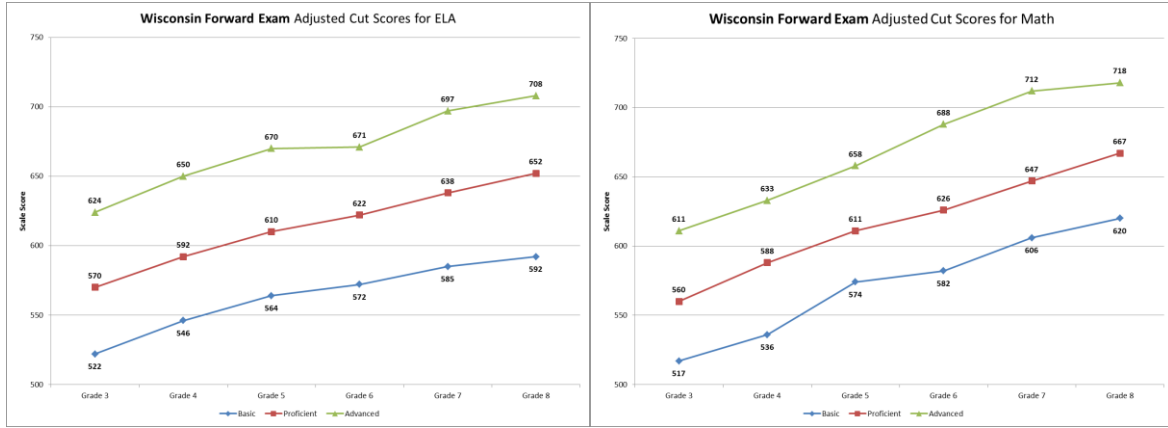
- English Language Arts, Grades 3–5 *Proficient*. The cut scores recommended by participants in these grades were associated with a smaller percentage of students classified as *Proficient* and above than had been observed in previous years on Wisconsin’s assessments and on Wisconsin’s performance on the NAEP. Modest downward adjustments were made to promote consistency with previous years and NAEP, and to promote better articulation with Grades 6–8,

Grade 3 *Proficient* may be adjusted by -0.4 SEM (to 570 from 575), Grade 4 *Proficient* by -0.7 SEM (to 592 from 602), and Grade 5 *Proficient* by -0.3 SEM (to 610 from 615).

- English Language Arts, Grades 3 and 6 *Basic*. The proportion of students classified as *Basic* and above is relatively consistent across grades, but not uniformly so. To promote better articulation across all the grades of ELA, Grade 3 *Basic* may be adjusted by -1.0 SEM (to 522 from 535), and Grade 6 *Basic* by +0.5 SEM (to 574 from 566).
- Mathematics, Grades 4, 5, 7, and 8 *Proficient*. The cut scores in these grades were associated with a lower-than-expected percentage of students classified as *Proficient* and above. Participants in these groups speculated that certain item types on the 2016 test may have led to lower student performance than normally expected. Additionally, the percentages of students classified as *Proficient* and above were less than that observed in previous years on Wisconsin's assessments. To address these concerns and to promote better articulation across these grades in Mathematics, Grade 4 *Proficient* may be adjusted by -0.3 SEM (to 588 from 591), Grade 5 *Proficient* by -0.7 SEM (to 611 from 618), Grade 7 *Proficient* by +0.4 SEM (to 647 from 643), and Grade 8 *Proficient* by -0.1 SEM (to 677 from 678).
- Mathematics, Grades 7 and 8 *Basic*. Participants were concerned that a larger proportion of students were classified in *Below Basic* than they would expect; however, there were relatively few items associated with the *Below Basic* / *Basic* cut score that they could use to adjust their bookmark placements. To address this technical issue of there being relatively few items around this participant-recommended cut score, and to promote better articulation with Grades 6–8, Grade 7 *Basic* may be adjusted by -2.0 SEM (to 606 from 632), and Grade 8 *Basic* by -1.0 SEM (to 620 from 634).
- Science, Grade 8 *Proficient* and *Advanced*. To promote better articulation between the two grades of Science, Grade 8 *Proficient* may be adjusted by -0.3 SEM (to 600 from 605) and Grade 8 *Advanced* by -0.5 SEM (to 645 from 659).
- Social Studies, Grade 8 *Basic*. Participants within this group reported to facilitators after the workshop that they had a difficult time having a rich content-based among themselves, even with the materials and facilitation provided. To promote better articulation between the three grades, Grade 8 *Basic* may be adjusted by +0.5 SEM (to 563 from 557).
- Social Studies, Grade 10 *Proficient* and *Advanced*. To promote better articulation between the three grades of Social Studies, Grade 10 *Proficient* may be adjusted by -1.0 SEM (to 703 from 715) and Grade 10 *Advanced* by -0.7 SEM (to 741 from 751).

For convenience, the cut scores for ELA and Mathematics are presented graphically in Figure 1. For each content area and also for each achievement level, the cut scores increase as the grade increases. In this sense, the cut scores are *well articulated* along the test scales, reflecting the fact that the level of knowledge, skills, and abilities associated with students in each achievement level is higher in each successive grade. Note that the test scales in Science and Social Studies were not created such that the scale scores from different grades can be directly compared, although the cut scores in these content areas also rise across the grades.

Figure 1. Potential, adjusted cut scores for the Wisconsin Forward Exam as shown in Table 5, presented graphically for ELA and Mathematics by grade and achievement level



C

Agendas

Agenda for Grades 3 – 5 English Language Arts



Workshop Agenda

**Wisconsin Forward Exam
Grades 3–5 English Language Arts (ELA)**

Bookmark Standard Setting Workshop
Wisconsin Dells
June 14–17, 2016





Welcome to the Bookmark Standard Setting Workshop for the Wisconsin Forward Exam! As part of your work, you will focus on three tests: Grades 3, 4, and 5 English Language Arts.

The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Tuesday, June 14

Welcome!

7:30 AM Breakfast and Participant Registration

Participants register at the reception table to sign the confidentiality agreement, receive a nametag, and collect any other necessary information.

8:30 AM Opening Session

DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.

9:00 AM Participant Training

DRC introduces participants to the Bookmark Standard Setting Procedure and explains how a cut score can be represented in the ordered item book (OIB) as a bookmark.

10:00 AM Break and Adjournment to Breakout Rooms

10:15 AM Distribution of Secure Materials

After brief introductions, DRC distributes the secure materials.

- Be sure to write your name on each of the secure materials.
- Your packet number is written in the upper-right corner of each of the secure materials. Write your name and packet number on the materials sign-out list.
- Please remember that the secure materials, including the OIBs and item maps, must remain in your breakout room; and that your discussions of the secure materials must remain confidential.

- 10:30 AM** **Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table.
 - First, review the knowledge, skills, and abilities students are expected to demonstrate in the ALD for *Proficient*. Do the same for *Advanced* and *Basic*.
 - Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
 - For each threshold student, create a brief, bulleted list that describes the skills expected of the threshold student.
 - To engage in these discussions, participants refer to the ALDs, the content standards, and their knowledge of students.
- 11:30 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- A spokesperson from your table should be prepared to report some of the highlights from your table’s discussion of the threshold students.
 - During the discussion, refer to the ALDs and the content standards.
 - Take notes during the discussion and update your bulleted lists of the skills expected of each of the three threshold students.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Demonstration of Online Test**
Participants view a brief demonstration of the online test to understand the types of items and accommodations available to students on test day.
- 1:30 PM** **Examine the Test Items for Grade 5**
Participants examine the test items from the student’s perspective.
- Study and answer the items to get a sense of what is measured by the test and how it is measured.
 - Although some discussion about individual test items is normal, focus your participants away from prolonged debate and toward examining the test.
 - If necessary, use the provided index cards to record comments about test items.
- 2:30 PM** **Break**

Study the Ordered Item Booklet for Grade 5

- 2:45 PM** **Discussion of the Ordered Item Book (OIB) for Grade 5**
Group leaders introduce this task by instructing participants to find the item map in their secure materials. The group leader leads the group in a review of each column on the item map. Participants at each table examine the items in the OIB.
- Participants engage in a discussion with everyone at their table about each of the items in the OIB. Starting with the first item, participants briefly discuss each item in turn, focusing on what each item measures and what makes it harder than the previous items. Each participant records these details on his or her item map.
 - Group leaders remind participants to use the index cards, as necessary, to record comments about items.
 - Group leaders monitor the tables to check that each participant has a chance to speak.
- 4:45 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
By the end of the day, you will have completed your work studying the OIB for Grade 5. Tomorrow, you will recommend cut scores for Grade 5 using the Bookmark Procedure.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Bookmark Placement Training**
DRC introduces bookmark placement, explaining and illustrating how bookmarks are placed and what bookmarks mean.
- DRC explains how participants make cut score recommendations by placing bookmarks in the OIB.
 - After the training, a short check set is administered and discussed.
- 9:30 AM** **Round 1 Bookmark Placement for Grade 5**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 10:30 AM** **Break**
- 10:45 AM** **Discuss Round 1 as a Table for Grade 5**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 10:45 AM** **Complete Round 2 Discussion as a Table for Grade 5**
- 1:45 PM** **Round 2 Bookmark Placement for Grade 5**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:30 PM** **Break**
- 2:45 PM** **Discuss Round 2 as a Group for Grade 5**
DRC presents a summary of the Round 2 judgments to the entire group. Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.

4:15 PM Round 3 Bookmark Placement for Grade 5

Group leaders direct all participants to place their Round 3 bookmarks.

- Remember that bookmark placement is an individual activity.
- Participants mark their bookmark placements on their bookmark worksheets.
- Then participants transfer their bookmark placements into the *kiosk* system.

4:45 PM Secure Materials Collection

Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.

5:00 PM Dismissal

By the end of the day, you will have completed the Bookmark Procedure for Grade 5. Tomorrow, you will repeat the process for Grade 3.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Discuss the ALDs and the Threshold Students for Grade 3**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table. Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
- 9:00 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- 9:30 AM** **Begin Discussion of the OIB for Grade 3**
Each table engages in a discussion of the items in the OIB.
- Group leaders remind participants to use the index cards, as necessary, to record comments about items.
- 10:30 AM** **Break**
- 10:45 AM** **Complete Discussion of the OIB for Grade 3**
- 11:30 AM** **Round 1 Bookmark Placement for Grade 3**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Discuss Round 1 as a Table for Grade 3**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.

- 2:30 PM** **Break**
- 2:45 PM** **Round 2 Bookmark Placement for Grade 3**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 3:15 PM** **Discuss Round 2 as a Group for Grade 3**
DRC presents a summary of the Round 2 judgments to the entire group.
Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.
- 4:15 PM** **Round 3 Bookmark Placement for Grade 3**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:45 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
By the end of the day, you will have completed the Bookmark Procedure for Grade 3. Tomorrow, you will repeat the process for Grade 4.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Discuss the ALDs and the Threshold Students for Grade 4**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table. Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
- 9:00 AM** **Discuss the Threshold Students Across Tables for Grade 4**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- 9:30 AM** **Begin Discussion of the OIB for Grade 4**
Each table engages in a discussion of the items in the OIB.
- Group leaders remind participants to use the index cards, as necessary, to record comments about items.
- 10:30 AM** **Break**
- 10:45 AM** **Complete Discussion of the OIB for Grade 4**
- 11:15 AM** **Round 1 Bookmark Placement for Grade 4**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 11:45 AM** **Begin Discussion of Round 1 as a Table for Grade 4**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.

- 1:00 PM** **Complete Discussion of Round 1 as a Table for Grade 4**
- 1:45 PM** **Round 2 Bookmark Placement for Grade 4**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:30 PM** **Break**
- 2:45 PM** **Discuss Round 2 as a Group for Grade 4**
DRC presents a summary of the Round 2 judgments to the entire group.
Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.
- 3:45 PM** **Round 3 Bookmark Placement for Grade 4**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:15 PM** **Presentation of Recommendations**
A summary of the cut score recommendations is presented to the entire group.
- 4:45 PM** **Evaluation**
Each participant completes an evaluation of the standard setting.
- 4:50 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
Thank you for your participation!

**DPI and DRC thank you for
your participation in the
Wisconsin Forward Exam
Standard Setting!**

Agenda at a Glance
Grades 3–5 English Language Arts

Tuesday, June 14

7:30 AM	Breakfast and Participant Registration
8:30 AM	Opening Session
9:00 AM	Participant Training
10:00 AM	Break and Adjournment to Breakout Rooms
10:15 AM	Distribution of Secure Materials
10:30 AM	Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students
11:30 AM	Discuss the Threshold Students Across Tables
Noon	Lunch
1:00 PM	Demonstration of Online Test
1:30 PM	Examine the Test Items for Grade 5
2:30 PM	Break
2:45 PM	Discussion of the Ordered Item Book (OIB) for Grade 5
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Wednesday, June 15

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Bookmark Placement Training
9:30 AM	Round 1 Bookmark Placement for Grade 5
10:30 AM	Break
10:45 AM	Discuss Round 1 as a Table for Grade 5
Noon	Lunch
10:45 AM	Complete Round 2 Discussion as a Table for Grade 5
1:45 PM	Round 2 Bookmark Placement for Grade 5
2:30 PM	Break
2:45 PM	Discuss Round 2 as a Group for Grade 5
4:15 PM	Round 3 Bookmark Placement for Grade 5
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Thursday, June 16

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Discuss the ALDs and the Threshold Students for Grade 3
9:00 AM	Discuss the Threshold Students Across Tables
9:30 AM	Begin Discussion of the OIB for Grade 3
10:30 AM	Break
10:45 AM	Complete Discussion of the OIB for Grade 3
11:30 AM	Round 1 Bookmark Placement for Grade 3
Noon	Lunch
1:00 PM	Discuss Round 1 as a Table for Grade 3
2:30 PM	Break
2:45 PM	Round 2 Bookmark Placement for Grade 3
3:15 PM	Discuss Round 2 as a Group for Grade 3
4:15 PM	Round 3 Bookmark Placement for Grade 3
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Friday, June 17

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Discuss the ALDs and the Threshold Students for Grade 4
9:00 AM	Discuss the Threshold Students Across Tables for Grade 4
9:30 AM	Begin Discussion of the OIB for Grade 4
10:30 AM	Break
10:45 AM	Complete Discussion of the OIB for Grade 4
11:15 AM	Round 1 Bookmark Placement for Grade 4
11:45 AM	Begin Discussion of Round 1 as a Table for Grade 4
Noon	Lunch
1:00 PM	Complete Discussion of Round 1 as a Table for Grade 4
1:45 PM	Round 2 Bookmark Placement for Grade 4
2:30 PM	Break
2:45 PM	Discuss Round 2 as a Group for Grade 4
3:45 PM	Round 3 Bookmark Placement for Grade 4
4:15 PM	Presentation of Recommendations
4:45 PM	Evaluation
4:50 PM	Secure Materials Collection
5:00 PM	Dismissal

Agenda for Grades 6 – 8 English Language Arts



Workshop Agenda

**Wisconsin Forward Exam
Grades 6–8 English Language Arts (ELA)**

Bookmark Standard Setting Workshop
Wisconsin Dells
June 14–17, 2016





Welcome to the Bookmark Standard Setting Workshop for the Wisconsin Forward Exam! As part of your work, you will focus on three tests: Grades 6, 7, and 8 English Language Arts.

The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Tuesday, June 14

Welcome!

7:30 AM Breakfast and Participant Registration

Participants register at the reception table to sign the confidentiality agreement, receive a nametag, and collect any other necessary information.

8:30 AM Opening Session

DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.

9:00 AM Participant Training

DRC introduces participants to the Bookmark Standard Setting Procedure and explains how a cut score can be represented in the ordered item book (OIB) as a bookmark.

10:00 AM Break and Adjournment to Breakout Rooms

10:15 AM Distribution of Secure Materials

After brief introductions, DRC distributes the secure materials.

- Be sure to write your name on each of the secure materials.
- Your packet number is written in the upper-right corner of each of the secure materials. Write your name and packet number on the materials sign-out list.
- Please remember that the secure materials, including the OIBs and item maps, must remain in your breakout room; and that your discussions of the secure materials must remain confidential.

- 10:30 AM** **Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table.
 - First, review the knowledge, skills, and abilities students are expected to demonstrate in the ALD for *Proficient*. Do the same for *Advanced* and *Basic*.
 - Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
 - For each threshold student, create a brief, bulleted list that describes the skills expected of the threshold student.
 - To engage in these discussions, participants refer to the ALDs, the content standards, and their knowledge of students.
- 11:30 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- A spokesperson from your table should be prepared to report some of the highlights from your table’s discussion of the threshold students.
 - During the discussion, refer to the ALDs and the content standards.
 - Take notes during the discussion and update your bulleted lists of the skills expected of each of the three threshold students.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Demonstration of Online Test**
Participants view a brief demonstration of the online test to understand the types of items and accommodations available to students on test day.
- 1:30 PM** **Examine the Test Items for Grade 6**
Participants examine the test items from the student’s perspective.
- Study and answer the items to get a sense of what is measured by the test and how it is measured.
 - Although some discussion about individual test items is normal, focus your participants away from prolonged debate and toward examining the test.
 - If necessary, use the provided index cards to record comments about test items.
- 2:30 PM** **Break**

Study the Ordered Item Booklet for Grade 6

- 2:45 PM** **Discussion of the Ordered Item Book (OIB) for Grade 6**
Group leaders introduce this task by instructing participants to find the item map in their secure materials. The group leader leads the group in a review of each column on the item map. Participants at each table examine the items in the OIB.
- Participants engage in a discussion with everyone at their table about each of the items in the OIB. Starting with the first item, participants briefly discuss each item in turn, focusing on what each item measures and what makes it harder than the previous items. Each participant records these details on his or her item map.
 - Group leaders remind participants to use the index cards, as necessary, to record comments about items.
 - Group leaders monitor the tables to check that each participant has a chance to speak.
- 4:45 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
By the end of the day, you will have completed your work studying the OIB for Grade 6. Tomorrow, you will recommend cut scores for Grade 6 using the Bookmark Procedure.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Bookmark Placement Training**
DRC introduces bookmark placement, explaining and illustrating how bookmarks are placed and what bookmarks mean.
- DRC explains how participants make cut score recommendations by placing bookmarks in the OIB.
 - After the training, a short check set is administered and discussed.
- 9:30 AM** **Round 1 Bookmark Placement for Grade 6**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 10:30 AM** **Break**
- 10:45 AM** **Discuss Round 1 as a Table for Grade 6**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 10:45 AM** **Complete Round 2 Discussion as a Table for Grade 6**
- 1:45 PM** **Round 2 Bookmark Placement for Grade 6**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:30 PM** **Break**
- 2:45 PM** **Discuss Round 2 as a Group for Grade 6**
DRC presents a summary of the Round 2 judgments to the entire group. Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.

4:15 PM Round 3 Bookmark Placement for Grade 6

Group leaders direct all participants to place their Round 3 bookmarks.

- Remember that bookmark placement is an individual activity.
- Participants mark their bookmark placements on their bookmark worksheets.
- Then participants transfer their bookmark placements into the *kiosk* system.

4:45 PM Secure Materials Collection

Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.

5:00 PM Dismissal

By the end of the day, you will have completed the Bookmark Procedure for Grade 6. Tomorrow, you will repeat the process for Grade 8.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Discuss the ALDs and the Threshold Students for Grade 8**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table. Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
- 9:00 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- 9:30 AM** **Begin Discussion of the OIB for Grade 8**
Each table engages in a discussion of the items in the OIB.
- Group leaders remind participants to use the index cards, as necessary, to record comments about items.
- 10:30 AM** **Break**
- 10:45 AM** **Complete Discussion of the OIB for Grade 8**
- 11:30 AM** **Round 1 Bookmark Placement for Grade 8**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Discuss Round 1 as a Table for Grade 8**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.

- 2:30 PM** **Break**
- 2:45 PM** **Round 2 Bookmark Placement for Grade 8**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 3:15 PM** **Discuss Round 2 as a Group for Grade 8**
DRC presents a summary of the Round 2 judgments to the entire group.
Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.
- 4:15 PM** **Round 3 Bookmark Placement for Grade 8**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:45 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
By the end of the day, you will have completed the Bookmark Procedure for Grade 8. Tomorrow, you will repeat the process for Grade 7.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Discuss the ALDs and the Threshold Students for Grade 7**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table. Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
- 9:00 AM** **Discuss the Threshold Students Across Tables for Grade 7**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- 9:30 AM** **Begin Discussion of the OIB for Grade 7**
Each table engages in a discussion of the items in the OIB.
- Group leaders remind participants to use the index cards, as necessary, to record comments about items.
- 10:30 AM** **Break**
- 10:45 AM** **Complete Discussion of the OIB for Grade 7**
- 11:15 AM** **Round 1 Bookmark Placement for Grade 7**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 11:45 AM** **Begin Discussion of Round 1 as a Table for Grade 7**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.

- 1:00 PM** **Complete Discussion of Round 1 as a Table for Grade 7**
- 1:45 PM** **Round 2 Bookmark Placement for Grade 7**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:30 PM** **Break**
- 2:45 PM** **Discuss Round 2 as a Group for Grade 7**
DRC presents a summary of the Round 2 judgments to the entire group.
Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.
- 3:45 PM** **Round 3 Bookmark Placement for Grade 7**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:15 PM** **Presentation of Recommendations**
A summary of the cut score recommendations is presented to the entire group.
- 4:45 PM** **Evaluation**
Each participant completes an evaluation of the standard setting.
- 4:50 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
Thank you for your participation!

**DPI and DRC thank you for
your participation in the
Wisconsin Forward Exam
Standard Setting!**

Agenda at a Glance
Grades 6–8 English Language Arts

Tuesday, June 14

7:30 AM	Breakfast and Participant Registration
8:30 AM	Opening Session
9:00 AM	Participant Training
10:00 AM	Break and Adjournment to Breakout Rooms
10:15 AM	Distribution of Secure Materials
10:30 AM	Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students
11:30 AM	Discuss the Threshold Students Across Tables
Noon	Lunch
1:00 PM	Demonstration of Online Test
1:30 PM	Examine the Test Items for Grade 6
2:30 PM	Break
2:45 PM	Discussion of the Ordered Item Book (OIB) for Grade 6
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Wednesday, June 15

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Bookmark Placement Training
9:30 AM	Round 1 Bookmark Placement for Grade 6
10:30 AM	Break
10:45 AM	Discuss Round 1 as a Table for Grade 6
Noon	Lunch
10:45 AM	Complete Round 2 Discussion as a Table for Grade 6
1:45 PM	Round 2 Bookmark Placement for Grade 6
2:30 PM	Break
2:45 PM	Discuss Round 2 as a Group for Grade 6
4:15 PM	Round 3 Bookmark Placement for Grade 6
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Thursday, June 16

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Discuss the ALDs and the Threshold Students for Grade 8
9:00 AM	Discuss the Threshold Students Across Tables
9:30 AM	Begin Discussion of the OIB for Grade 8
10:30 AM	Break
10:45 AM	Complete Discussion of the OIB for Grade 8
11:30 AM	Round 1 Bookmark Placement for Grade 8
Noon	Lunch
1:00 PM	Discuss Round 1 as a Table for Grade 8
2:30 PM	Break
2:45 PM	Round 2 Bookmark Placement for Grade 8
3:15 PM	Discuss Round 2 as a Group for Grade 8
4:15 PM	Round 3 Bookmark Placement for Grade 8
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Friday, June 17

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Discuss the ALDs and the Threshold Students for Grade 7
9:00 AM	Discuss the Threshold Students Across Tables for Grade 7
9:30 AM	Begin Discussion of the OIB for Grade 7
10:30 AM	Break
10:45 AM	Complete Discussion of the OIB for Grade 7
11:15 AM	Round 1 Bookmark Placement for Grade 7
11:45 AM	Begin Discussion of Round 1 as a Table for Grade 7
Noon	Lunch
1:00 PM	Complete Discussion of Round 1 as a Table for Grade 7
1:45 PM	Round 2 Bookmark Placement for Grade 7
2:30 PM	Break
2:45 PM	Discuss Round 2 as a Group for Grade 7
3:45 PM	Round 3 Bookmark Placement for Grade 7
4:15 PM	Presentation of Recommendations
4:45 PM	Evaluation
4:50 PM	Secure Materials Collection
5:00 PM	Dismissal

Agenda for Grades 3 – 5 Mathematics



Workshop Agenda

**Wisconsin Forward Exam
Grades 3–5 Mathematics**

Bookmark Standard Setting Workshop
Wisconsin Dells
June 14–17, 2016





Welcome to the Bookmark Standard Setting Workshop for the Wisconsin Forward Exam! As part of your work, you will focus on three tests: Grades 3, 4, and 5 Mathematics.

The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Tuesday, June 14

Welcome!

7:30 AM Breakfast and Participant Registration

Participants register at the reception table to sign the confidentiality agreement, receive a nametag, and collect any other necessary information.

8:30 AM Opening Session

DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.

9:00 AM Participant Training

DRC introduces participants to the Bookmark Standard Setting Procedure and explains how a cut score can be represented in the ordered item book (OIB) as a bookmark.

10:00 AM Break and Adjournment to Breakout Rooms

10:15 AM Distribution of Secure Materials

After brief introductions, DRC distributes the secure materials.

- Be sure to write your name on each of the secure materials.
- Your packet number is written in the upper-right corner of each of the secure materials. Write your name and packet number on the materials sign-out list.
- Please remember that the secure materials, including the OIBs and item maps, must remain in your breakout room; and that your discussions of the secure materials must remain confidential.

- 10:30 AM** **Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table.
 - First, review the knowledge, skills, and abilities students are expected to demonstrate in the ALD for *Proficient*. Do the same for *Advanced* and *Basic*.
 - Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
 - For each threshold student, create a brief, bulleted list that describes the skills expected of the threshold student.
 - To engage in these discussions, participants refer to the ALDs, the content standards, and their knowledge of students.
- 11:30 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- A spokesperson from your table should be prepared to report some of the highlights from your table’s discussion of the threshold students.
 - During the discussion, refer to the ALDs and the content standards.
 - Take notes during the discussion and update your bulleted lists of the skills expected of each of the three threshold students.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Demonstration of Online Test**
Participants view a brief demonstration of the online test to understand the types of items and accommodations available to students on test day.
- 1:30 PM** **Examine the Test Items for Grade 5**
Participants examine the test items from the student’s perspective.
- Study and answer the items to get a sense of what is measured by the test and how it is measured.
 - Although some discussion about individual test items is normal, focus your participants away from prolonged debate and toward examining the test.
 - If necessary, use the provided index cards to record comments about test items.
- 2:30 PM** **Break**

Study the Ordered Item Booklet for Grade 5

- 2:45 PM** **Discussion of the Ordered Item Book (OIB) for Grade 5**
Group leaders introduce this task by instructing participants to find the item map in their secure materials. The group leader leads the group in a review of each column on the item map. Participants at each table examine the items in the OIB.
- Participants engage in a discussion with everyone at their table about each of the items in the OIB. Starting with the first item, participants briefly discuss each item in turn, focusing on what each item measures and what makes it harder than the previous items. Each participant records these details on his or her item map.
 - Group leaders remind participants to use the index cards, as necessary, to record comments about items.
 - Group leaders monitor the tables to check that each participant has a chance to speak.
- 4:45 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
By the end of the day, you will have completed your work studying the OIB for Grade 5. Tomorrow, you will recommend cut scores for Grade 5 using the Bookmark Procedure.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Bookmark Placement Training**
DRC introduces bookmark placement, explaining and illustrating how bookmarks are placed and what bookmarks mean.
- DRC explains how participants make cut score recommendations by placing bookmarks in the OIB.
 - After the training, a short check set is administered and discussed.
- 9:30 AM** **Round 1 Bookmark Placement for Grade 5**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 10:30 AM** **Break**
- 10:45 AM** **Discuss Round 1 as a Table for Grade 5**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 10:45 AM** **Complete Round 2 Discussion as a Table for Grade 5**
- 1:45 PM** **Round 2 Bookmark Placement for Grade 5**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:30 PM** **Break**
- 2:45 PM** **Discuss Round 2 as a Group for Grade 5**
DRC presents a summary of the Round 2 judgments to the entire group. Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.

4:15 PM Round 3 Bookmark Placement for Grade 5

Group leaders direct all participants to place their Round 3 bookmarks.

- Remember that bookmark placement is an individual activity.
- Participants mark their bookmark placements on their bookmark worksheets.
- Then participants transfer their bookmark placements into the *kiosk* system.

4:45 PM Secure Materials Collection

Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.

5:00 PM Dismissal

By the end of the day, you will have completed the Bookmark Procedure for Grade 5. Tomorrow, you will repeat the process for Grade 3.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Discuss the ALDs and the Threshold Students for Grade 3**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table. Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
- 9:00 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- 9:30 AM** **Begin Discussion of the OIB for Grade 3**
Each table engages in a discussion of the items in the OIB.
- Group leaders remind participants to use the index cards, as necessary, to record comments about items.
- 10:30 AM** **Break**
- 10:45 AM** **Complete Discussion of the OIB for Grade 3**
- 11:30 AM** **Round 1 Bookmark Placement for Grade 3**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Discuss Round 1 as a Table for Grade 3**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.

- 2:30 PM** **Break**
- 2:45 PM** **Round 2 Bookmark Placement for Grade 3**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 3:15 PM** **Discuss Round 2 as a Group for Grade 3**
DRC presents a summary of the Round 2 judgments to the entire group.
Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.
- 4:15 PM** **Round 3 Bookmark Placement for Grade 3**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:45 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
By the end of the day, you will have completed the Bookmark Procedure for Grade 3. Tomorrow, you will repeat the process for Grade 4.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Discuss the ALDs and the Threshold Students for Grade 4**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table. Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
- 9:00 AM** **Discuss the Threshold Students Across Tables for Grade 4**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- 9:30 AM** **Begin Discussion of the OIB for Grade 4**
Each table engages in a discussion of the items in the OIB.
- Group leaders remind participants to use the index cards, as necessary, to record comments about items.
- 10:30 AM** **Break**
- 10:45 AM** **Complete Discussion of the OIB for Grade 4**
- 11:15 AM** **Round 1 Bookmark Placement for Grade 4**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 11:45 AM** **Begin Discussion of Round 1 as a Table for Grade 4**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.

- 1:00 PM** **Complete Discussion of Round 1 as a Table for Grade 4**
- 1:45 PM** **Round 2 Bookmark Placement for Grade 4**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:30 PM** **Break**
- 2:45 PM** **Discuss Round 2 as a Group for Grade 4**
DRC presents a summary of the Round 2 judgments to the entire group.
Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.
- 3:45 PM** **Round 3 Bookmark Placement for Grade 4**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:15 PM** **Presentation of Recommendations**
A summary of the cut score recommendations is presented to the entire group.
- 4:45 PM** **Evaluation**
Each participant completes an evaluation of the standard setting.
- 4:50 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
Thank you for your participation!

**DPI and DRC thank you for
your participation in the
Wisconsin Forward Exam
Standard Setting!**

Agenda at a Glance
Grades 3–5 Mathematics

Tuesday, June 14

7:30 AM	Breakfast and Participant Registration
8:30 AM	Opening Session
9:00 AM	Participant Training
10:00 AM	Break and Adjournment to Breakout Rooms
10:15 AM	Distribution of Secure Materials
10:30 AM	Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students
11:30 AM	Discuss the Threshold Students Across Tables
Noon	Lunch
1:00 PM	Demonstration of Online Test
1:30 PM	Examine the Test Items for Grade 5
2:30 PM	Break
2:45 PM	Discussion of the Ordered Item Book (OIB) for Grade 5
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Wednesday, June 15

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Bookmark Placement Training
9:30 AM	Round 1 Bookmark Placement for Grade 5
10:30 AM	Break
10:45 AM	Discuss Round 1 as a Table for Grade 5
Noon	Lunch
10:45 AM	Complete Round 2 Discussion as a Table for Grade 5
1:45 PM	Round 2 Bookmark Placement for Grade 5
2:30 PM	Break
2:45 PM	Discuss Round 2 as a Group for Grade 5
4:15 PM	Round 3 Bookmark Placement for Grade 5
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Thursday, June 16

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Discuss the ALDs and the Threshold Students for Grade 3
9:00 AM	Discuss the Threshold Students Across Tables
9:30 AM	Begin Discussion of the OIB for Grade 3
10:30 AM	Break
10:45 AM	Complete Discussion of the OIB for Grade 3
11:30 AM	Round 1 Bookmark Placement for Grade 3
Noon	Lunch
1:00 PM	Discuss Round 1 as a Table for Grade 3
2:30 PM	Break
2:45 PM	Round 2 Bookmark Placement for Grade 3
3:15 PM	Discuss Round 2 as a Group for Grade 3
4:15 PM	Round 3 Bookmark Placement for Grade 3
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Friday, June 17

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Discuss the ALDs and the Threshold Students for Grade 4
9:00 AM	Discuss the Threshold Students Across Tables for Grade 4
9:30 AM	Begin Discussion of the OIB for Grade 4
10:30 AM	Break
10:45 AM	Complete Discussion of the OIB for Grade 4
11:15 AM	Round 1 Bookmark Placement for Grade 4
11:45 AM	Begin Discussion of Round 1 as a Table for Grade 4
Noon	Lunch
1:00 PM	Complete Discussion of Round 1 as a Table for Grade 4
1:45 PM	Round 2 Bookmark Placement for Grade 4
2:30 PM	Break
2:45 PM	Discuss Round 2 as a Group for Grade 4
3:45 PM	Round 3 Bookmark Placement for Grade 4
4:15 PM	Presentation of Recommendations
4:45 PM	Evaluation
4:50 PM	Secure Materials Collection
5:00 PM	Dismissal

Agenda for Grades 6 – 8 Mathematics



Workshop Agenda

**Wisconsin Forward Exam
Grades 6–8 Mathematics**

Bookmark Standard Setting Workshop
Wisconsin Dells
June 14–17, 2016





Welcome to the Bookmark Standard Setting Workshop for the Wisconsin Forward Exam! As part of your work, you will focus on three tests: Grades 6, 7, and 8 Mathematics.

The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Tuesday, June 14

Welcome!

7:30 AM Breakfast and Participant Registration

Participants register at the reception table to sign the confidentiality agreement, receive a nametag, and collect any other necessary information.

8:30 AM Opening Session

DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.

9:00 AM Participant Training

DRC introduces participants to the Bookmark Standard Setting Procedure and explains how a cut score can be represented in the ordered item book (OIB) as a bookmark.

10:00 AM Break and Adjournment to Breakout Rooms

10:15 AM Distribution of Secure Materials

After brief introductions, DRC distributes the secure materials.

- Be sure to write your name on each of the secure materials.
- Your packet number is written in the upper-right corner of each of the secure materials. Write your name and packet number on the materials sign-out list.
- Please remember that the secure materials, including the OIBs and item maps, must remain in your breakout room; and that your discussions of the secure materials must remain confidential.

- 10:30 AM** **Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table.
 - First, review the knowledge, skills, and abilities students are expected to demonstrate in the ALD for *Proficient*. Do the same for *Advanced* and *Basic*.
 - Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
 - For each threshold student, create a brief, bulleted list that describes the skills expected of the threshold student.
 - To engage in these discussions, participants refer to the ALDs, the content standards, and their knowledge of students.
- 11:30 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- A spokesperson from your table should be prepared to report some of the highlights from your table’s discussion of the threshold students.
 - During the discussion, refer to the ALDs and the content standards.
 - Take notes during the discussion and update your bulleted lists of the skills expected of each of the three threshold students.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Demonstration of Online Test**
Participants view a brief demonstration of the online test to understand the types of items and accommodations available to students on test day.
- 1:30 PM** **Examine the Test Items for Grade 6**
Participants examine the test items from the student’s perspective.
- Study and answer the items to get a sense of what is measured by the test and how it is measured.
 - Although some discussion about individual test items is normal, focus your participants away from prolonged debate and toward examining the test.
 - If necessary, use the provided index cards to record comments about test items.
- 2:30 PM** **Break**

Study the Ordered Item Booklet for Grade 6

- 2:45 PM** **Discussion of the Ordered Item Book (OIB) for Grade 6**
Group leaders introduce this task by instructing participants to find the item map in their secure materials. The group leader leads the group in a review of each column on the item map. Participants at each table examine the items in the OIB.
- Participants engage in a discussion with everyone at their table about each of the items in the OIB. Starting with the first item, participants briefly discuss each item in turn, focusing on what each item measures and what makes it harder than the previous items. Each participant records these details on his or her item map.
 - Group leaders remind participants to use the index cards, as necessary, to record comments about items.
 - Group leaders monitor the tables to check that each participant has a chance to speak.
- 4:45 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
By the end of the day, you will have completed your work studying the OIB for Grade 6. Tomorrow, you will recommend cut scores for Grade 6 using the Bookmark Procedure.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Bookmark Placement Training**
DRC introduces bookmark placement, explaining and illustrating how bookmarks are placed and what bookmarks mean.
- DRC explains how participants make cut score recommendations by placing bookmarks in the OIB.
 - After the training, a short check set is administered and discussed.
- 9:30 AM** **Round 1 Bookmark Placement for Grade 6**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 10:30 AM** **Break**
- 10:45 AM** **Discuss Round 1 as a Table for Grade 6**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 10:45 AM** **Complete Round 2 Discussion as a Table for Grade 6**
- 1:45 PM** **Round 2 Bookmark Placement for Grade 6**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:30 PM** **Break**
- 2:45 PM** **Discuss Round 2 as a Group for Grade 6**
DRC presents a summary of the Round 2 judgments to the entire group. Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.

4:15 PM Round 3 Bookmark Placement for Grade 6

Group leaders direct all participants to place their Round 3 bookmarks.

- Remember that bookmark placement is an individual activity.
- Participants mark their bookmark placements on their bookmark worksheets.
- Then participants transfer their bookmark placements into the *kiosk* system.

4:45 PM Secure Materials Collection

Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.

5:00 PM Dismissal

By the end of the day, you will have completed the Bookmark Procedure for Grade 6. Tomorrow, you will repeat the process for Grade 8.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Discuss the ALDs and the Threshold Students for Grade 8**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table. Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
- 9:00 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- 9:30 AM** **Begin Discussion of the OIB for Grade 8**
Each table engages in a discussion of the items in the OIB.
- Group leaders remind participants to use the index cards, as necessary, to record comments about items.
- 10:30 AM** **Break**
- 10:45 AM** **Complete Discussion of the OIB for Grade 8**
- 11:30 AM** **Round 1 Bookmark Placement for Grade 8**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Discuss Round 1 as a Table for Grade 8**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.

- 2:30 PM** **Break**
- 2:45 PM** **Round 2 Bookmark Placement for Grade 8**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 3:15 PM** **Discuss Round 2 as a Group for Grade 8**
DRC presents a summary of the Round 2 judgments to the entire group.
Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.
- 4:15 PM** **Round 3 Bookmark Placement for Grade 8**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:45 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**
By the end of the day, you will have completed the Bookmark Procedure for Grade 8. Tomorrow, you will repeat the process for Grade 7.

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Discuss the ALDs and the Threshold Students for Grade 7**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table. Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering an achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
- 9:00 AM** **Discuss the Threshold Students Across Tables for Grade 7**
Using the ALDs and content standards, participants discuss the threshold students across tables.
- 9:30 AM** **Begin Discussion of the OIB for Grade 7**
Each table engages in a discussion of the items in the OIB.
- Group leaders remind participants to use the index cards, as necessary, to record comments about items.
- 10:30 AM** **Break**
- 10:45 AM** **Complete Discussion of the OIB for Grade 7**
- 11:15 AM** **Round 1 Bookmark Placement for Grade 7**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 11:45 AM** **Begin Discussion of Round 1 as a Table for Grade 7**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.

- 1:00 PM Complete Discussion of Round 1 as a Table for Grade 7**
- 1:45 PM Round 2 Bookmark Placement for Grade 7**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:30 PM Break**
- 2:45 PM Discuss Round 2 as a Group for Grade 7**
DRC presents a summary of the Round 2 judgments to the entire group.
Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.
- 3:45 PM Round 3 Bookmark Placement for Grade 7**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:15 PM Presentation of Recommendations**
A summary of the cut score recommendations is presented to the entire group.
- 4:45 PM Evaluation**
Each participant completes an evaluation of the standard setting.
- 4:50 PM Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM Dismissal**
Thank you for your participation!

**DPI and DRC thank you for
your participation in the
Wisconsin Forward Exam
Standard Setting!**

Agenda at a Glance
Grades 6–8 Mathematics

Tuesday, June 14

7:30 AM	Breakfast and Participant Registration
8:30 AM	Opening Session
9:00 AM	Participant Training
10:00 AM	Break and Adjournment to Breakout Rooms
10:15 AM	Distribution of Secure Materials
10:30 AM	Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students
11:30 AM	Discuss the Threshold Students Across Tables
Noon	Lunch
1:00 PM	Demonstration of Online Test
1:30 PM	Examine the Test Items for Grade 6
2:30 PM	Break
2:45 PM	Discussion of the Ordered Item Book (OIB) for Grade 6
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Wednesday, June 15

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Bookmark Placement Training
9:30 AM	Round 1 Bookmark Placement for Grade 6
10:30 AM	Break
10:45 AM	Discuss Round 1 as a Table for Grade 6
Noon	Lunch
10:45 AM	Complete Round 2 Discussion as a Table for Grade 6
1:45 PM	Round 2 Bookmark Placement for Grade 6
2:30 PM	Break
2:45 PM	Discuss Round 2 as a Group for Grade 6
4:15 PM	Round 3 Bookmark Placement for Grade 6
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Thursday, June 16

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Discuss the ALDs and the Threshold Students for Grade 8
9:00 AM	Discuss the Threshold Students Across Tables
9:30 AM	Begin Discussion of the OIB for Grade 8
10:30 AM	Break
10:45 AM	Complete Discussion of the OIB for Grade 8
11:30 AM	Round 1 Bookmark Placement for Grade 8
Noon	Lunch
1:00 PM	Discuss Round 1 as a Table for Grade 8
2:30 PM	Break
2:45 PM	Round 2 Bookmark Placement for Grade 8
3:15 PM	Discuss Round 2 as a Group for Grade 8
4:15 PM	Round 3 Bookmark Placement for Grade 8
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Friday, June 17

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Discuss the ALDs and the Threshold Students for Grade 7
9:00 AM	Discuss the Threshold Students Across Tables for Grade 7
9:30 AM	Begin Discussion of the OIB for Grade 7
10:30 AM	Break
10:45 AM	Complete Discussion of the OIB for Grade 7
11:15 AM	Round 1 Bookmark Placement for Grade 7
11:45 AM	Begin Discussion of Round 1 as a Table for Grade 7
Noon	Lunch
1:00 PM	Complete Discussion of Round 1 as a Table for Grade 7
1:45 PM	Round 2 Bookmark Placement for Grade 7
2:30 PM	Break
2:45 PM	Discuss Round 2 as a Group for Grade 7
3:45 PM	Round 3 Bookmark Placement for Grade 7
4:15 PM	Presentation of Recommendations
4:45 PM	Evaluation
4:50 PM	Secure Materials Collection
5:00 PM	Dismissal

Agenda for Grades 4 and 8 Science



Workshop Agenda

Wisconsin Forward Exam
Grades 4 and 8 Science

Bookmark Standard Setting Workshop
Wisconsin Dells
June 14–15, 2016





Welcome to the Bookmark Standard Setting Workshop for the Wisconsin Forward Exam! As part of your work, you will focus on one of two tests: Grade 4 Science or Grade 8 Science.

The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Tuesday, June 14

Welcome!

7:30 AM Breakfast and Participant Registration

Participants register at the reception table to sign the confidentiality agreement, receive a nametag, and collect any other necessary information.

8:30 AM Opening Session

DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.

9:00 AM Participant Training

DRC introduces participants to the Bookmark Standard Setting Procedure and explains how a cut score can be represented in the ordered item book (OIB) as a bookmark.

10:00 AM Break and Adjournment to Breakout Rooms

10:15 AM Distribution of Secure Materials

After brief introductions, DRC distributes the secure materials.

- Be sure to write your name on each of the secure materials.
- Your packet number is written in the upper-right corner of each of the secure materials. Write your name and packet number on the materials sign-out list.
- Please remember that the secure materials, including the OIBs and item maps, must remain in your breakout room; and that your discussions of the secure materials must remain confidential.

- 10:30 AM** **Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table.
 - First, review the knowledge, skills, and abilities students are expected to demonstrate in the ALD for *Proficient*. Do the same for *Advanced* and *Basic*.
 - Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering a achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
 - For each threshold student, create a brief, bulleted list that describes the skills expected of the threshold student.
 - To engage in these discussions, participants refer to the ALDs, the content standards, and their knowledge of students.
- 11:30 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the target students across tables.
- A spokesperson from your table should be prepared to report some of the highlights from your table’s discussion of the target students.
 - During the discussion, refer to the ALDs and the content standards.
 - Take notes during the discussion and update your bulleted lists of the skills expected of each of the three target students.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Demonstration of Online Test**
Participants view a brief demonstration of the online test to understand the types of items and accommodations available to students on test day.
- 1:30 PM** **Examine the Test Items**
Participants examine the test items from the student’s perspective.
- Study and answer the items to get a sense of what is measured by the test and how it is measured.
 - Although some discussion about individual test items is normal, focus your participants away from prolonged debate and toward examining the test.
 - If necessary, use the provided index cards to record comments about test items.
- 2:30 PM** **Break**

- 2:45 PM Discussion of the Ordered Item Booklet (OIB)**
Group leaders introduce this task by instructing participants to find the item map in their secure materials. The group leader leads the group in a review of each column on the item map. Participants at each table examine the items in the OIB.
- Participants engage in a discussion with everyone at their table about each of the items in the OIB. Starting with the first item, participants briefly discuss each item in turn, focusing on what each item measures and what makes it harder than the previous items. Each participant records these details on his or her item map.
 - Group leaders remind participants to use the index cards, as necessary, to record comments about items.
 - Group leaders monitor the tables to check that each participant has a chance to speak.
- 4:45 PM Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM Dismissal**

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Bookmark Placement Training**
DRC introduces bookmark placement, explaining and illustrating how bookmarks are placed and what bookmarks mean.
- DRC explains how participants make cut score recommendations by placing bookmarks in the OIB.
 - After the training, a short check set is administered and discussed.
- 9:30 AM** **Round 1 Bookmark Placement**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 10:30 AM** **Break**
- 10:45 AM** **Discuss Round 1 as a Table**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Complete Round 2 Discussion as a Table**
- 1:45 PM** **Round 2 Bookmark Placement**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:15 PM** **Break**
- 2:30 PM** **Discuss Round 2 as a Group**
DRC presents a summary of the Round 2 judgments to the entire group. Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.

- 3:30 PM Round 3 Bookmark Placement**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:15 PM Presentation of Recommendations**
A summary of the cut score recommendations is presented to the entire group.
- 4:45 PM Evaluation**
Each participant completes an evaluation of the standard setting.
- 4:50 PM Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM Dismissal**

**DPI and DRC thank you for
your participation in the
Wisconsin Forward Exam
Standard Setting!**

Agenda at a Glance
Grades 4 and 8 Science

Tuesday, June 14

7:30 AM	Breakfast and Participant Registration
8:30 AM	Opening Session
9:00 AM	Participant Training
10:00 AM	Break and Adjournment to Breakout Rooms
10:15 AM	Distribution of Secure Materials
10:30 AM	Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students
11:30 AM	Discuss the Threshold Students Across Tables
Noon	Lunch
1:00 PM	Demonstration of Online Test
1:30 PM	Examine the Test Items
2:30 PM	Break
2:45 PM	Discussion of the Ordered Item Booklet (OIB)
4:45 PM	Secure Materials Collection
5:00 PM	Dismissal

Wednesday, June 15

7:30 AM	Breakfast and Participant Sign-in
8:30 AM	Bookmark Placement Training
9:30 AM	Round 1 Bookmark Placement
10:30 AM	Break
10:45 AM	Discuss Round 1 as a Table
Noon	Lunch
1:00 PM	Complete Round 2 Discussion as a Table
1:45 PM	Round 2 Bookmark Placement
2:15 PM	Break
2:30 PM	Discuss Round 2 as a Group
3:30 PM	Round 3 Bookmark Placement
4:15 PM	Presentation of Recommendations
4:45 PM	Evaluation
4:50 PM	Secure Materials Collection
5:00 PM	Dismissal

Agenda for Grades 4, 8, and 10 Social Studies



Workshop Agenda

Wisconsin Forward Exam
Grades 4, 8, and 10 Social Studies

Bookmark Standard Setting Workshop
Wisconsin Dells
June 14–15, 2016





Welcome to the Bookmark Standard Setting Workshop for the Wisconsin Forward Exam! As part of your work, you will focus on one of three tests: Grade 4, 8, or 10 Social Studies.

The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Tuesday, June 14

Welcome!

7:30 AM Breakfast and Participant Registration

Participants register at the reception table to sign the confidentiality agreement, receive a nametag, and collect any other necessary information.

8:30 AM Opening Session

DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.

9:00 AM Participant Training

DRC introduces participants to the Bookmark Standard Setting Procedure and explains how a cut score can be represented in the ordered item book (OIB) as a bookmark.

10:00 AM Break and Adjournment to Breakout Rooms

10:15 AM Distribution of Secure Materials

After brief introductions, DRC distributes the secure materials.

- Be sure to write your name on each of the secure materials.
- Your packet number is written in the upper-right corner of each of the secure materials. Write your name and packet number on the materials sign-out list.
- Please remember that the secure materials, including the OIBs and item maps, must remain in your breakout room; and that your discussions of the secure materials must remain confidential.

- 10:30 AM** **Discuss the Achievement Level Descriptors (ALDs) and the Threshold Students**
As a table, appoint a scribe to take notes during these discussions.
- Review and discuss the ALDs at your table.
 - First, review the knowledge, skills, and abilities students are expected to demonstrate in the ALD for *Proficient*. Do the same for *Advanced* and *Basic*.
 - Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by a threshold student, that is, a student who is just barely entering a achievement level.
 - There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
 - For each threshold student, create a brief, bulleted list that describes the skills expected of the threshold student.
 - To engage in these discussions, participants refer to the ALDs, the content standards, and their knowledge of students.
- 11:30 AM** **Discuss the Threshold Students Across Tables**
Using the ALDs and content standards, participants discuss the target students across tables.
- A spokesperson from your table should be prepared to report some of the highlights from your table’s discussion of the target students.
 - During the discussion, refer to the ALDs and the content standards.
 - Take notes during the discussion and update your bulleted lists of the skills expected of each of the three target students.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Demonstration of Online Test**
Participants view a brief demonstration of the online test to understand the types of items and accommodations available to students on test day.
- 1:30 PM** **Examine the Test Items**
Participants examine the test items from the student’s perspective.
- Study and answer the items to get a sense of what is measured by the test and how it is measured.
 - Although some discussion about individual test items is normal, focus your participants away from prolonged debate and toward examining the test.
 - If necessary, use the provided index cards to record comments about test items.
- 2:30 PM** **Break**

- 2:45 PM** **Discussion of the Ordered Item Booklet (OIB)**
Group leaders introduce this task by instructing participants to find the item map in their secure materials. The group leader leads the group in a review of each column on the item map. Participants at each table examine the items in the OIB.
- Participants engage in a discussion with everyone at their table about each of the items in the OIB. Starting with the first item, participants briefly discuss each item in turn, focusing on what each item measures and what makes it harder than the previous items. Each participant records these details on his or her item map.
 - Group leaders remind participants to use the index cards, as necessary, to record comments about items.
 - Group leaders monitor the tables to check that each participant has a chance to speak.
- 4:45 PM** **Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM** **Dismissal**

- 7:30 AM** **Breakfast and Participant Sign-in**
Please be sure to sign in for the day.
- 8:30 AM** **Bookmark Placement Training**
DRC introduces bookmark placement, explaining and illustrating how bookmarks are placed and what bookmarks mean.
- DRC explains how participants make cut score recommendations by placing bookmarks in the OIB.
 - After the training, a short check set is administered and discussed.
- 9:30 AM** **Round 1 Bookmark Placement**
Group leaders direct all participants to place their Round 1 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 10:30 AM** **Break**
- 10:45 AM** **Discuss Round 1 as a Table**
When instructed by the group leader, participants begin a discussion of their Round 1 judgments at their tables. Participants discuss the items between the lowest and highest bookmarks, explaining the rationales behind their judgments.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Complete Round 2 Discussion as a Table**
- 1:45 PM** **Round 2 Bookmark Placement**
Group leaders direct all participants to place their Round 2 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 2:15 PM** **Break**
- 2:30 PM** **Discuss Round 2 as a Group**
DRC presents a summary of the Round 2 judgments to the entire group. Afterwards, the group leaders begin a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.

- 3:30 PM Round 3 Bookmark Placement**
Group leaders direct all participants to place their Round 3 bookmarks.
- Remember that bookmark placement is an individual activity.
 - Participants mark their bookmark placements on their bookmark worksheets.
 - Then participants transfer their bookmark placements into the *kiosk* system.
- 4:15 PM Presentation of Recommendations**
A summary of the cut score recommendations is presented to the entire group.
- 4:45 PM Evaluation**
Each participant completes an evaluation of the standard setting.
- 4:50 PM Secure Materials Collection**
Group leaders facilitate collection of the secure materials from all participants. A listing of secure materials to be collected is displayed in the room.
- 5:00 PM Dismissal**

**DPI and DRC thank you for
your participation in the
Wisconsin Forward Exam
Standard Setting!**

Agenda at a Glance
Grades 4, 8 and 10 Social Studies

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4:45 PM	Evaluation
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5:00 PM	Dismissal

D

Training Presentation and Materials

■ ■ ■ Wisconsin Forward Exam Standard Setting



Introductions

Wisconsin DPI

- Lynette Russell
- Viji Somasudaram
- Troy Couillard
- Tahira Chaudary
- Phil Cranley
- Duane Dorn
- Phil Olsen
- Melissa Passehl
- Jennie Teasdale

Introductions

DRC

- Rick Mercado
- Christie Plackner
- Dave Chayer
- Huan Wang
- Sara Kendall
- Ben Sorenson
- Alassane Savadogo
- Kristy Wilson
- Randy Craighead
- Lisa Marie DiFranco
- Chris Peterson
- Albert Hernandez
- Patrick Erikson
- Courtney Johnson
- Jennifer Norlin-Weaver

3



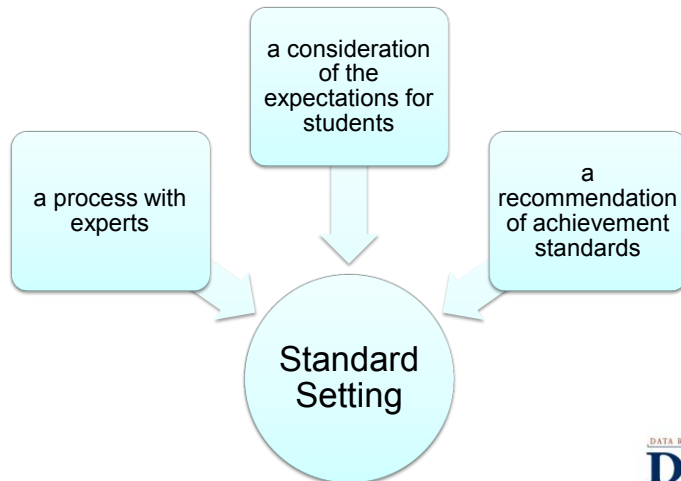
Standard Setting Training

Rick Mercado
Research Director
Data Recognition Corporation



4

Standard Setting



5

Standard Setting

- Imagine a student takes the test and is *Proficient*. What does she know and what can she do?

Guiding Question

- How much is enough?

Content Standards

- The Wisconsin Academic Standards indicate what students should be taught in each grade.
 - They outline knowledge, skills, and abilities that form the foundation for understanding and learning.
- The tests are based on the Wisconsin Academic Standards.

Achievement Levels

- Achievement levels refer to levels of mastery of the content standards, as demonstrated on the test.
 - Each achievement level is described by an achievement level descriptor (ALD).

Below Basic Students



Basic Students



Proficient Students



Advanced Students



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Cut Scores

- The test scale represents the ability of students.
- Cut scores separate students into achievement levels on the test scale.

Below Basic Students



Basic Students



Proficient Students



Advanced Students



Basic Cut Score

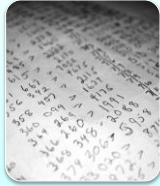
Proficient Cut Score

Advanced Cut Score



10

How We Consider Cut Scores



We don't rely on percentages.

- They can be arbitrary.
- They are test-specific.
- They don't consider the content.



We use content.

- Content links the test, ALDs and the Wisconsin Academic Standards.
- Content lets you consider the state's educational objectives for students.

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Bookmark Standard Setting Procedure

With Benchmarks

Bookmark Standard Setting Procedure



Item-centered method

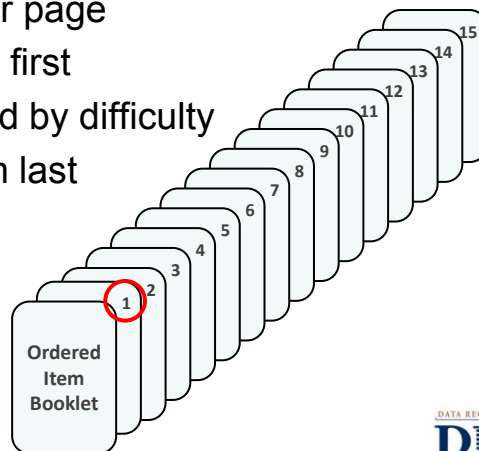
Content-based decisions

Iterative process

13

Ordered Item Booklets

- One item per page
- Easiest item first
- Items ascend by difficulty
- Hardest item last



14

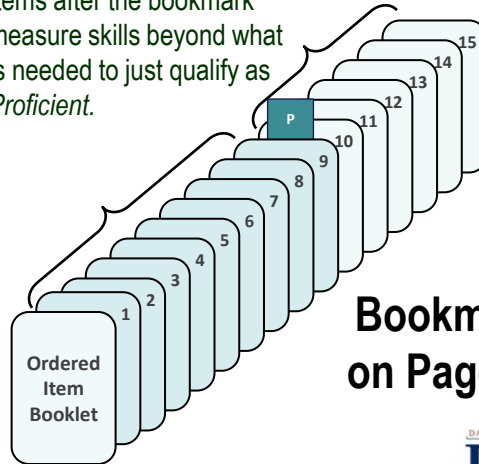
Bookmarks

Pages 10-15

Items after the bookmark measure skills beyond what is needed to just qualify as *Proficient*.

Pages 1-9

Items before the bookmark represent skills of which students who are just barely in the *Proficient* level are expected to demonstrate mastery.



**Bookmark
on Page 10**

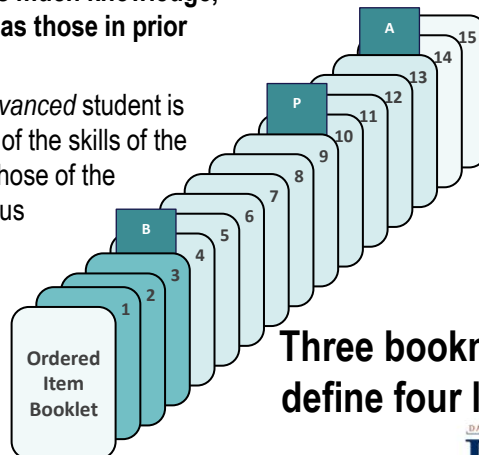


15

Three Bookmarks

Students in any achievement level are expected to have as much knowledge, skills, and abilities as those in prior levels.

For example, the *Advanced* student is expected to have all of the skills of the *Basic* student, plus those of the *Proficient* student, plus additional skills.



**Three bookmarks
define four levels**



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Committee & Schedule

- Six groups
 - ELA: Grades 3–5
 - ELA: Grades 6–8
 - Mathematics: Grades 3–5
 - Mathematics: Grades 6–8
 - Science
 - Social Studies
- Two schedules
 - ELA & Math: 4 days
 - Science & Social Studies: 2 days



Workshop Roles

- Participants
 - Standard setters
- Facilitators
 - Lead the group through the agenda
 - Encourage interaction
 - Lead discussions
 - Collect secure materials
- DPI and DRC
 - Answers to questions



Workshop Process

- 1. Review content standards and ALDs**
In groups, review the content standards. Then study the achievement level descriptors (ALDs).
- 2. Examine test platform and test items**
See a presentation of the online test platform. Then study the items in the ordered item booklet (OIB).
- 3. Bookmark placement**
Consider the benchmarks. Make your own judgments, then discuss with your group.
- 4. Examine cut scores and articulation**
All participants review the recommended cut scores and consider the articulation across grades.

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Review Content Standards and ALDs

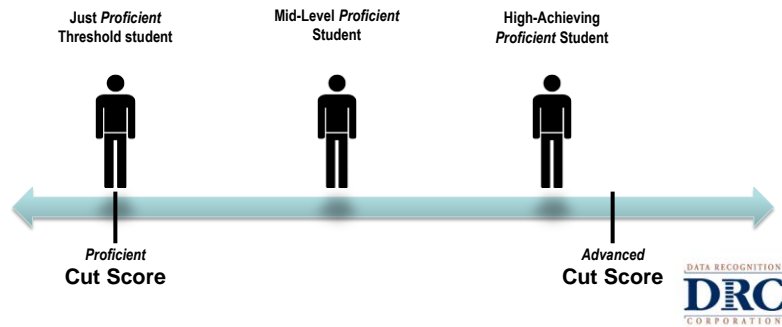
- In your tables, you will review the Wisconsin Academic Standards and the ALDs.
- There are three types of ALDs at the workshop:
 - Policy ALDs: brief, policy-based ideas behind each achievement level
 - Range ALDs: summarize the content-based expectations for students in each achievement level
 - Threshold ALDs: summarize the knowledge, skills, and abilities need to just be in each achievement level

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Range Within Each Level

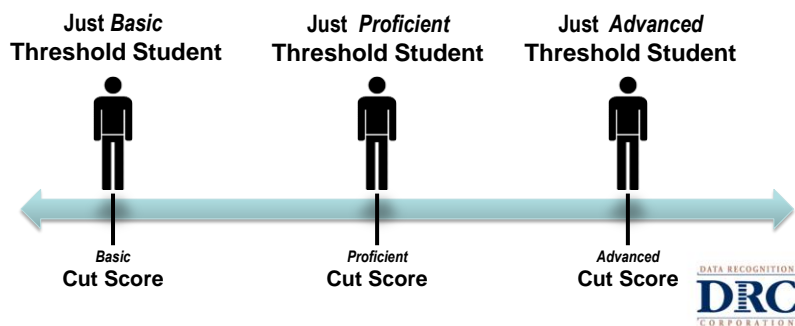
- The cut score is the test score needed to enter an achievement level.
 - The student at the cut score is the threshold student.



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Three Threshold Students

- Three threshold students: Just *Basic*, Just *Proficient*, and Just *Advanced*.



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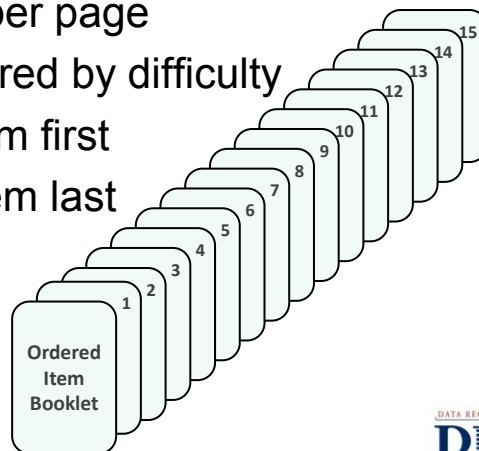
Examine the Test Items

- You will first see a demonstration of the online test platform.
 - Look at the types of items, and see how students interact with online test items.
- Then, you will examine the test items.
 - Consider the knowledge, skills, and abilities that students must demonstrate on each item.



Ordered Item Booklet

- One item per page
- Items ordered by difficulty
- Easiest item first
- Hardest item last



Item Map

Order of Difficulty	Item ID	Item No.	Item Type	Score Key	Standard*	What does a student need to know and be able to do to respond correctly to this item/score point?	Why is this item or score point more difficult than the preceding item/score points?
1	157	7	1	MC	C	4.2	N/A
2	239	3	2	MC	A	4.3	
3	235	3	1	MC	C	4.1	
4	251	5	14	CR	1 of 2	4.4	
5	255	6	9	MC	D	4.1	
6	262	6	8	MC	C	5.2	
7	273	7	9	MC	A	4.4	
8	282	6	14	CR	2 of 2	4.4	
9	288	3	13	MC	C	4.5	
10	295	7	13	MC	A	4.1	

* 4.1 - Number Properties and Operations; 4.2 - Measurement; 4.3 - Geometry; 4.4 - Data Analysis, Statistics, and Probability; 4.5 - Algebra

Benchmarks

- Benchmarks are based on a respected, national measure of student achievement, the National Assessment of Educational Progress (NAEP).
- You will see benchmarks associated with the NAEP. Cut scores consistent with the benchmarks are consistent with the NAEP.
- You should consider the benchmarks, and then make your recommendations using the ALDs, items, and content standards.

Workshop Agenda

Tues.

Opening session

Discuss content standards and ALDs

Examine online test and items

Study the OIB

Wed.

Bookmark training & benchmarks

Round 1 bookmarks

Discuss Round 1

Round 2 bookmarks

Discuss Round 2

Round 3 Bookmarks

Thurs.

ELA and Mathematics Only:

Repeat process for Grade 3 or 8

Fri.

ELA and Mathematics Only:

Repeat process for Grade 4 or 7

Review recommendations

Evaluate the workshop

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Confidentiality

- Please keep the test materials confidential.
 - Do not share the test items, cut score recommendations, test data, or the content of the group's conversations with anyone.
- Feel free to discuss the process with anyone.
 - Please share the fact that you participated in a standard setting, that you studied the test, considered benchmarks, and worked with Wisconsin educators to make recommendations.



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Thank you!



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Bookmark Training

Rick Mercado
Research Director
Data Recognition Corporation



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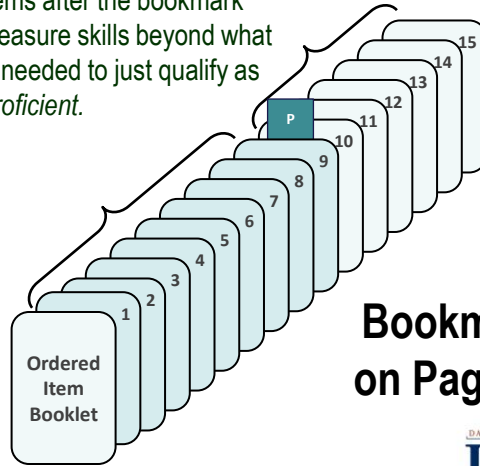
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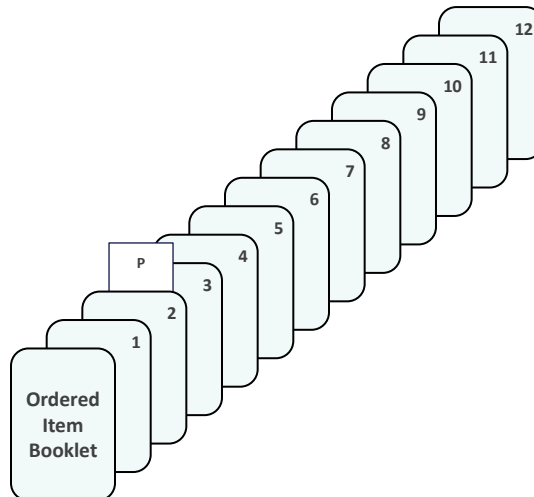
Items before the bookmark represent skills of which students who are just barely in the *Proficient* level are expected to demonstrate mastery.



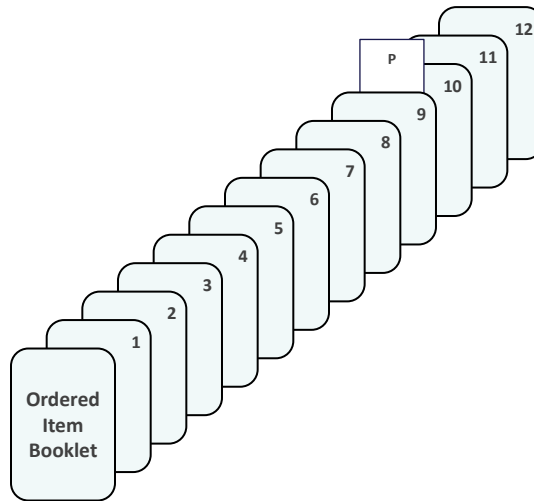
Bookmark on Page 10



Bookmark on Page 3



Bookmark on Page 10



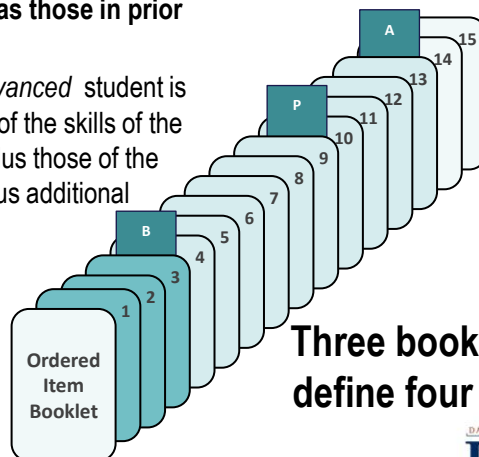
33



Placing Bookmarks in the OIB

Students in any achievement level are expected to have as much knowledge, skills, and abilities as those in prior levels.

For example, the *Advanced* student is expected to have all of the skills of the *Advanced* student, plus those of the *Proficient* student, plus additional skills.



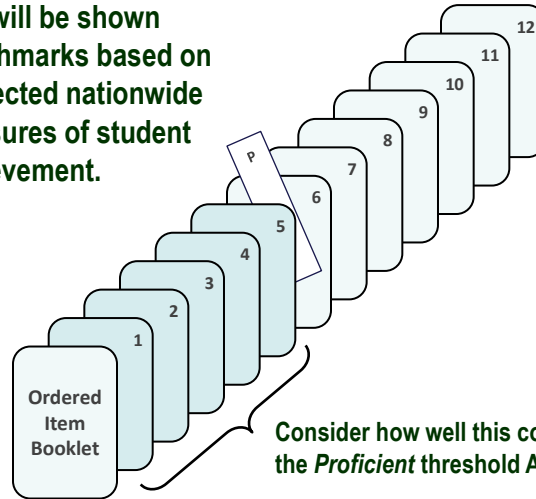
Three bookmarks define four levels

34



Benchmarks

You will be shown benchmarks based on respected nationwide measures of student achievement.

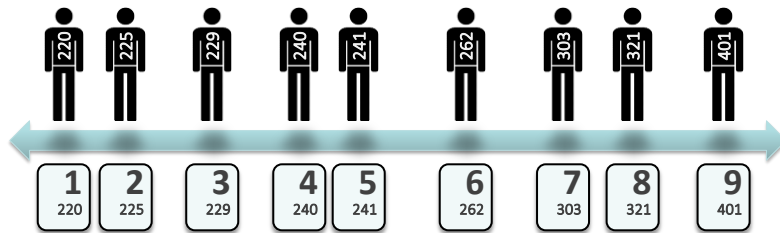


Using Benchmarks

- For the *Proficient* benchmark...
 - Consider the content measured by the items before the benchmark.
 - Compare this content with the expectations noted in the threshold ALD for *Proficient*.
 - If there is good correspondence between the tested content and the threshold ALD, keep the benchmark as your bookmark recommendation.
 - Otherwise, move forward or backward in the OIB, one page at a time, comparing the content expectations in the items before your bookmark with the threshold ALD until you find good correspondence with the threshold ALD.
- Then move on to *Advanced* and *Basic*.

Test Scale

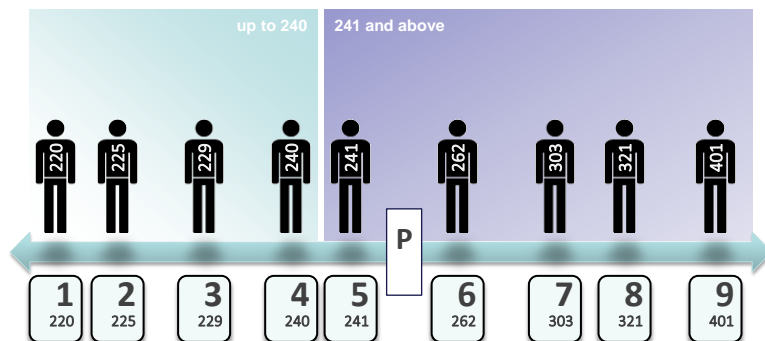
- Items are ordered by difficulty, easy to hard.
- Students are ordered by achievement, low to high.



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Cut Score

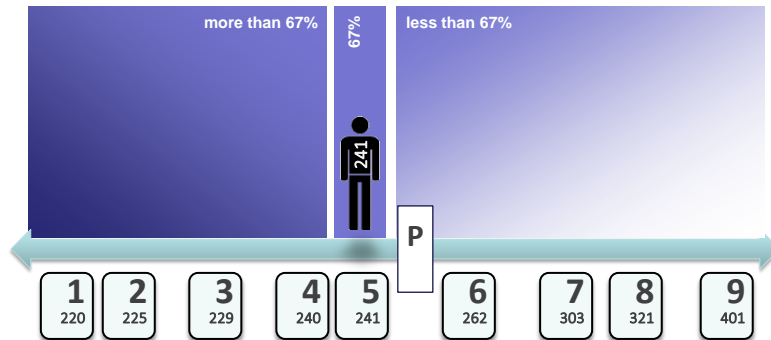
- The bookmark separates items.
- The cut score separates students.



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Threshold Student

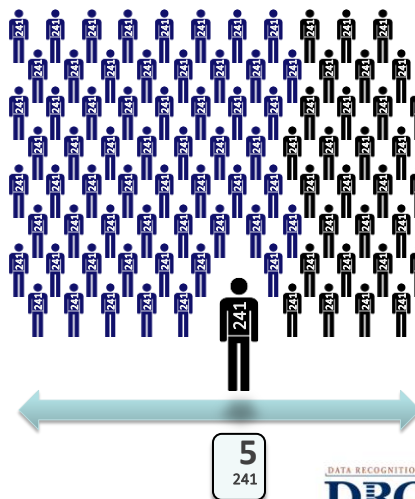
- The threshold student has a 67% chance of answering the item just before the bookmark.



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Mastery

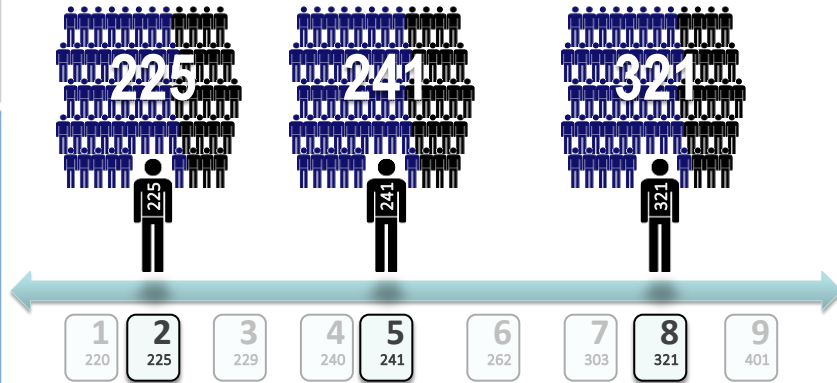
- We define *mastery* statistically.
- A student has mastery if they have at least a 67% chance of answering an item correctly, after we factor out guessing.



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Item Location

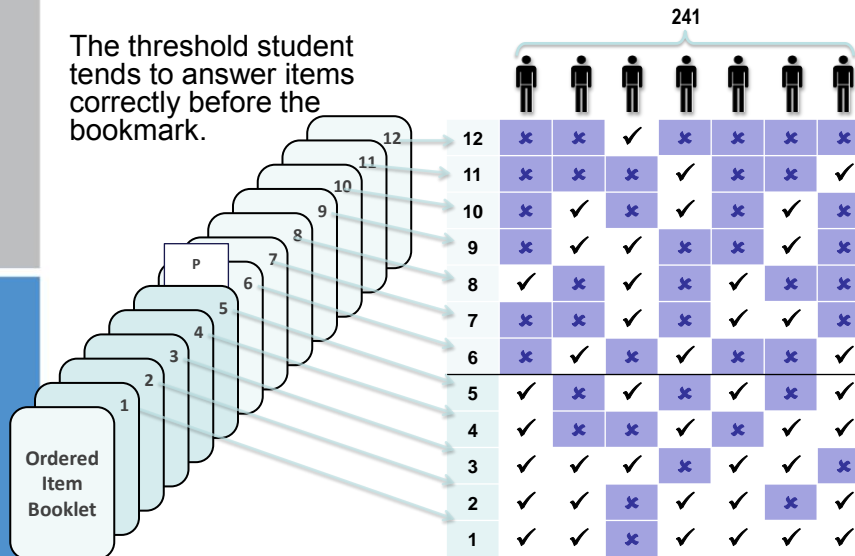
- *Location* is the score needed to have a 67% chance of answering an item correctly.



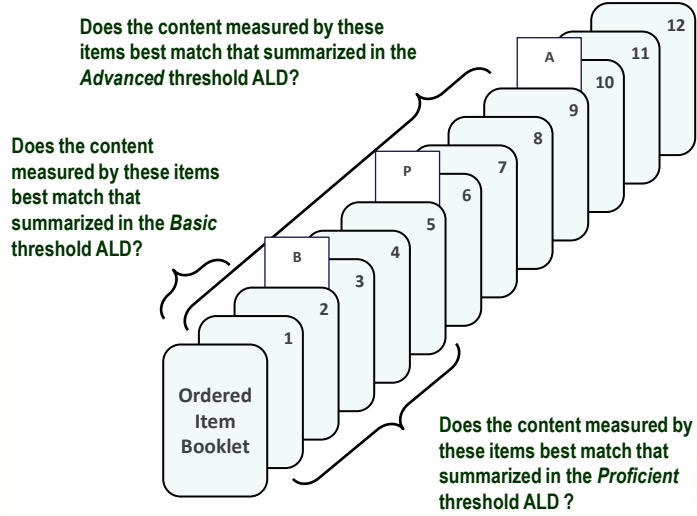
41

Threshold Student Profiles

The threshold student tends to answer items correctly before the bookmark.



Bookmarks and ALDs



Content-Based Rationales



Good Rationales

- Content-based
- Link items to ALDs
- Refer specifically to skills or groups of skills
- For each bookmark

Not-So-Good Rationales

- Based on something other than content
- Very, very general
- Very, very specific
- Not for every bookmark



Bookmark Placements

- Bookmark placement is always an individual activity.
- Write your bookmark placements down on your worksheet.
- Then type your bookmarks and packet number into the Kiosk in your room.

Round 1 Bookmark		Rationale Notes
Basic		
Proficient		
Advanced		

Round 1: Write the item number, identify your skill, and your benchmark placement on the test.

Round 2 Bookmark		Brief Content-Based Rationale
Basic		
Proficient		
Advanced		

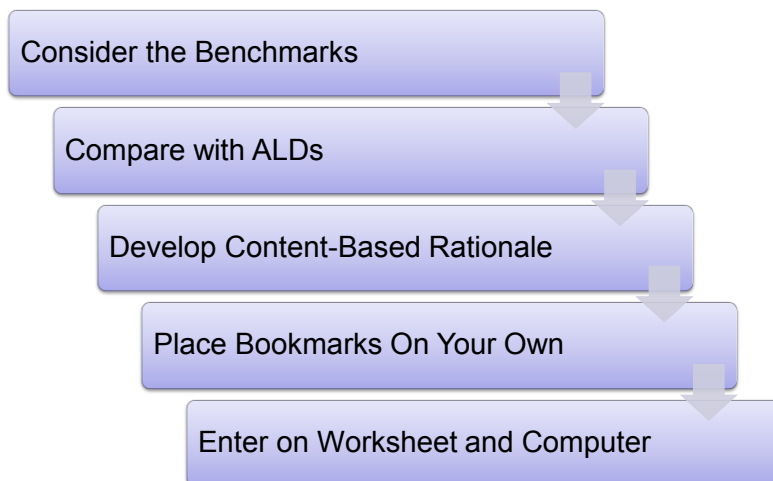
Round 2: Write a sentence about why you placed your bookmark as shown.

Round 3 Bookmark		Content-Based Rationale
Basic		
Proficient		
Advanced		

Round 3: Write the content-based rationale for your bookmark placement.



Round 1 Process



Discussing Round 1

- The group will discuss its bookmarks after everyone has finished Round 1.
 - In tables, everyone reveals their *Proficient* bookmark placements.
 - Starting with the participant with the lowest *Proficient* bookmark placement, participants share their rationales.
 - When sharing the rationale, also answer the second question on the item map for the item just before your bookmark.
 - Then continue to *Advanced* and to *Basic*.



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Sample Results

Median Bookmarks, by Table and Overall

	Basic	Proficient	Advanced
Table 1	00	00	00
Table 2	00	00	00
Overall	00	00	00

Impact Data Associated with Overall Median

	Below Basic	Basic	Proficient	Advanced
Overall	00%	00%	00%	00%



48

Discussing Round 2

- The group will discuss its bookmarks after the presentation of Round 2 results.
 - Participants share their bookmark placements and content-based rationales for *Proficient*.
 - Then continue to *Advanced* and to *Basic*.

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After Round 3

- The ELA and Mathematics groups will repeat the Bookmark Procedure for Grades 3 and 8, then 4 and 7.
- The Science and Social Studies groups will review their recommendations and then depart.

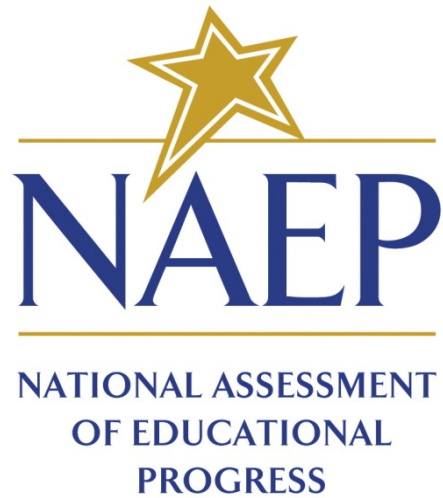
50



Questions?

- Thank you for your participation!

Name: _____



Items from the 2013
National Assessment of Educational Progress

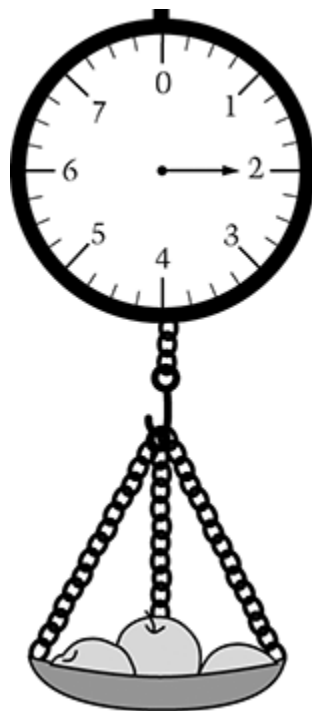
**Grade 4 Mathematics
Training Ordered Item Book**

Bookmark Standard Setting Procedure: Training Item Map
Grade 4 Mathematics NAEP Items

Name: _____

Order of Difficulty	Location	Session	Item No.	Score Key	Standard*	What does a student need to know and be able to do to respond correctly to this item?	Why is this item more difficult than the preceding items?
1	157	7	1	C	4.2		N/A
2	220	3	2	A	4.3		
3	235	3	1	C	4.1		
4	255	6	9	D	4.1		
5	262	6	8	C	4.2		
6	273	7	9	A	4.4		
7	288	3	11	C	4.5		
8	295	7	12	A	4.1		

* 4.1 - Number Properties and Operations; 4.2 - Measurement; 4.3 - Geometry; 4.4 - Data Analysis, Statistics, and Probability; 4.5 - Algebra

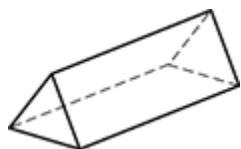


1 How much do these apples weigh?

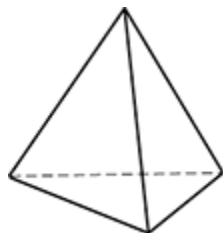
- A. 2 cups
- B. 2 feet
- C. 2 pounds
- D. 2 quarts

2 Kyle makes a 3-dimensional shape using 3 rectangles and 2 triangles as the faces. Which of these could be his shape?

A.



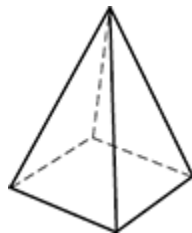
B.



C.



D.



1 $4 \times 50 \times 9 =$

- A. 180
- B. 360
- C. 1,800
- D. 3,600

9

Kim, Les, Mario, and Nina each had a string 10 feet long.

Kim cut hers into fifths.

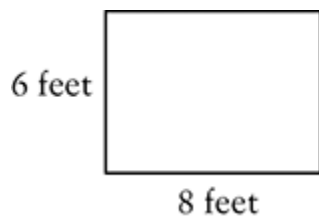
Les cut his into fourths.

Mario cut his into sixths.

Nina cut hers into thirds.

After the cuts were made, who had the longest pieces of string?

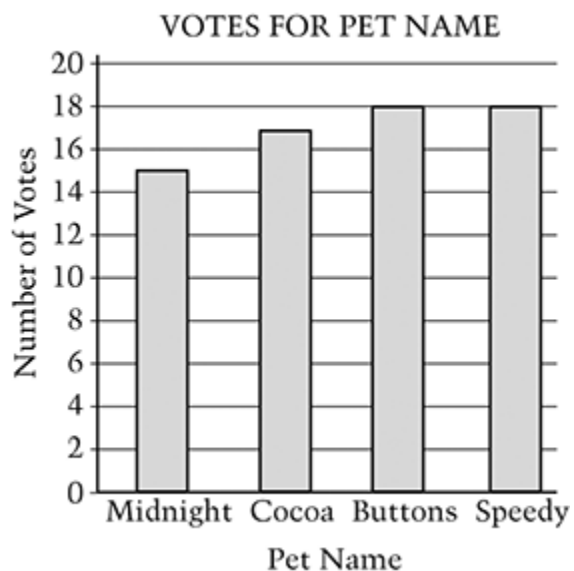
- A. Kim
- B. Les
- C. Mario
- D. Nina



8 A teacher drew this rectangle on a playground. Sam walked around the rectangle on the lines shown. How far did Sam walk?

- A. 14 feet
- B. 20 feet
- C. 28 feet
- D. 48 feet

The fourth graders voted for a name for their pet. The graph shows the result of the vote.



9

The students voted a second time. For the second vote, 4 students changed their vote from Buttons to Midnight. All other students voted for the same name they voted for the first time. Which name had the most votes the second time?

- A. Midnight
- B. Cocoa
- C. Buttons
- D. Speedy

11 Lisa sold 15 cups of lemonade on Saturday and twice as many on Sunday. Which expression represents the total number of cups of lemonade she sold on both days?

- A. $15 + 15$
- B. 2×15
- C. $15 + (2 \times 15)$
- D. $2 \times (15 + 15)$

12 There are 22 students in a class.

There are 12 girls in the class.

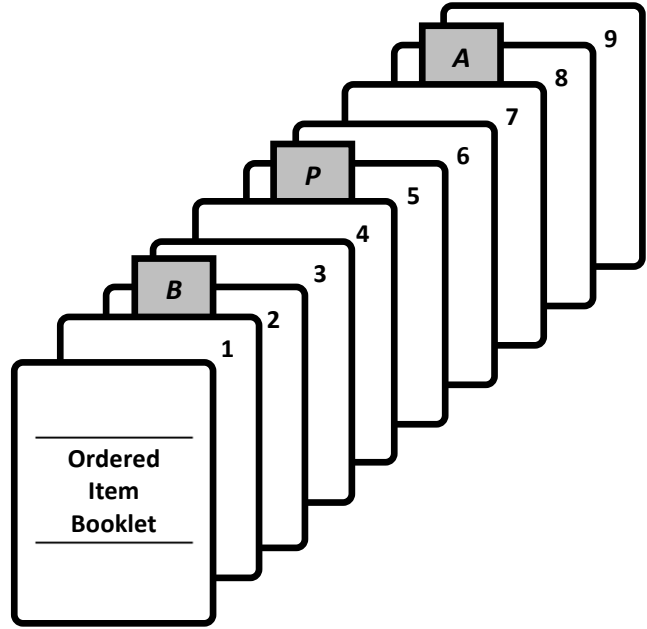
What is the ratio of the number of boys to the number of girls in the class?

- A. 10 to 12
- B. 10 to 22
- C. 12 to 10
- D. 22 to 12

Mid-Process Evaluation

Suppose the bookmarks were placed in this sample ordered item booklet (OIB) as follows:

Cut Score	Bookmark on Page
<i>Basic</i>	2
<i>Proficient</i>	5
<i>Advanced</i>	8



1. Of which items does a student need to have mastery to just make it into the *Proficient* achievement level?

- 1 to 4 1 to 5 1 to 7
-

2. If a student has mastery of the content in only Items 1 through 3 (and nothing else), in which achievement level would this student be?

- Basic* *Proficient* *Advanced*
-

3. Suppose a student has mastery of the content in Items 1 through 7. In which achievement level is this student?

- Basic* *Proficient* *Advanced*
-

4. For the *Proficient* threshold student, will the items before the *Proficient* bookmark be easier, about the same, or harder to answer correctly than the items after the bookmark?

- Easier to answer About the same Harder to answer
-

5. What does an *Advanced* bookmark placed on Page 8 represent?

- Students must have mastery of the content measured by the items on Pages 1–7 to be in the *Advanced* level.
- Students must answer all of the items before Page 8 correctly to be in the *Advanced* level.
- Students must have mastery of the content measured by the items on Pages 8–9 to be in the *Advanced* level.

6. Are you ready to proceed?

Yes, I am ready.

Not yet; I have questions that I have written on the back of this form.

6: If you are not ready to proceed, please write your questions below.

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■ Changed Answer:

1 Of which items does a student need to have mastery to just m

Response	Frequency	Percent	
* 1 to 4	57	96.61	<div style="width: 96.61%; height: 15px; background-color: green;"></div>
1 to 5	2	3.39	<div style="width: 3.39%; height: 15px; background-color: red;"></div>
1 to 7	0	0.00	<div style="width: 0%; height: 15px; background-color: yellow;"></div>

2 If a student has mastery of the content in only items 1 thro

Response	Frequency	Percent	
* Basic	57	96.61	<div style="width: 96.61%; height: 15px; background-color: green;"></div>
Proficient	1	1.69	<div style="width: 1.69%; height: 15px; background-color: red;"></div>
Advanced	0	0.00	<div style="width: 0%; height: 15px; background-color: yellow;"></div>
Invalid	1	1.69	<div style="width: 1.69%; height: 15px; background-color: red;"></div>

3 Suppose a student has mastery of the content in items 1 thro

Response	Frequency	Percent	
Basic	0	0.00	<div style="width: 0%; height: 15px; background-color: yellow;"></div>
Proficient	9	15.25	<div style="width: 15.25%; height: 15px; background-color: red;"></div>
* Advanced	50	84.75	<div style="width: 84.75%; height: 15px; background-color: green;"></div>

4 For the Proficient threshold student will the items before t

Response	Frequency	Percent	
* Easier to answer	57	96.61	<div style="width: 96.61%; height: 15px; background-color: green;"></div>
About the same	1	1.69	<div style="width: 1.69%; height: 15px; background-color: red;"></div>
Harder to answer	1	1.69	<div style="width: 1.69%; height: 15px; background-color: red;"></div>

5 What does an Advanced bookmark placed on Page 8 represent?

Response	Frequency	Percent	
* Students must have mastery of the content measured by the items on Pages 1-7 to be in the Advanced level.	56	94.92	<div style="width: 94.92%; height: 15px; background-color: green;"></div>
Students must answer all of the items before Page 8 correctly to be in the Advanced level.	3	5.08	<div style="width: 5.08%; height: 15px; background-color: red;"></div>
Students must have mastery of the content measured by the items on Pages 8-9 to be in the Advanced level.	0	0.00	<div style="width: 0%; height: 15px; background-color: yellow;"></div>

E

Detailed Reports of Participants' Judgments

English Language Arts

Wisconsin Grade 3 ELA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	8	18	35
1	2	6	20	36
1	6	7	28	40
1	7	6	10	38
2	3	7	22	37
2	4	6	26	36
2	5	6	22	37

Overall	Median	6	22	37
	25th %ile	6	18	36
	75th %ile	7	26	38
	Minimum	6	10	35
	Maximum	8	28	40

Wisconsin Grade 3 ELA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	541	568	615
1	2	529	574	617
1	6	535	593	627
1	7	529	548	625
2	3	535	578	624
2	4	529	582	617
2	5	529	578	624

Overall	Median	529	578	624
	25th %ile	529	568	617
	75th %ile	535	582	625
	Minimum	529	548	615
	Maximum	541	593	627

Wisconsin Grade 3 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	6.5	19	37
Median	2	6	22	37
Median	Overall	6	22	37
25th %ile	1	6	12	35.25
25th %ile	2	6	22	36
25th %ile	Overall	6	18	36
75th %ile	1	7.75	26	39.5
75th %ile	2	7	26	37
75th %ile	Overall	7	26	38
Minimum	1	6	10	35
Minimum	2	6	22	36
Minimum	Overall	6	10	35
Maximum	1	8	28	40
Maximum	2	7	26	37
Maximum	Overall	8	28	40

Overall	Median	6	22	37
	25th %ile	6	18	36
	75th %ile	7	26	38
	Minimum	6	10	35
	Maximum	8	28	40

Wisconsin Grade 3 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	532	571	621
Median	2	529	578	624
Median	Overall	529	578	624
25th %ile	1	529	553	616
25th %ile	2	529	578	617
25th %ile	Overall	529	568	617
75th %ile	1	539	588	626
75th %ile	2	535	582	624
75th %ile	Overall	535	582	625
Minimum	1	529	548	615
Minimum	2	529	578	617
Minimum	Overall	529	548	615
Maximum	1	541	593	627
Maximum	2	535	582	624
Maximum	Overall	541	593	627

Overall	Median	529	578	624
	25th %ile	529	568	617
	75th %ile	535	582	625
	Minimum	529	548	615
	Maximum	541	593	627

Wisconsin Grade 3 ELA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	6.5	19	37
2	6	22	37
Overall	6	22	37

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	26.3	36.5	28.3	8.9

Wisconsin Grade 3 ELA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	8	20	39
1	2	6	20	36
1	6	7	25	38
1	7	6	24	38
2	3	7	22	37
2	4	7	24	36
2	5	6	22	37

Overall	Median	7	22	37
	25th %ile	6	20	36
	75th %ile	7	24	38
	Minimum	6	20	36
	Maximum	8	25	39

Wisconsin Grade 3 ELA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	541	574	627
1	2	529	574	617
1	6	535	581	625
1	7	529	580	625
2	3	535	578	624
2	4	535	580	617
2	5	529	578	624

Overall	Median	535	578	624
	25th %ile	529	574	617
	75th %ile	535	580	625
	Minimum	529	574	617
	Maximum	541	581	627

Wisconsin Grade 3 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	6.5	22	38
Median	2	7	22	37
Median	Overall	7	22	37
25th %ile	1	6	20	36.5
25th %ile	2	6	22	36
25th %ile	Overall	6	20	36
75th %ile	1	7.75	24.75	38.75
75th %ile	2	7	24	37
75th %ile	Overall	7	24	38
Minimum	1	6	20	36
Minimum	2	6	22	36
Minimum	Overall	6	20	36
Maximum	1	8	25	39
Maximum	2	7	24	37
Maximum	Overall	8	25	39

Overall	Median	7	22	37
	25th %ile	6	20	36
	75th %ile	7	24	38
	Minimum	6	20	36
	Maximum	8	25	39

Wisconsin Grade 3 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	532	577	625
Median	2	535	578	624
Median	Overall	535	578	624
25th %ile	1	529	574	619
25th %ile	2	529	578	617
25th %ile	Overall	529	574	617
75th %ile	1	539	581	626
75th %ile	2	535	580	624
75th %ile	Overall	535	580	625
Minimum	1	529	574	617
Minimum	2	529	578	617
Minimum	Overall	529	574	617
Maximum	1	541	581	627
Maximum	2	535	580	624
Maximum	Overall	541	581	627

Overall	Median	535	578	624
	25th %ile	529	574	617
	75th %ile	535	580	625
	Minimum	529	574	617
	Maximum	541	581	627

Wisconsin Grade 3 ELA Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	6.5	22	38
2	7	22	37
Overall	7	22	37

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	30.5	32.3	28.3	8.9

Wisconsin Grade 3 ELA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	8	17	35
1	2	6	21	36
1	6	7	24	40
1	7	6	21	38
2	3	7	21	37
2	4	6	24	36
2	5	7	21	37

Overall	Median	7	21	37
	25th %ile	6	21	36
	75th %ile	7	24	38
	Minimum	6	17	35
	Maximum	8	24	40

Wisconsin Grade 3 ELA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	541	565	615
1	2	529	575	617
1	6	535	580	627
1	7	529	575	625
2	3	535	575	624
2	4	529	580	617
2	5	535	575	624

Overall	Median	535	575	624
	25th %ile	529	575	617
	75th %ile	535	580	625
	Minimum	529	565	615
	Maximum	541	580	627

Wisconsin Grade 3 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	6.5	21	37
Median	2	7	21	37
Median	Overall	7	21	37
25th %ile	1	6	18	35.25
25th %ile	2	6	21	36
25th %ile	Overall	6	21	36
75th %ile	1	7.75	23.25	39.5
75th %ile	2	7	24	37
75th %ile	Overall	7	24	38
Minimum	1	6	17	35
Minimum	2	6	21	36
Minimum	Overall	6	17	35
Maximum	1	8	24	40
Maximum	2	7	24	37
Maximum	Overall	8	24	40

Overall	Median	7	21	37
	25th %ile	6	21	36
	75th %ile	7	24	38
	Minimum	6	17	35
	Maximum	8	24	40

Wisconsin Grade 3 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	532	575	621
Median	2	535	575	624
Median	Overall	535	575	624
25th %ile	1	529	568	616
25th %ile	2	529	575	617
25th %ile	Overall	529	575	617
75th %ile	1	539	579	626
75th %ile	2	535	580	624
75th %ile	Overall	535	580	625
Minimum	1	529	565	615
Minimum	2	529	575	617
Minimum	Overall	529	565	615
Maximum	1	541	580	627
Maximum	2	535	580	624
Maximum	Overall	541	580	627

Overall	Median	535	575	624
	25th %ile	529	575	617
	75th %ile	535	580	625
	Minimum	529	565	615
	Maximum	541	580	627

Wisconsin Grade 3 ELA Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	6.5	21	37
2	7	21	37
Overall	7	21	37

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	30.5	30.1	30.6	8.9

Wisconsin Grade 4 ELA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	8	31	42
1	2	10	27	43
1	6	16	24	41
2	3	10	20	33
2	4	18	34	41
2	5	15	28	41
2	7	10	20	42

Overall	Median	10	27	41
	25th %ile	10	20	41
	75th %ile	16	31	42
	Minimum	8	20	33
	Maximum	18	34	43

Wisconsin Grade 4 ELA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	531	618	664
1	2	537	604	673
1	6	550	601	650
2	3	537	578	619
2	4	567	623	650
2	5	547	607	650
2	7	537	578	664

Overall	Median	537	604	650
	25th %ile	537	578	650
	75th %ile	550	618	664
	Minimum	531	578	619
	Maximum	567	623	673

Wisconsin Grade 4 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	10	27	42
Median	2	12.5	24	41
Median	Overall	10	27	41
25th %ile	1	8	24	41
25th %ile	2	10	20	35
25th %ile	Overall	10	20	41
75th %ile	1	16	31	43
75th %ile	2	17.25	32.5	41.75
75th %ile	Overall	16	31	42
Minimum	1	8	24	41
Minimum	2	10	20	33
Minimum	Overall	8	20	33
Maximum	1	16	31	43
Maximum	2	18	34	42
Maximum	Overall	18	34	43

Overall	Median	10	27	41
	25th %ile	10	20	41
	75th %ile	16	31	42
	Minimum	8	20	33
	Maximum	18	34	43

Wisconsin Grade 4 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	537	604	664
Median	2	542	592	650
Median	Overall	537	604	650
25th %ile				
25th %ile	1	531	601	650
25th %ile	2	537	578	627
25th %ile	Overall	537	578	650
75th %ile				
75th %ile	1	550	618	673
75th %ile	2	562	619	660
75th %ile	Overall	550	618	664
Minimum				
Minimum	1	531	601	650
Minimum	2	537	578	619
Minimum	Overall	531	578	619
Maximum				
Maximum	1	550	618	673
Maximum	2	567	623	664
Maximum	Overall	567	623	673

Overall	Median	537	604	650
	25th %ile	537	578	650
	75th %ile	550	618	664
	Minimum	531	578	619
	Maximum	567	623	673

Wisconsin Grade 4 ELA Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	10	27	42
2	12.5	24	41
Overall	10	27	41

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	18.3	48.1	25.1	8.6

Wisconsin Grade 4 ELA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	17	31	41
1	2	11	27	41
1	6	12	24	41
2	3	17	25	41
2	4	12	25	41
2	5	17	28	41
2	7	11	23	42

Overall	Median	12	25	41
	25th %ile	11	24	41
	75th %ile	17	28	41
	Minimum	11	23	41
	Maximum	17	31	42

Wisconsin Grade 4 ELA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	557	618	650
1	2	542	604	650
1	6	544	601	650
2	3	557	602	650
2	4	544	602	650
2	5	557	607	650
2	7	542	585	664

Overall	Median	544	602	650
	25th %ile	542	601	650
	75th %ile	557	607	650
	Minimum	542	585	650
	Maximum	557	618	664

Wisconsin Grade 4 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	12	27	41
Median	2	14.5	25	41
Median	Overall	12	25	41
25th %ile	1	11	24	41
25th %ile	2	11.25	23.5	41
25th %ile	Overall	11	24	41
75th %ile	1	17	31	41
75th %ile	2	17	27.25	41.75
75th %ile	Overall	17	28	41
Minimum	1	11	24	41
Minimum	2	11	23	41
Minimum	Overall	11	23	41
Maximum	1	17	31	41
Maximum	2	17	28	42
Maximum	Overall	17	31	42

Overall	Median	12	25	41
	25th %ile	11	24	41
	75th %ile	17	28	41
	Minimum	11	23	41
	Maximum	17	31	42

Wisconsin Grade 4 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	544	604	650
Median	2	550	602	650
Median	Overall	544	602	650
25th %ile				
25th %ile	1	542	601	650
25th %ile	2	543	589	650
25th %ile	Overall	542	601	650
75th %ile				
75th %ile	1	557	618	650
75th %ile	2	557	606	660
75th %ile	Overall	557	607	650
Minimum				
Minimum	1	542	601	650
Minimum	2	542	585	650
Minimum	Overall	542	585	650
Maximum				
Maximum	1	557	618	650
Maximum	2	557	607	664
Maximum	Overall	557	618	664

Overall	Median	544	602	650
	25th %ile	542	601	650
	75th %ile	557	607	650
	Minimum	542	585	650
	Maximum	557	618	664

Wisconsin Grade 4 ELA
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	12	27	41
2	14.5	25	41
Overall	12	25	41

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	21.9	42.9	26.6	8.6

Wisconsin Grade 4 ELA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	15	32	41
1	2	11	25	41
1	6	18	25	41
2	3	11	25	41
2	4	14	25	41
2	5	14	28	41
2	7	11	25	42

Overall	Median	14	25	41
	25th %ile	11	25	41
	75th %ile	15	28	41
	Minimum	11	25	41
	Maximum	18	32	42

Wisconsin Grade 4 ELA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	547	619	650
1	2	542	602	650
1	6	567	602	650
2	3	542	602	650
2	4	546	602	650
2	5	546	607	650
2	7	542	602	664

Overall	Median	546	602	650
	25th %ile	542	602	650
	75th %ile	547	607	650
	Minimum	542	602	650
	Maximum	567	619	664

Wisconsin Grade 4 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	15	25	41
Median	2	12.5	25	41
Median	Overall	14	25	41
25th %ile	1	11	25	41
25th %ile	2	11	25	41
25th %ile	Overall	11	25	41
75th %ile	1	18	32	41
75th %ile	2	14	27.25	41.75
75th %ile	Overall	15	28	41
Minimum	1	11	25	41
Minimum	2	11	25	41
Minimum	Overall	11	25	41
Maximum	1	18	32	41
Maximum	2	14	28	42
Maximum	Overall	18	32	42

Overall	Median	14	25	41
	25th %ile	11	25	41
	75th %ile	15	28	41
	Minimum	11	25	41
	Maximum	18	32	42

Wisconsin Grade 4 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	547	602	650
Median	2	544	602	650
Median	Overall	546	602	650
25th %ile	1	542	602	650
25th %ile	2	542	602	650
25th %ile	Overall	542	602	650
75th %ile	1	567	619	650
75th %ile	2	546	606	660
75th %ile	Overall	547	607	650
Minimum	1	542	602	650
Minimum	2	542	602	650
Minimum	Overall	542	602	650
Maximum	1	567	619	650
Maximum	2	546	607	664
Maximum	Overall	567	619	664

Overall	Median	546	602	650
	25th %ile	542	602	650
	75th %ile	547	607	650
	Minimum	542	602	650
	Maximum	567	619	664

Wisconsin Grade 4 ELA
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	15	25	41
2	12.5	25	41
Overall	14	25	41

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	23.0	41.8	26.6	8.6

Wisconsin Grade 5 ELA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	14	24	39
1	2	12	31	41
1	7	12	29	35
2	3	14	24	40
2	4	10	23	34
2	5	10	23	34
2	6	10	23	34

Overall	Median	12	24	35
	25th %ile	10	23	34
	75th %ile	14	29	40
	Minimum	10	23	34
	Maximum	14	31	41

Wisconsin Grade 5 ELA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	589	623	701
1	2	583	663	734
1	7	583	649	677
2	3	589	623	703
2	4	570	616	670
2	5	570	616	670
2	6	570	616	670

Overall	Median	583	623	677
	25th %ile	570	616	670
	75th %ile	589	649	703
	Minimum	570	616	670
	Maximum	589	663	734

Wisconsin Grade 5 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	12	29	39
Median	2	10	23	34
Median	Overall	12	24	35
25th %ile	1	12	24	35
25th %ile	2	10	23	34
25th %ile	Overall	10	23	34
75th %ile	1	14	31	41
75th %ile	2	13	23.75	38.5
75th %ile	Overall	14	29	40
Minimum	1	12	24	35
Minimum	2	10	23	34
Minimum	Overall	10	23	34
Maximum	1	14	31	41
Maximum	2	14	24	40
Maximum	Overall	14	31	41

Overall	Median	12	24	35
	25th %ile	10	23	34
	75th %ile	14	29	40
	Minimum	10	23	34
	Maximum	14	31	41

Wisconsin Grade 5 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	583	649	701
Median	2	570	616	670
Median	Overall	583	623	677
25th %ile	1	583	623	677
25th %ile	2	570	616	670
25th %ile	Overall	570	616	670
75th %ile	1	589	663	734
75th %ile	2	584	621	695
75th %ile	Overall	589	649	703
Minimum	1	583	623	677
Minimum	2	570	616	670
Minimum	Overall	570	616	670
Maximum	1	589	663	734
Maximum	2	589	623	703
Maximum	Overall	589	663	734

Overall	Median	583	623	677
	25th %ile	570	616	670
	75th %ile	589	649	703
	Minimum	570	616	670
	Maximum	589	663	734

Wisconsin Grade 5 ELA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	12	29	39
2	10	23	34
Overall	12	24	35

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	35.7	31.9	26.2	6.2

Wisconsin Grade 5 ELA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	14	32	42
1	2	14	31	42
1	7	14	30	42
2	3	14	24	38
2	4	11	28	37
2	5	12	24	38
2	6	10	23	34

Overall	Median	14	28	38
	25th %ile	11	24	37
	75th %ile	14	31	42
	Minimum	10	23	34
	Maximum	14	32	42

Wisconsin Grade 5 ELA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	589	664	762
1	2	589	663	762
1	7	589	657	762
2	3	589	623	686
2	4	583	647	680
2	5	583	623	686
2	6	570	616	670

Overall	Median	589	647	686
	25th %ile	583	623	680
	75th %ile	589	663	762
	Minimum	570	616	670
	Maximum	589	664	762

Wisconsin Grade 5 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	14	31	42
Median	2	11.5	24	37.5
Median	Overall	14	28	38
25th %ile	1	14	30	42
25th %ile	2	10.25	23.25	34.75
25th %ile	Overall	11	24	37
75th %ile	1	14	32	42
75th %ile	2	13.5	27	38
75th %ile	Overall	14	31	42
Minimum	1	14	30	42
Minimum	2	10	23	34
Minimum	Overall	10	23	34
Maximum	1	14	32	42
Maximum	2	14	28	38
Maximum	Overall	14	32	42

Overall	Median	14	28	38
	25th %ile	11	24	37
	75th %ile	14	31	42
	Minimum	10	23	34
	Maximum	14	32	42

Wisconsin Grade 5 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	589	663	762
Median	2	583	623	683
Median	Overall	589	647	686
25th %ile				
25th %ile	1	589	657	762
25th %ile	2	573	618	672
25th %ile	Overall	583	623	680
75th %ile				
75th %ile	1	589	664	762
75th %ile	2	588	641	686
75th %ile	Overall	589	663	762
Minimum				
Minimum	1	589	657	762
Minimum	2	570	616	670
Minimum	Overall	570	616	670
Maximum				
Maximum	1	589	664	762
Maximum	2	589	647	686
Maximum	Overall	589	664	762

Overall	Median	589	647	686
	25th %ile	583	623	680
	75th %ile	589	663	762
	Minimum	570	616	670
	Maximum	589	664	762

Wisconsin Grade 5 ELA Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	14	31	42
2	11.5	24	37.5
Overall	14	28	38

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	40.4	42.6	12.5	4.4

Wisconsin Grade 5 ELA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	14	30	42
1	2	12	24	37
2	3	11	24	37
2	4	11	22	36
2	5	11	23	35
2	6	10	23	34

Overall	Median	11	23.5	36.5
	25th %ile	10.75	22.75	34.75
	75th %ile	12.5	25.5	38.25
	Minimum	10	22	34
	Maximum	14	30	42

Wisconsin Grade 5 ELA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	589	657	762
1	2	583	623	680
2	3	583	623	680
2	4	583	615	679
2	5	583	616	677
2	6	570	616	670

Overall	Median	583	620	679
	25th %ile	579	616	675
	75th %ile	584	632	700
	Minimum	570	615	670
	Maximum	589	657	762

Wisconsin Grade 5 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	13	27	39.5
Median	2	11	23	35.5
Median	Overall	11	23.5	36.5
25th %ile	1	12	24	37
25th %ile	2	10.25	22.25	34.25
25th %ile	Overall	10.75	22.75	34.75
75th %ile	1	14	30	42
75th %ile	2	11	23.75	36.75
75th %ile	Overall	12.5	25.5	38.25
Minimum	1	12	24	37
Minimum	2	10	22	34
Minimum	Overall	10	22	34
Maximum	1	14	30	42
Maximum	2	11	24	37
Maximum	Overall	14	30	42

Overall	Median	11	23.5	36.5
	25th %ile	10.75	22.75	34.75
	75th %ile	12.5	25.5	38.25
	Minimum	10	22	34
	Maximum	14	30	42

Wisconsin Grade 5 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	586	640	721
Median	2	583	616	678
Median	Overall	583	620	679
25th %ile				
25th %ile	1	583	623	680
25th %ile	2	573	615	672
25th %ile	Overall	579	616	675
75th %ile				
75th %ile	1	589	657	762
75th %ile	2	583	621	680
75th %ile	Overall	584	632	700
Minimum				
Minimum	1	583	623	680
Minimum	2	570	615	670
Minimum	Overall	570	615	670
Maximum				
Maximum	1	589	657	762
Maximum	2	583	623	680
Maximum	Overall	589	657	762

Overall	Median	583	620	679
	25th %ile	579	616	675
	75th %ile	584	632	700
	Minimum	570	615	670
	Maximum	589	657	762

Wisconsin Grade 5 ELA Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	13	27	39.5
2	11	23	35.5
Overall	11	23.5	36.5

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	35.7	29.7	28.8	5.7

Wisconsin Grade 6 ELA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	7	23	39
1	3	5	23	40
1	6	9	23	38
1	7	8	23	38
2	2	7	23	29
2	4	5	23	37
2	5	5	20	36

Overall	Median	7	23	38
	25th %ile	5	23	36
	75th %ile	8	23	39
	Minimum	5	20	29
	Maximum	9	23	40

Wisconsin Grade 6 ELA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	578	636	691
1	3	566	636	707
1	6	586	636	690
1	7	585	636	690
2	2	578	636	654
2	4	566	636	677
2	5	566	618	676

Overall	Median	578	636	690
	25th %ile	566	636	676
	75th %ile	585	636	691
	Minimum	566	618	654
	Maximum	586	636	707

Wisconsin Grade 6 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	7.5	23	38.5
Median	2	5	23	36
Median	Overall	7	23	38
25th %ile	1	5.5	23	38
25th %ile	2	5	20	29
25th %ile	Overall	5	23	36
75th %ile	1	8.75	23	39.75
75th %ile	2	7	23	37
75th %ile	Overall	8	23	39
Minimum	1	5	23	38
Minimum	2	5	20	29
Minimum	Overall	5	20	29
Maximum	1	9	23	40
Maximum	2	7	23	37
Maximum	Overall	9	23	40

Overall	Median	7	23	38
	25th %ile	5	23	36
	75th %ile	8	23	39
	Minimum	5	20	29
	Maximum	9	23	40

Wisconsin Grade 6 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	582	636	690
Median	2	566	636	676
Median	Overall	578	636	690
25th %ile				
25th %ile	1	569	636	690
25th %ile	2	566	618	654
25th %ile	Overall	566	636	676
75th %ile				
75th %ile	1	586	636	703
75th %ile	2	578	636	677
75th %ile	Overall	585	636	691
Minimum				
Minimum	1	566	636	690
Minimum	2	566	618	654
Minimum	Overall	566	618	654
Maximum				
Maximum	1	586	636	707
Maximum	2	578	636	677
Maximum	Overall	586	636	707

Overall	Median	578	636	690
	25th %ile	566	636	676
	75th %ile	585	636	691
	Minimum	566	618	654
	Maximum	586	636	707

Wisconsin Grade 6 ELA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	7.5	23	38.5
2	5	23	36
Overall	7	23	38

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	24.3	44.1	26.3	5.3

Wisconsin Grade 6 ELA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	5	23	40
1	3	5	23	40
1	6	5	23	40
1	7	5	23	38
2	2	5	23	32
2	4	5	23	31
2	5	5	23	36

Overall	Median	5	23	38
	25th %ile	5	23	32
	75th %ile	5	23	40
	Minimum	5	23	31
	Maximum	5	23	40

Wisconsin Grade 6 ELA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	566	636	707
1	3	566	636	707
1	6	566	636	707
1	7	566	636	690
2	2	566	636	664
2	4	566	636	661
2	5	566	636	676

Overall	Median	566	636	690
	25th %ile	566	636	664
	75th %ile	566	636	707
	Minimum	566	636	661
	Maximum	566	636	707

Wisconsin Grade 6 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	5	23	40
Median	2	5	23	32
Median	Overall	5	23	38
25th %ile	1	5	23	38.5
25th %ile	2	5	23	31
25th %ile	Overall	5	23	32
75th %ile	1	5	23	40
75th %ile	2	5	23	36
75th %ile	Overall	5	23	40
Minimum	1	5	23	38
Minimum	2	5	23	31
Minimum	Overall	5	23	31
Maximum	1	5	23	40
Maximum	2	5	23	36
Maximum	Overall	5	23	40

Overall	Median	5	23	38
	25th %ile	5	23	32
	75th %ile	5	23	40
	Minimum	5	23	31
	Maximum	5	23	40

Wisconsin Grade 6 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	566	636	707
Median	2	566	636	664
Median	Overall	566	636	690
25th %ile	1	566	636	694
25th %ile	2	566	636	661
25th %ile	Overall	566	636	664
75th %ile	1	566	636	707
75th %ile	2	566	636	676
75th %ile	Overall	566	636	707
Minimum	1	566	636	690
Minimum	2	566	636	661
Minimum	Overall	566	636	661
Maximum	1	566	636	707
Maximum	2	566	636	676
Maximum	Overall	566	636	707

Overall	Median	566	636	690
	25th %ile	566	636	664
	75th %ile	566	636	707
	Minimum	566	636	661
	Maximum	566	636	707

Wisconsin Grade 6 ELA Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	5	23	40
2	5	23	32
Overall	5	23	38

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	17.8	50.5	26.3	5.3

Wisconsin Grade 6 ELA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	5	20	32
1	3	5	20	32
1	6	5	20	32
1	7	5	20	32
2	2	5	20	32
2	4	5	20	32
2	5	5	20	32

Overall	Median	5	20	32
	25th %ile	5	20	32
	75th %ile	5	20	32
	Minimum	5	20	32
	Maximum	5	20	32

Wisconsin Grade 6 ELA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	566	618	664
1	3	566	618	664
1	6	566	618	664
1	7	566	618	664
2	2	566	618	664
2	4	566	618	664
2	5	566	618	664

Overall	Median	566	618	664
	25th %ile	566	618	664
	75th %ile	566	618	664
	Minimum	566	618	664
	Maximum	566	618	664

Wisconsin Grade 6 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	5	20	32
Median	2	5	20	32
Median	Overall	5	20	32
25th %ile	1	5	20	32
25th %ile	2	5	20	32
25th %ile	Overall	5	20	32
75th %ile	1	5	20	32
75th %ile	2	5	20	32
75th %ile	Overall	5	20	32
Minimum	1	5	20	32
Minimum	2	5	20	32
Minimum	Overall	5	20	32
Maximum	1	5	20	32
Maximum	2	5	20	32
Maximum	Overall	5	20	32

Overall	Median	5	20	32
	25th %ile	5	20	32
	75th %ile	5	20	32
	Minimum	5	20	32
	Maximum	5	20	32

Wisconsin Grade 6 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	566	618	664
Median	2	566	618	664
Median	Overall	566	618	664
25th %ile	1	566	618	664
25th %ile	2	566	618	664
25th %ile	Overall	566	618	664
75th %ile	1	566	618	664
75th %ile	2	566	618	664
75th %ile	Overall	566	618	664
Minimum	1	566	618	664
Minimum	2	566	618	664
Minimum	Overall	566	618	664
Maximum	1	566	618	664
Maximum	2	566	618	664
Maximum	Overall	566	618	664

Overall	Median	566	618	664
	25th %ile	566	618	664
	75th %ile	566	618	664
	Minimum	566	618	664
	Maximum	566	618	664

Wisconsin Grade 6 ELA
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	5	20	32
2	5	20	32
Overall	5	20	32

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	17.8	36.2	32.0	14.0

Wisconsin Grade 7 ELA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	11	32	43
1	2	12	31	43
1	3	10	31	43
1	4	11	31	43
1	5	7	30	40
1	6	11	30	43
1	7	11	33	43

Overall	Median	11	31	43
	25th %ile	10	30	43
	75th %ile	11	32	43
	Minimum	7	30	40
	Maximum	12	33	43

Wisconsin Grade 7 ELA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	593	641	697
1	2	594	638	697
1	3	585	638	697
1	4	593	638	697
1	5	561	638	679
1	6	593	638	697
1	7	593	641	697

Overall	Median	593	638	697
	25th %ile	585	638	697
	75th %ile	593	641	697
	Minimum	561	638	679
	Maximum	594	641	697

Wisconsin Grade 7 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	11	31	43
Median	Overall	11	31	43
25th %ile	1	10	30	43
25th %ile	Overall	10	30	43
75th %ile	1	11	32	43
75th %ile	Overall	11	32	43
Minimum	1	7	30	40
Minimum	Overall	7	30	40
Maximum	1	12	33	43
Maximum	Overall	12	33	43

Overall	Median	11	31	43
	25th %ile	10	30	43
	75th %ile	11	32	43
	Minimum	7	30	40
	Maximum	12	33	43

Wisconsin Grade 7 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	593	638	697
Median	Overall	593	638	697
25th %ile	1	585	638	697
25th %ile	Overall	585	638	697
75th %ile	1	593	641	697
75th %ile	Overall	593	641	697
Minimum	1	561	638	679
Minimum	Overall	561	638	679
Maximum	1	594	641	697
Maximum	Overall	594	641	697

Overall	Median	593	638	697
	25th %ile	585	638	697
	75th %ile	593	641	697
	Minimum	561	638	679
	Maximum	594	641	697

Wisconsin Grade 7 ELA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	11	31	43
Overall	11	31	43

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	27.2	30.6	34.2	7.9

Wisconsin Grade 7 ELA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	11	30	43
1	2	11	30	43
1	3	11	30	43
1	4	11	31	43
1	5	11	30	40
1	6	11	30	43
1	7	11	30	43

Overall	Median	11	30	43
	25th %ile	11	30	43
	75th %ile	11	30	43
	Minimum	11	30	40
	Maximum	11	31	43

Wisconsin Grade 7 ELA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	593	638	697
1	2	593	638	697
1	3	593	638	697
1	4	593	638	697
1	5	593	638	679
1	6	593	638	697
1	7	593	638	697

Overall	Median	593	638	697
	25th %ile	593	638	697
	75th %ile	593	638	697
	Minimum	593	638	679
	Maximum	593	638	697

Wisconsin Grade 7 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	11	30	43
Median	Overall	11	30	43
25th %ile	1	11	30	43
25th %ile	Overall	11	30	43
75th %ile	1	11	30	43
75th %ile	Overall	11	30	43
Minimum	1	11	30	40
Minimum	Overall	11	30	40
Maximum	1	11	31	43
Maximum	Overall	11	31	43

Overall	Median	11	30	43
	25th %ile	11	30	43
	75th %ile	11	30	43
	Minimum	11	30	40
	Maximum	11	31	43

Wisconsin Grade 7 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	593	638	697
Median	Overall	593	638	697
25th %ile	1	593	638	697
25th %ile	Overall	593	638	697
75th %ile	1	593	638	697
75th %ile	Overall	593	638	697
Minimum	1	593	638	679
Minimum	Overall	593	638	679
Maximum	1	593	638	697
Maximum	Overall	593	638	697

Overall	Median	593	638	697
	25th %ile	593	638	697
	75th %ile	593	638	697
	Minimum	593	638	679
	Maximum	593	638	697

Wisconsin Grade 7 ELA
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	11	30	43
Overall	11	30	43

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	27.2	30.6	34.2	7.9

Wisconsin Grade 7 ELA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	10	30	43
1	2	10	30	43
1	3	10	30	43
1	4	10	31	42
1	5	10	30	40
1	6	10	30	43
1	7	10	30	43

Overall	Median	10	30	43
	25th %ile	10	30	42
	75th %ile	10	30	43
	Minimum	10	30	40
	Maximum	10	31	43

Wisconsin Grade 7 ELA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	585	638	697
1	2	585	638	697
1	3	585	638	697
1	4	585	638	688
1	5	585	638	679
1	6	585	638	697
1	7	585	638	697

Overall	Median	585	638	697
	25th %ile	585	638	688
	75th %ile	585	638	697
	Minimum	585	638	679
	Maximum	585	638	697

Wisconsin Grade 7 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	10	30	43
Median	Overall	10	30	43
25th %ile	1	10	30	42
25th %ile	Overall	10	30	42
75th %ile	1	10	30	43
75th %ile	Overall	10	30	43
Minimum	1	10	30	40
Minimum	Overall	10	30	40
Maximum	1	10	31	43
Maximum	Overall	10	31	43

Overall	Median	10	30	43
	25th %ile	10	30	42
	75th %ile	10	30	43
	Minimum	10	30	40
	Maximum	10	31	43

Wisconsin Grade 7 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	585	638	697
Median	Overall	585	638	697
25th %ile	1	585	638	688
25th %ile	Overall	585	638	688
75th %ile	1	585	638	697
75th %ile	Overall	585	638	697
Minimum	1	585	638	679
Minimum	Overall	585	638	679
Maximum	1	585	638	697
Maximum	Overall	585	638	697

Overall	Median	585	638	697
	25th %ile	585	638	688
	75th %ile	585	638	697
	Minimum	585	638	679
	Maximum	585	638	697

Wisconsin Grade 7 ELA Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	10	30	43
Overall	10	30	43

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	22.8	35.0	34.2	7.9

Wisconsin Grade 8 ELA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	12	27	41
1	2	12	25	39
1	4	13	31	40
1	5	12	27	39
1	6	13	30	43
1	7	12	29	42

Overall	Median	12	28	40.5
	25th %ile	12	26.5	39
	75th %ile	13	30.25	42.25
	Minimum	12	25	39
	Maximum	13	31	43

Wisconsin Grade 8 ELA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	592	652	709
1	2	592	648	702
1	4	598	666	708
1	5	592	652	702
1	6	598	664	724
1	7	592	656	719

Overall	Median	592	654	709
	25th %ile	592	651	702
	75th %ile	598	665	720
	Minimum	592	648	702
	Maximum	598	666	724

Wisconsin Grade 8 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	12	28	40.5
Median	Overall	12	28	40.5
25th %ile	1	12	26.5	39
25th %ile	Overall	12	26.5	39
75th %ile	1	13	30.25	42.25
75th %ile	Overall	13	30.25	42.25
Minimum	1	12	25	39
Minimum	Overall	12	25	39
Maximum	1	13	31	43
Maximum	Overall	13	31	43

Overall	Median	12	28	40.5
	25th %ile	12	26.5	39
	75th %ile	13	30.25	42.25
	Minimum	12	25	39
	Maximum	13	31	43

Wisconsin Grade 8 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	592	654	709
Median	Overall	592	654	709
25th %ile	1	592	651	702
25th %ile	Overall	592	651	702
75th %ile	1	598	665	720
75th %ile	Overall	598	665	720
Minimum	1	592	648	702
Minimum	Overall	592	648	702
Maximum	1	598	666	724
Maximum	Overall	598	666	724

Overall	Median	592	654	709
	25th %ile	592	651	702
	75th %ile	598	665	720
	Minimum	592	648	702
	Maximum	598	666	724

Wisconsin Grade 8 ELA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	12	28	40.5
Overall	12	28	40.5

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	20.9	38.7	30.3	10.0

Wisconsin Grade 8 ELA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	12	27	41
1	2	12	27	40
1	4	13	28	40
1	5	12	27	40
1	6	13	28	41
1	7	12	27	40

Overall	Median	12	27	40
	25th %ile	12	27	40
	75th %ile	13	28	41
	Minimum	12	27	40
	Maximum	13	28	41

Wisconsin Grade 8 ELA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	592	652	709
1	2	592	652	708
1	4	598	655	708
1	5	592	652	708
1	6	598	655	709
1	7	592	652	708

Overall	Median	592	652	708
	25th %ile	592	652	708
	75th %ile	598	655	709
	Minimum	592	652	708
	Maximum	598	655	709

Wisconsin Grade 8 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	12	27	40
Median	Overall	12	27	40
25th %ile	1	12	27	40
25th %ile	Overall	12	27	40
75th %ile	1	13	28	41
75th %ile	Overall	13	28	41
Minimum	1	12	27	40
Minimum	Overall	12	27	40
Maximum	1	13	28	41
Maximum	Overall	13	28	41

Overall	Median	12	27	40
	25th %ile	12	27	40
	75th %ile	13	28	41
	Minimum	12	27	40
	Maximum	13	28	41

Wisconsin Grade 8 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	592	652	708
Median	Overall	592	652	708
25th %ile	1	592	652	708
25th %ile	Overall	592	652	708
75th %ile	1	598	655	709
75th %ile	Overall	598	655	709
Minimum	1	592	652	708
Minimum	Overall	592	652	708
Maximum	1	598	655	709
Maximum	Overall	598	655	709

Overall	Median	592	652	708
	25th %ile	592	652	708
	75th %ile	598	655	709
	Minimum	592	652	708
	Maximum	598	655	709

Wisconsin Grade 8 ELA Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	12	27	40
Overall	12	27	40

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	20.9	37.3	31.4	10.4

Wisconsin Grade 8 ELA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	12	27	40
1	2	12	27	40
1	4	12	27	40
1	5	12	27	40
1	6	12	28	41
1	7	12	27	40

Overall	Median	12	27	40
	25th %ile	12	27	40
	75th %ile	12	27.25	40.25
	Minimum	12	27	40
	Maximum	12	28	41

Wisconsin Grade 8 ELA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	592	652	708
1	2	592	652	708
1	4	592	652	708
1	5	592	652	708
1	6	592	655	709
1	7	592	652	708

Overall	Median	592	652	708
	25th %ile	592	652	708
	75th %ile	592	653	709
	Minimum	592	652	708
	Maximum	592	655	709

Wisconsin Grade 8 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	12	27	40
Median	Overall	12	27	40
25th %ile	1	12	27	40
25th %ile	Overall	12	27	40
75th %ile	1	12	27.25	40.25
75th %ile	Overall	12	27.25	40.25
Minimum	1	12	27	40
Minimum	Overall	12	27	40
Maximum	1	12	28	41
Maximum	Overall	12	28	41

Overall	Median	12	27	40
	25th %ile	12	27	40
	75th %ile	12	27.25	40.25
	Minimum	12	27	40
	Maximum	12	28	41

Wisconsin Grade 8 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	592	652	708
Median	Overall	592	652	708
25th %ile	1	592	652	708
25th %ile	Overall	592	652	708
75th %ile	1	592	653	709
75th %ile	Overall	592	653	709
Minimum	1	592	652	708
Minimum	Overall	592	652	708
Maximum	1	592	655	709
Maximum	Overall	592	655	709

Overall	Median	592	652	708
	25th %ile	592	652	708
	75th %ile	592	653	709
	Minimum	592	652	708
	Maximum	592	655	709

Wisconsin Grade 8 ELA
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	12	27	40
Overall	12	27	40

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	20.9	37.3	31.4	10.4

Mathematics

WI Mathematics Grade 3 MA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	3	16	32
1	2	2	14	31
1	3	3	15	27
1	4	5	21	34
1	5	3	17	34
1	6	5	21	34

Overall	Median	3	16.5	33
	25th %ile	2.75	14.75	30
	75th %ile	5	21	34
	Minimum	2	14	27
	Maximum	5	21	34

WI Mathematics Grade 3 MA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	517	559	606
1	2	505	557	603
1	3	517	558	585
1	4	530	572	611
1	5	517	560	611
1	6	530	572	611

Overall	Median	517	560	608
	25th %ile	514	558	598
	75th %ile	530	572	611
	Minimum	505	557	585
	Maximum	530	572	611

WI Mathematics Grade 3 MA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	3	16.5	33
Median	Overall	3	16.5	33
25th %ile	1	2.75	14.75	30
25th %ile	Overall	2.75	14.75	30
75th %ile	1	5	21	34
75th %ile	Overall	5	21	34
Minimum	1	2	14	27
Minimum	Overall	2	14	27
Maximum	1	5	21	34
Maximum	Overall	5	21	34

Overall	Median	3	16.5	33
	25th %ile	2.75	14.75	30
	75th %ile	5	21	34
	Minimum	2	14	27
	Maximum	5	21	34

WI Mathematics Grade 3 MA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	517	560	608
Median	Overall	517	560	608
25th %ile	1	514	558	598
25th %ile	Overall	514	558	598
75th %ile	1	530	572	611
75th %ile	Overall	530	572	611
Minimum	1	505	557	585
Minimum	Overall	505	557	585
Maximum	1	530	572	611
Maximum	Overall	530	572	611

Overall	Median	517	560	608
	25th %ile	514	558	598
	75th %ile	530	572	611
	Minimum	505	557	585
	Maximum	530	572	611

WI Mathematics Grade 3 MA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	3	16.5	33
Overall	3	16.5	33

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	18.5	33.4	37.7	10.4

WI Mathematics Grade 3 MA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	3	15	29
1	2	2	17	29
1	3	3	16	29
1	4	2	17	31
1	5	2	17	31
1	6	4	18	31

Overall	Median	2.5	17	30
	25th %ile	2	15.75	29
	75th %ile	3.25	17.25	31
	Minimum	2	15	29
	Maximum	4	18	31

WI Mathematics Grade 3 MA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	517	558	596
1	2	505	560	596
1	3	517	559	596
1	4	505	560	603
1	5	505	560	603
1	6	523	565	603

Overall	Median	511	560	599
	25th %ile	505	558	596
	75th %ile	519	562	603
	Minimum	505	558	596
	Maximum	523	565	603

WI Mathematics Grade 3 MA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	2.5	17	30
Median	Overall	2.5	17	30
25th %ile	1	2	15.75	29
25th %ile	Overall	2	15.75	29
75th %ile	1	3.25	17.25	31
75th %ile	Overall	3.25	17.25	31
Minimum	1	2	15	29
Minimum	Overall	2	15	29
Maximum	1	4	18	31
Maximum	Overall	4	18	31

Overall	Median	2.5	17	30
	25th %ile	2	15.75	29
	75th %ile	3.25	17.25	31
	Minimum	2	15	29
	Maximum	4	18	31

WI Mathematics Grade 3 MA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	511	560	599
Median	Overall	511	560	599
25th %ile	1	505	558	596
25th %ile	Overall	505	558	596
75th %ile	1	519	562	603
75th %ile	Overall	519	562	603
Minimum	1	505	558	596
Minimum	Overall	505	558	596
Maximum	1	523	565	603
Maximum	Overall	523	565	603

Overall	Median	511	560	599
	25th %ile	505	558	596
	75th %ile	519	562	603
	Minimum	505	558	596
	Maximum	523	565	603

WI Mathematics Grade 3 MA
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	2.5	17	30
Overall	2.5	17	30

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	15.5	36.4	32.9	15.2

WI Mathematics Grade 3 MA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	3	16	31
1	2	2	17	29
1	3	3	16	31
1	4	3	17	31
1	5	2	17	31
1	6	4	18	34

Overall	Median	3	17	31
	25th %ile	2	16	30.5
	75th %ile	3.25	17.25	31.75
	Minimum	2	16	29
	Maximum	4	18	34

WI Mathematics Grade 3 MA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	517	559	603
1	2	505	560	596
1	3	517	559	603
1	4	517	560	603
1	5	505	560	603
1	6	523	565	611

Overall	Median	517	560	603
	25th %ile	505	559	601
	75th %ile	519	562	605
	Minimum	505	559	596
	Maximum	523	565	611

WI Mathematics Grade 3 MA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	3	17	31
Median	Overall	3	17	31
25th %ile	1	2	16	30.5
25th %ile	Overall	2	16	30.5
75th %ile	1	3.25	17.25	31.75
75th %ile	Overall	3.25	17.25	31.75
Minimum	1	2	16	29
Minimum	Overall	2	16	29
Maximum	1	4	18	34
Maximum	Overall	4	18	34

Overall	Median	3	17	31
	25th %ile	2	16	30.5
	75th %ile	3.25	17.25	31.75
	Minimum	2	16	29
	Maximum	4	18	34

WI Mathematics Grade 3 MA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	517	560	603
Median	Overall	517	560	603
25th %ile	1	505	559	601
25th %ile	Overall	505	559	601
75th %ile	1	519	562	605
75th %ile	Overall	519	562	605
Minimum	1	505	559	596
Minimum	Overall	505	559	596
Maximum	1	523	565	611
Maximum	Overall	523	565	611

Overall	Median	517	560	603
	25th %ile	505	559	601
	75th %ile	519	562	605
	Minimum	505	559	596
	Maximum	523	565	611

WI Mathematics Grade 3 MA
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	3	17	31
Overall	3	17	31

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	18.5	33.4	35.2	12.9

WI Mathematics Grade 4 MA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	4	12	32
1	2	3	9	23
1	3	3	9	26
1	4	4	11	32
1	5	3	11	34
1	6	2	15	30

Overall	Median	3	11	31
	25th %ile	2.75	9	25.25
	75th %ile	4	12.75	32.5
	Minimum	2	9	23
	Maximum	4	15	34

WI Mathematics Grade 4 MA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	564	598	630
1	2	563	586	613
1	3	563	586	618
1	4	564	596	630
1	5	563	596	634
1	6	536	602	625

Overall	Median	563	596	627
	25th %ile	556	586	617
	75th %ile	564	599	631
	Minimum	536	586	613
	Maximum	564	602	634

WI Mathematics Grade 4 MA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	3	11	31
Median	Overall	3	11	31
25th %ile	1	2.75	9	25.25
25th %ile	Overall	2.75	9	25.25
75th %ile	1	4	12.75	32.5
75th %ile	Overall	4	12.75	32.5
Minimum	1	2	9	23
Minimum	Overall	2	9	23
Maximum	1	4	15	34
Maximum	Overall	4	15	34

Overall	Median	3	11	31
	25th %ile	2.75	9	25.25
	75th %ile	4	12.75	32.5
	Minimum	2	9	23
	Maximum	4	15	34

WI Mathematics Grade 4 MA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	563	596	627
Median	Overall	563	596	627
25th %ile	1	556	586	617
25th %ile	Overall	556	586	617
75th %ile	1	564	599	631
75th %ile	Overall	564	599	631
Minimum	1	536	586	613
Minimum	Overall	536	586	613
Maximum	1	564	602	634
Maximum	Overall	564	602	634

Overall	Median	563	596	627
	25th %ile	556	586	617
	75th %ile	564	599	631
	Minimum	536	586	613
	Maximum	564	602	634

WI Mathematics Grade 4 MA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	3	11	31
Overall	3	11	31

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	34.9	27.8	23.5	13.8

WI Mathematics Grade 4 MA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	4	12	30
1	3	3	12	32
1	4	3	12	33
1	5	3	11	32
1	6	3	12	33

Overall	Median	3	12	32
	25th %ile	3	11.5	31
	75th %ile	3.5	12	33
	Minimum	3	11	30
	Maximum	4	12	33

WI Mathematics Grade 4 MA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	564	598	625
1	3	563	598	630
1	4	563	598	633
1	5	563	596	630
1	6	563	598	633

Overall	Median	563	598	630
	25th %ile	563	597	627
	75th %ile	564	598	633
	Minimum	563	596	625
	Maximum	564	598	633

WI Mathematics Grade 4 MA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	3	12	32
Median	Overall	3	12	32
25th %ile	1	3	11.5	31
25th %ile	Overall	3	11.5	31
75th %ile	1	3.5	12	33
75th %ile	Overall	3.5	12	33
Minimum	1	3	11	30
Minimum	Overall	3	11	30
Maximum	1	4	12	33
Maximum	Overall	4	12	33

Overall	Median	3	12	32
	25th %ile	3	11.5	31
	75th %ile	3.5	12	33
	Minimum	3	11	30
	Maximum	4	12	33

WI Mathematics Grade 4 MA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	563	598	630
Median	Overall	563	598	630
25th %ile	1	563	597	627
25th %ile	Overall	563	597	627
75th %ile	1	564	598	633
75th %ile	Overall	564	598	633
Minimum	1	563	596	625
Minimum	Overall	563	596	625
Maximum	1	564	598	633
Maximum	Overall	564	598	633

Overall	Median	563	598	630
	25th %ile	563	597	627
	75th %ile	564	598	633
	Minimum	563	596	625
	Maximum	564	598	633

WI Mathematics Grade 4 MA
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	3	12	32
Overall	3	12	32

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	34.9	29.6	23.2	12.3

WI Mathematics Grade 4 MA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	3	12	32
1	3	2	12	32
1	4	3	12	33
1	5	3	11	32
1	6	3	12	33

Overall	Median	3	12	32
	25th %ile	2.5	11.5	32
	75th %ile	3	12	33
	Minimum	2	11	32
	Maximum	3	12	33

WI Mathematics Grade 4 MA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	563	598	630
1	3	536	598	630
1	4	563	598	633
1	5	563	596	630
1	6	563	598	633

Overall	Median	563	598	630
	25th %ile	550	597	630
	75th %ile	563	598	633
	Minimum	536	596	630
	Maximum	563	598	633

WI Mathematics Grade 4 MA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	3	12	32
Median	Overall	3	12	32
25th %ile	1	2.5	11.5	32
25th %ile	Overall	2.5	11.5	32
75th %ile	1	3	12	33
75th %ile	Overall	3	12	33
Minimum	1	2	11	32
Minimum	Overall	2	11	32
Maximum	1	3	12	33
Maximum	Overall	3	12	33

Overall	Median	3	12	32
	25th %ile	2.5	11.5	32
	75th %ile	3	12	33
	Minimum	2	11	32
	Maximum	3	12	33

WI Mathematics Grade 4 MA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	563	598	630
Median	Overall	563	598	630
25th %ile	1	550	597	630
25th %ile	Overall	550	597	630
75th %ile	1	563	598	633
75th %ile	Overall	563	598	633
Minimum	1	536	596	630
Minimum	Overall	536	596	630
Maximum	1	563	598	633
Maximum	Overall	563	598	633

Overall	Median	563	598	630
	25th %ile	550	597	630
	75th %ile	563	598	633
	Minimum	536	596	630
	Maximum	563	598	633

WI Mathematics Grade 4 MA
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	3	12	32
Overall	3	12	32

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	34.9	29.6	23.2	12.3

WI Mathematics Grade 5 MA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	4	9	32
1	2	2	10	31
1	3	2	13	30
1	4	2	14	31
1	5	7	16	33
1	6	5	13	31

Overall	Median	3	13	31
	25th %ile	2	9.75	30.75
	75th %ile	5.5	14.5	32.25
	Minimum	2	9	30
	Maximum	7	16	33

WI Mathematics Grade 5 MA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	591	616	664
1	2	574	618	664
1	3	574	622	658
1	4	574	624	664
1	5	611	631	665
1	6	598	622	664

Overall	Median	582	622	664
	25th %ile	574	618	663
	75th %ile	601	626	664
	Minimum	574	616	658
	Maximum	611	631	665

WI Mathematics Grade 5 MA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	3	13	31
Median	Overall	3	13	31
25th %ile	1	2	9.75	30.75
25th %ile	Overall	2	9.75	30.75
75th %ile	1	5.5	14.5	32.25
75th %ile	Overall	5.5	14.5	32.25
Minimum	1	2	9	30
Minimum	Overall	2	9	30
Maximum	1	7	16	33
Maximum	Overall	7	16	33

Overall	Median	3	13	31
	25th %ile	2	9.75	30.75
	75th %ile	5.5	14.5	32.25
	Minimum	2	9	30
	Maximum	7	16	33

WI Mathematics Grade 5 MA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	582	622	664
Median	Overall	582	622	664
25th %ile	1	574	618	663
25th %ile	Overall	574	618	663
75th %ile	1	601	626	664
75th %ile	Overall	601	626	664
Minimum	1	574	616	658
Minimum	Overall	574	616	658
Maximum	1	611	631	665
Maximum	Overall	611	631	665

Overall	Median	582	622	664
	25th %ile	574	618	663
	75th %ile	601	626	664
	Minimum	574	616	658
	Maximum	611	631	665

WI Mathematics Grade 5 MA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	3	13	31
Overall	3	13	31

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	31.2	34.6	26.7	7.5

WI Mathematics Grade 5 MA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	4	14	32
1	2	3	13	32
1	3	5	14	32
1	4	2	14	31
1	5	2	13	30
1	6	5	14	31

Overall	Median	3.5	14	31.5
	25th %ile	2	13	30.75
	75th %ile	5	14	32
	Minimum	2	13	30
	Maximum	5	14	32

WI Mathematics Grade 5 MA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	591	624	664
1	2	589	622	664
1	3	598	624	664
1	4	574	624	664
1	5	574	622	658
1	6	598	624	664

Overall	Median	590	624	664
	25th %ile	574	622	663
	75th %ile	598	624	664
	Minimum	574	622	658
	Maximum	598	624	664

WI Mathematics Grade 5 MA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	3.5	14	31.5
Median	Overall	3.5	14	31.5
25th %ile	1	2	13	30.75
25th %ile	Overall	2	13	30.75
75th %ile	1	5	14	32
75th %ile	Overall	5	14	32
Minimum	1	2	13	30
Minimum	Overall	2	13	30
Maximum	1	5	14	32
Maximum	Overall	5	14	32

Overall	Median	3.5	14	31.5
	25th %ile	2	13	30.75
	75th %ile	5	14	32
	Minimum	2	13	30
	Maximum	5	14	32

WI Mathematics Grade 5 MA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	590	624	664
Median	Overall	590	624	664
25th %ile	1	574	622	663
25th %ile	Overall	574	622	663
75th %ile	1	598	624	664
75th %ile	Overall	598	624	664
Minimum	1	574	622	658
Minimum	Overall	574	622	658
Maximum	1	598	624	664
Maximum	Overall	598	624	664

Overall	Median	590	624	664
	25th %ile	574	622	663
	75th %ile	598	624	664
	Minimum	574	622	658
	Maximum	598	624	664

WI Mathematics Grade 5 MA
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	3.5	14	31.5
Overall	3.5	14	31.5

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	37.2	30.3	24.9	7.5

WI Mathematics Grade 5 MA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	3	10	30
1	2	3	10	30
1	3	3	10	30
1	4	3	10	30
1	5	3	10	30
1	6	4	11	30

Overall	Median	3	10	30
	25th %ile	3	10	30
	75th %ile	3.25	10.25	30
	Minimum	3	10	30
	Maximum	4	11	30

WI Mathematics Grade 5 MA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	589	618	658
1	2	589	618	658
1	3	589	618	658
1	4	589	618	658
1	5	589	618	658
1	6	591	621	658

Overall	Median	589	618	658
	25th %ile	589	618	658
	75th %ile	590	619	658
	Minimum	589	618	658
	Maximum	591	621	658

WI Mathematics Grade 5 MA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	3	10	30
Median	Overall	3	10	30
25th %ile	1	3	10	30
25th %ile	Overall	3	10	30
75th %ile	1	3.25	10.25	30
75th %ile	Overall	3.25	10.25	30
Minimum	1	3	10	30
Minimum	Overall	3	10	30
Maximum	1	4	11	30
Maximum	Overall	4	11	30

Overall	Median	3	10	30
	25th %ile	3	10	30
	75th %ile	3.25	10.25	30
	Minimum	3	10	30
	Maximum	4	11	30

WI Mathematics Grade 5 MA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	589	618	658
Median	Overall	589	618	658
25th %ile	1	589	618	658
25th %ile	Overall	589	618	658
75th %ile	1	590	619	658
75th %ile	Overall	590	619	658
Minimum	1	589	618	658
Minimum	Overall	589	618	658
Maximum	1	591	621	658
Maximum	Overall	591	621	658

Overall	Median	589	618	658
	25th %ile	589	618	658
	75th %ile	590	619	658
	Minimum	589	618	658
	Maximum	591	621	658

WI Mathematics Grade 5 MA
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	3	10	30
Overall	3	10	30

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	36.4	25.8	27.8	10.0

WI Mathematics Grade 6 MA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	5	17	37
1	2	6	12	23
1	3	6	15	31
1	4	5	17	34
1	5	7	16	30
1	6	6	16	33
1	7	5	18	35
1	8	7	13	33
1	9	5	15	34

Overall	Median	6	16	33
	25th %ile	5	14	30.5
	75th %ile	6.5	17	34.5
	Minimum	5	12	23
	Maximum	7	18	37

WI Mathematics Grade 6 MA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	582	637	693
1	2	595	624	658
1	3	595	634	676
1	4	582	637	688
1	5	607	635	670
1	6	595	635	685
1	7	582	647	688
1	8	607	626	685
1	9	582	634	688

Overall	Median	595	635	685
	25th %ile	582	630	673
	75th %ile	601	637	688
	Minimum	582	624	658
	Maximum	607	647	693

WI Mathematics Grade 6 MA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	6	16	33
Median	Overall	6	16	33
25th %ile	1	5	14	30.5
25th %ile	Overall	5	14	30.5
75th %ile	1	6.5	17	34.5
75th %ile	Overall	6.5	17	34.5
Minimum	1	5	12	23
Minimum	Overall	5	12	23
Maximum	1	7	18	37
Maximum	Overall	7	18	37

Overall	Median	6	16	33
	25th %ile	5	14	30.5
	75th %ile	6.5	17	34.5
	Minimum	5	12	23
	Maximum	7	18	37

WI Mathematics Grade 6 MA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	595	635	685
Median	Overall	595	635	685
25th %ile	1	582	630	673
25th %ile	Overall	582	630	673
75th %ile	1	601	637	688
75th %ile	Overall	601	637	688
Minimum	1	582	624	658
Minimum	Overall	582	624	658
Maximum	1	607	647	693
Maximum	Overall	607	647	693

Overall	Median	595	635	685
	25th %ile	582	630	673
	75th %ile	601	637	688
	Minimum	582	624	658
	Maximum	607	647	693

WI Mathematics Grade 6 MA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	6	16	33
Overall	6	16	33

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	33.1	31.0	28.9	7.0

WI Mathematics Grade 6 MA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	7	17	35
1	2	6	13	30
1	3	5	15	31
1	4	5	17	34
1	5	7	15	35
1	6	7	16	34
1	7	5	15	35
1	8	7	17	33
1	9	6	13	34

Overall	Median	6	15	34
	25th %ile	5	14	32
	75th %ile	7	17	35
	Minimum	5	13	30
	Maximum	7	17	35

WI Mathematics Grade 6 MA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	607	637	688
1	2	595	626	670
1	3	582	634	676
1	4	582	637	688
1	5	607	634	688
1	6	607	635	688
1	7	582	634	688
1	8	607	637	685
1	9	595	626	688

Overall	Median	595	634	688
	25th %ile	582	630	681
	75th %ile	607	637	688
	Minimum	582	626	670
	Maximum	607	637	688

WI Mathematics Grade 6 MA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	6	15	34
Median	Overall	6	15	34
25th %ile	1	5	14	32
25th %ile	Overall	5	14	32
75th %ile	1	7	17	35
75th %ile	Overall	7	17	35
Minimum	1	5	13	30
Minimum	Overall	5	13	30
Maximum	1	7	17	35
Maximum	Overall	7	17	35

Overall	Median	6	15	34
	25th %ile	5	14	32
	75th %ile	7	17	35
	Minimum	5	13	30
	Maximum	7	17	35

WI Mathematics Grade 6 MA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	595	634	688
Median	Overall	595	634	688
25th %ile	1	582	630	681
25th %ile	Overall	582	630	681
75th %ile	1	607	637	688
75th %ile	Overall	607	637	688
Minimum	1	582	626	670
Minimum	Overall	582	626	670
Maximum	1	607	637	688
Maximum	Overall	607	637	688

Overall	Median	595	634	688
	25th %ile	582	630	681
	75th %ile	607	637	688
	Minimum	582	626	670
	Maximum	607	637	688

WI Mathematics Grade 6 MA
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	6	15	34
Overall	6	15	34

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	33.1	30.2	30.6	6.1

WI Mathematics Grade 6 MA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	5	16	35
1	2	5	13	35
1	3	5	13	35
1	4	5	13	35
1	5	5	13	35
1	6	5	15	34
1	7	5	13	35
1	8	7	15	35
1	9	5	13	34

Overall	Median	5	13	35
	25th %ile	5	13	34.5
	75th %ile	5	15	35
	Minimum	5	13	34
	Maximum	7	16	35

WI Mathematics Grade 6 MA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	582	635	688
1	2	582	626	688
1	3	582	626	688
1	4	582	626	688
1	5	582	626	688
1	6	582	634	688
1	7	582	626	688
1	8	607	634	688
1	9	582	626	688

Overall	Median	582	626	688
	25th %ile	582	626	688
	75th %ile	582	634	688
	Minimum	582	626	688
	Maximum	607	635	688

WI Mathematics Grade 6 MA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	5	13	35
Median	Overall	5	13	35
25th %ile	1	5	13	34.5
25th %ile	Overall	5	13	34.5
75th %ile	1	5	15	35
75th %ile	Overall	5	15	35
Minimum	1	5	13	34
Minimum	Overall	5	13	34
Maximum	1	7	16	35
Maximum	Overall	7	16	35

Overall	Median	5	13	35
	25th %ile	5	13	34.5
	75th %ile	5	15	35
	Minimum	5	13	34
	Maximum	7	16	35

WI Mathematics Grade 6 MA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	582	626	688
Median	Overall	582	626	688
25th %ile	1	582	626	688
25th %ile	Overall	582	626	688
75th %ile	1	582	634	688
75th %ile	Overall	582	634	688
Minimum	1	582	626	688
Minimum	Overall	582	626	688
Maximum	1	607	635	688
Maximum	Overall	607	635	688

Overall	Median	582	626	688
	25th %ile	582	626	688
	75th %ile	582	634	688
	Minimum	582	626	688
	Maximum	607	635	688

WI Mathematics Grade 6 MA
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	5	13	35
Overall	5	13	35

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	25.2	31.7	37.0	6.1

WI Math Grade 7 MA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	5	17	36
1	2	5	14	36
1	3	2	12	36
1	4	5	14	36
1	5	6	17	36
1	6	4	14	36
1	7	3	8	30
1	8	4	9	36
1	9	2	11	36

Overall	Median	4	14	36
	25th %ile	2.5	10	36
	75th %ile	5	15.5	36
	Minimum	2	8	30
	Maximum	6	17	36

WI Math Grade 7 MA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	633	674	721
1	2	633	668	721
1	3	595	665	721
1	4	633	668	721
1	5	635	674	721
1	6	632	668	721
1	7	629	647	707
1	8	632	653	721
1	9	595	659	721

Overall	Median	632	668	721
	25th %ile	612	656	721
	75th %ile	633	671	721
	Minimum	595	647	707
	Maximum	635	674	721

WI Math Grade 7 MA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	4	14	36
Median	Overall	4	14	36
25th %ile	1	2.5	10	36
25th %ile	Overall	2.5	10	36
75th %ile	1	5	15.5	36
75th %ile	Overall	5	15.5	36
Minimum	1	2	8	30
Minimum	Overall	2	8	30
Maximum	1	6	17	36
Maximum	Overall	6	17	36

Overall	Median	4	14	36
	25th %ile	2.5	10	36
	75th %ile	5	15.5	36
	Minimum	2	8	30
	Maximum	6	17	36

WI Math Grade 7 MA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	632	668	721
Median	Overall	632	668	721
25th %ile	1	612	656	721
25th %ile	Overall	612	656	721
75th %ile	1	633	671	721
75th %ile	Overall	633	671	721
Minimum	1	595	647	707
Minimum	Overall	595	647	707
Maximum	1	635	674	721
Maximum	Overall	635	674	721

Overall	Median	632	668	721
	25th %ile	612	656	721
	75th %ile	633	671	721
	Minimum	595	647	707
	Maximum	635	674	721

WI Math Grade 7 MA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	4	14	36
Overall	4	14	36

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	48.8	27.2	21.1	2.8

WI Math Grade 7 MA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	4	14	36
1	2	3	14	36
1	3	6	14	36
1	4	5	12	36
1	5	6	13	36
1	6	6	14	36
1	7	6	16	36
1	8	5	9	36
1	9	3	14	36

Overall	Median	5	14	36
	25th %ile	3.5	12.5	36
	75th %ile	6	14	36
	Minimum	3	9	36
	Maximum	6	16	36

WI Math Grade 7 MA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	632	668	721
1	2	629	668	721
1	3	635	668	721
1	4	633	665	721
1	5	635	666	721
1	6	635	668	721
1	7	635	671	721
1	8	633	653	721
1	9	629	668	721

Overall	Median	633	668	721
	25th %ile	630	666	721
	75th %ile	635	668	721
	Minimum	629	653	721
	Maximum	635	671	721

WI Math Grade 7 MA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	5	14	36
Median	Overall	5	14	36
25th %ile	1	3.5	12.5	36
25th %ile	Overall	3.5	12.5	36
75th %ile	1	6	14	36
75th %ile	Overall	6	14	36
Minimum	1	3	9	36
Minimum	Overall	3	9	36
Maximum	1	6	16	36
Maximum	Overall	6	16	36

Overall	Median	5	14	36
	25th %ile	3.5	12.5	36
	75th %ile	6	14	36
	Minimum	3	9	36
	Maximum	6	16	36

WI Math Grade 7 MA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	633	668	721
Median	Overall	633	668	721
25th %ile	1	630	666	721
25th %ile	Overall	630	666	721
75th %ile	1	635	668	721
75th %ile	Overall	635	668	721
Minimum	1	629	653	721
Minimum	Overall	629	653	721
Maximum	1	635	671	721
Maximum	Overall	635	671	721

Overall	Median	633	668	721
	25th %ile	630	666	721
	75th %ile	635	668	721
	Minimum	629	653	721
	Maximum	635	671	721

WI Math Grade 7 MA
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	5	14	36
Overall	5	14	36

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	49.6	26.5	21.1	2.8

WI Math Grade 7 MA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	4	14	34
1	2	3	9	33
1	3	4	14	34
1	4	4	9	33
1	5	4	13	34
1	6	4	14	34
1	7	5	9	34
1	8	4	9	34
1	9	2	9	33

Overall	Median	4	9	34
	25th %ile	3.5	9	33
	75th %ile	4	14	34
	Minimum	2	9	33
	Maximum	5	14	34

WI Math Grade 7 MA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	632	668	712
1	2	629	653	711
1	3	632	668	712
1	4	632	653	711
1	5	632	666	712
1	6	632	668	712
1	7	633	653	712
1	8	632	653	712
1	9	595	653	711

Overall	Median	632	653	712
	25th %ile	630	653	711
	75th %ile	632	668	712
	Minimum	595	653	711
	Maximum	633	668	712

WI Math Grade 7 MA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	4	9	34
Median	Overall	4	9	34
25th %ile	1	3.5	9	33
25th %ile	Overall	3.5	9	33
75th %ile	1	4	14	34
75th %ile	Overall	4	14	34
Minimum	1	2	9	33
Minimum	Overall	2	9	33
Maximum	1	5	14	34
Maximum	Overall	5	14	34

Overall	Median	4	9	34
	25th %ile	3.5	9	33
	75th %ile	4	14	34
	Minimum	2	9	33
	Maximum	5	14	34

WI Math Grade 7 MA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	632	653	712
Median	Overall	632	653	712
25th %ile	1	630	653	711
25th %ile	Overall	630	653	711
75th %ile	1	632	668	712
75th %ile	Overall	632	668	712
Minimum	1	595	653	711
Minimum	Overall	595	653	711
Maximum	1	633	668	712
Maximum	Overall	633	668	712

Overall	Median	632	653	712
	25th %ile	630	653	711
	75th %ile	632	668	712
	Minimum	595	653	711
	Maximum	633	668	712

WI Math Grade 7 MA
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	4	9	34
Overall	4	9	34

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	48.8	16.3	30.4	4.5

WI Math Grade 8 MA
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	4	15	30
1	2	2	7	29
1	3	3	7	27
1	4	5	17	34
1	6	5	27	38
1	7	5	7	30
1	8	3	8	23
1	9	2	9	27

Overall	Median	3.5	8.5	29.5
	25th %ile	2.25	7	27
	75th %ile	5	16.5	33
	Minimum	2	7	23
	Maximum	5	27	38

WI Math Grade 8 MA
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	634	681	718
1	2	618	663	718
1	3	632	663	712
1	4	645	684	729
1	6	645	712	734
1	7	645	663	718
1	8	632	664	702
1	9	618	670	712

Overall	Median	633	667	718
	25th %ile	621	663	712
	75th %ile	645	683	726
	Minimum	618	663	702
	Maximum	645	712	734

WI Math Grade 8 MA
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	3.5	8.5	29.5
Median	Overall	3.5	8.5	29.5
25th %ile	1	2.25	7	27
25th %ile	Overall	2.25	7	27
75th %ile	1	5	16.5	33
75th %ile	Overall	5	16.5	33
Minimum	1	2	7	23
Minimum	Overall	2	7	23
Maximum	1	5	27	38
Maximum	Overall	5	27	38

Overall	Median	3.5	8.5	29.5
	25th %ile	2.25	7	27
	75th %ile	5	16.5	33
	Minimum	2	7	23
	Maximum	5	27	38

WI Math Grade 8 MA
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	633	667	718
Median	Overall	633	667	718
25th %ile	1	621	663	712
25th %ile	Overall	621	663	712
75th %ile	1	645	683	726
75th %ile	Overall	645	683	726
Minimum	1	618	663	702
Minimum	Overall	618	663	702
Maximum	1	645	712	734
Maximum	Overall	645	712	734

Overall	Median	633	667	718
	25th %ile	621	663	712
	75th %ile	645	683	726
	Minimum	618	663	702
	Maximum	645	712	734

WI Math Grade 8 MA
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	3.5	8.5	29.5
Overall	3.5	8.5	29.5

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	37.4	28.6	28.3	5.8

WI Math Grade 8 MA
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	4	16	34
1	2	6	12	29
1	3	4	15	27
1	4	6	17	34
1	6	5	14	29
1	7	5	15	30
1	8	2	9	27

Overall	Median	5	15	29
	25th %ile	4	12	27
	75th %ile	6	16	34
	Minimum	2	9	27
	Maximum	6	17	34

WI Math Grade 8 MA
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	634	683	729
1	2	654	678	718
1	3	634	681	712
1	4	654	684	729
1	6	645	680	718
1	7	645	681	718
1	8	618	670	712

Overall	Median	645	681	718
	25th %ile	634	678	712
	75th %ile	654	683	729
	Minimum	618	670	712
	Maximum	654	684	729

WI Math Grade 8 MA
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	5	15	29
Median	Overall	5	15	29
25th %ile	1	4	12	27
25th %ile	Overall	4	12	27
75th %ile	1	6	16	34
75th %ile	Overall	6	16	34
Minimum	1	2	9	27
Minimum	Overall	2	9	27
Maximum	1	6	17	34
Maximum	Overall	6	17	34

Overall	Median	5	15	29
	25th %ile	4	12	27
	75th %ile	6	16	34
	Minimum	2	9	27
	Maximum	6	17	34

WI Math Grade 8 MA
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	645	681	718
Median	Overall	645	681	718
25th %ile	1	634	678	712
25th %ile	Overall	634	678	712
75th %ile	1	654	683	729
75th %ile	Overall	654	683	729
Minimum	1	618	670	712
Minimum	Overall	618	670	712
Maximum	1	654	684	729
Maximum	Overall	654	684	729

Overall	Median	645	681	718
	25th %ile	634	678	712
	75th %ile	654	683	729
	Minimum	618	670	712
	Maximum	654	684	729

WI Math Grade 8 MA
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	5	15	29
Overall	5	15	29

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	47.1	29.3	17.7	5.8

WI Math Grade 8 MA
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	4	15	34
1	2	4	12	29
1	3	4	15	30
1	4	4	17	30
1	5	3	12	30
1	6	4	12	29
1	7	4	13	27
1	8	4	12	30
1	9	3	12	29

Overall	Median	4	12	30
	25th %ile	3.5	12	29
	75th %ile	4	15	30
	Minimum	3	12	27
	Maximum	4	17	34

WI Math Grade 8 MA
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	634	681	729
1	2	634	678	718
1	3	634	681	718
1	4	634	684	718
1	5	632	678	718
1	6	634	678	718
1	7	634	680	712
1	8	634	678	718
1	9	632	678	718

Overall	Median	634	678	718
	25th %ile	633	678	718
	75th %ile	634	681	718
	Minimum	632	678	712
	Maximum	634	684	729

WI Math Grade 8 MA
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	4	12	30
Median	Overall	4	12	30
25th %ile	1	3.5	12	29
25th %ile	Overall	3.5	12	29
75th %ile	1	4	15	30
75th %ile	Overall	4	15	30
Minimum	1	3	12	27
Minimum	Overall	3	12	27
Maximum	1	4	17	34
Maximum	Overall	4	17	34

Overall	Median	4	12	30
	25th %ile	3.5	12	29
	75th %ile	4	15	30
	Minimum	3	12	27
	Maximum	4	17	34

WI Math Grade 8 MA
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	634	678	718
Median	Overall	634	678	718
25th %ile	1	633	678	718
25th %ile	Overall	633	678	718
75th %ile	1	634	681	718
75th %ile	Overall	634	681	718
Minimum	1	632	678	712
Minimum	Overall	632	678	712
Maximum	1	634	684	729
Maximum	Overall	634	684	729

Overall	Median	634	678	718
	25th %ile	633	678	718
	75th %ile	634	681	718
	Minimum	632	678	712
	Maximum	634	684	729

WI Math Grade 8 MA
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	4	12	30
Overall	4	12	30

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	38.1	36.3	19.8	5.8

Science

WI Science Grade 4 SC
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	4	10	24	37
1	5	11	23	31
1	6	10	25	35
2	1	8	24	36
2	2	9	23	37
2	3	9	24	37

Overall	Median	9.5	24	36.5
	25th %ile	8.75	23	34
	75th %ile	10.25	24.25	37
	Minimum	8	23	31
	Maximum	11	25	37

WI Science Grade 4 SC
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	4	354	403	472
1	5	356	396	427
1	6	354	411	441
2	1	348	403	447
2	2	348	396	472
2	3	348	403	472

Overall	Median	351	403	460
	25th %ile	348	396	437
	75th %ile	355	405	472
	Minimum	348	396	427
	Maximum	356	411	472

WI Science Grade 4 SC
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	10	24	35
Median	2	9	24	37
Median	Overall	9.5	24	36.5
25th %ile	1	10	23	31
25th %ile	2	8	23	36
25th %ile	Overall	8.75	23	34
75th %ile	1	11	25	37
75th %ile	2	9	24	37
75th %ile	Overall	10.25	24.25	37
Minimum	1	10	23	31
Minimum	2	8	23	36
Minimum	Overall	8	23	31
Maximum	1	11	25	37
Maximum	2	9	24	37
Maximum	Overall	11	25	37

Overall	Median	9.5	24	36.5
	25th %ile	8.75	23	34
	75th %ile	10.25	24.25	37
	Minimum	8	23	31
	Maximum	11	25	37

WI Science Grade 4 SC
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	354	403	441
Median	2	348	403	472
Median	Overall	351	403	460
25th %ile	1	354	396	427
25th %ile	2	348	396	447
25th %ile	Overall	348	396	437
75th %ile	1	356	411	472
75th %ile	2	348	403	472
75th %ile	Overall	355	405	472
Minimum	1	354	396	427
Minimum	2	348	396	447
Minimum	Overall	348	396	427
Maximum	1	356	411	472
Maximum	2	348	403	472
Maximum	Overall	356	411	472

Overall	Median	351	403	460
	25th %ile	348	396	437
	75th %ile	355	405	472
	Minimum	348	396	427
	Maximum	356	411	472

WI Science Grade 4 SC
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	10	24	35
2	9	24	37
Overall	9.5	24	36.5

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	16.1	35.8	37.9	10.2

WI Science Grade 4 SC
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	4	10	23	36
1	5	11	24	36
1	6	10	24	35
2	1	8	24	36
2	2	9	24	36
2	3	7	25	37

Overall	Median	9.5	24	36
	25th %ile	7.75	23.75	35.75
	75th %ile	10.25	24.25	36.25
	Minimum	7	23	35
	Maximum	11	25	37

WI Science Grade 4 SC
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	4	354	396	447
1	5	356	403	447
1	6	354	403	441
2	1	348	403	447
2	2	348	403	447
2	3	347	411	472

Overall	Median	351	403	447
	25th %ile	347	401	446
	75th %ile	355	405	454
	Minimum	347	396	441
	Maximum	356	411	472

WI Science Grade 4 SC
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	10	24	36
Median	2	8	24	36
Median	Overall	9.5	24	36
25th %ile	1	10	23	35
25th %ile	2	7	24	36
25th %ile	Overall	7.75	23.75	35.75
75th %ile	1	11	24	36
75th %ile	2	9	25	37
75th %ile	Overall	10.25	24.25	36.25
Minimum	1	10	23	35
Minimum	2	7	24	36
Minimum	Overall	7	23	35
Maximum	1	11	24	36
Maximum	2	9	25	37
Maximum	Overall	11	25	37

Overall	Median	9.5	24	36
	25th %ile	7.75	23.75	35.75
	75th %ile	10.25	24.25	36.25
	Minimum	7	23	35
	Maximum	11	25	37

WI Science Grade 4 SC
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	354	403	447
Median	2	348	403	447
Median	Overall	351	403	447
25th %ile	1	354	396	441
25th %ile	2	347	403	447
25th %ile	Overall	347	401	446
75th %ile	1	356	403	447
75th %ile	2	348	411	472
75th %ile	Overall	355	405	454
Minimum	1	354	396	441
Minimum	2	347	403	447
Minimum	Overall	347	396	441
Maximum	1	356	403	447
Maximum	2	348	411	472
Maximum	Overall	356	411	472

Overall	Median	351	403	447
	25th %ile	347	401	446
	75th %ile	355	405	454
	Minimum	347	396	441
	Maximum	356	411	472

WI Science Grade 4 SC
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	10	24	36
2	8	24	36
Overall	9.5	24	36

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	16.1	35.8	32.3	15.8

WI Science Grade 4 SC
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	4	10	22	36
1	5	9	23	36
1	6	7	22	35
2	1	9	24	36
2	2	9	24	36
2	3	8	25	37

Overall	Median	9	23.5	36
	25th %ile	7.75	22	35.75
	75th %ile	9.25	24.25	36.25
	Minimum	7	22	35
	Maximum	10	25	37

WI Science Grade 4 SC
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	4	354	396	447
1	5	348	396	447
1	6	347	396	441
2	1	348	403	447
2	2	348	403	447
2	3	348	411	472

Overall	Median	348	399	447
	25th %ile	347	396	446
	75th %ile	349	405	454
	Minimum	347	396	441
	Maximum	354	411	472

WI Science Grade 4 SC
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	9	22	36
Median	2	9	24	36
Median	Overall	9	23.5	36
25th %ile	1	7	22	35
25th %ile	2	8	24	36
25th %ile	Overall	7.75	22	35.75
75th %ile	1	10	23	36
75th %ile	2	9	25	37
75th %ile	Overall	9.25	24.25	36.25
Minimum	1	7	22	35
Minimum	2	8	24	36
Minimum	Overall	7	22	35
Maximum	1	10	23	36
Maximum	2	9	25	37
Maximum	Overall	10	25	37

Overall	Median	9	23.5	36
	25th %ile	7.75	22	35.75
	75th %ile	9.25	24.25	36.25
	Minimum	7	22	35
	Maximum	10	25	37

WI Science Grade 4 SC
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	348	396	447
Median	2	348	403	447
Median	Overall	348	399	447
25th %ile	1	347	396	441
25th %ile	2	348	403	447
25th %ile	Overall	347	396	446
75th %ile	1	354	396	447
75th %ile	2	348	411	472
75th %ile	Overall	349	405	454
Minimum	1	347	396	441
Minimum	2	348	403	447
Minimum	Overall	347	396	441
Maximum	1	354	396	447
Maximum	2	348	411	472
Maximum	Overall	354	411	472

Overall	Median	348	399	447
	25th %ile	347	396	446
	75th %ile	349	405	454
	Minimum	347	396	441
	Maximum	354	411	472

WI Science Grade 4 SC
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	9	22	36
2	9	24	36
Overall	9	23.5	36

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	14.7	33.7	35.7	15.8

WI Science Grade 8 SC
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	5	11	35	40
1	6	9	35	40
1	7	13	35	40
2	1	11	33	39
2	3	14	34	40
2	4	13	32	40

Overall	Median	12	34.5	40
	25th %ile	10.5	32.75	39.75
	75th %ile	13.25	35	40
	Minimum	9	32	39
	Maximum	14	35	40

WI Science Grade 8 SC
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	5	552	627	659
1	6	544	627	659
1	7	563	627	659
2	1	552	605	652
2	3	566	606	659
2	4	563	604	659

Overall	Median	557	616	659
	25th %ile	550	604	657
	75th %ile	564	627	659
	Minimum	544	604	652
	Maximum	566	627	659

WI Science Grade 8 SC
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	11	35	40
Median	2	13	33	40
Median	Overall	12	34.5	40
25th %ile	1	9	35	40
25th %ile	2	11	32	39
25th %ile	Overall	10.5	32.75	39.75
75th %ile	1	13	35	40
75th %ile	2	14	34	40
75th %ile	Overall	13.25	35	40
Minimum	1	9	35	40
Minimum	2	11	32	39
Minimum	Overall	9	32	39
Maximum	1	13	35	40
Maximum	2	14	34	40
Maximum	Overall	14	35	40

Overall	Median	12	34.5	40
	25th %ile	10.5	32.75	39.75
	75th %ile	13.25	35	40
	Minimum	9	32	39
	Maximum	14	35	40

WI Science Grade 8 SC
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	552	627	659
Median	2	563	605	659
Median	Overall	557	616	659
25th %ile	1	544	627	659
25th %ile	2	552	604	652
25th %ile	Overall	550	604	657
75th %ile	1	563	627	659
75th %ile	2	566	606	659
75th %ile	Overall	564	627	659
Minimum	1	544	627	659
Minimum	2	552	604	652
Minimum	Overall	544	604	652
Maximum	1	563	627	659
Maximum	2	566	606	659
Maximum	Overall	566	627	659

Overall	Median	557	616	659
	25th %ile	550	604	657
	75th %ile	564	627	659
	Minimum	544	604	652
	Maximum	566	627	659

WI Science Grade 8 SC
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	11	35	40
2	13	33	40
Overall	12	34.5	40

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	18.4	46.2	25.6	9.8

WI Science Grade 8 SC
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	5	11	35	40
1	6	13	35	40
1	7	13	35	40
2	1	13	32	40
2	3	14	34	40
2	4	13	32	40

Overall	Median	13	34.5	40
	25th %ile	12.5	32	40
	75th %ile	13.25	35	40
	Minimum	11	32	40
	Maximum	14	35	40

WI Science Grade 8 SC
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	5	552	627	659
1	6	563	627	659
1	7	563	627	659
2	1	563	604	659
2	3	566	606	659
2	4	563	604	659

Overall	Median	563	616	659
	25th %ile	560	604	659
	75th %ile	564	627	659
	Minimum	552	604	659
	Maximum	566	627	659

WI Science Grade 8 SC
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	13	35	40
Median	2	13	32	40
Median	Overall	13	34.5	40
25th %ile	1	11	35	40
25th %ile	2	13	32	40
25th %ile	Overall	12.5	32	40
75th %ile	1	13	35	40
75th %ile	2	14	34	40
75th %ile	Overall	13.25	35	40
Minimum	1	11	35	40
Minimum	2	13	32	40
Minimum	Overall	11	32	40
Maximum	1	13	35	40
Maximum	2	14	34	40
Maximum	Overall	14	35	40

Overall	Median	13	34.5	40
	25th %ile	12.5	32	40
	75th %ile	13.25	35	40
	Minimum	11	32	40
	Maximum	14	35	40

WI Science Grade 8 SC
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	563	627	659
Median	2	563	604	659
Median	Overall	563	616	659
25th %ile	1	552	627	659
25th %ile	2	563	604	659
25th %ile	Overall	560	604	659
75th %ile	1	563	627	659
75th %ile	2	566	606	659
75th %ile	Overall	564	627	659
Minimum	1	552	627	659
Minimum	2	563	604	659
Minimum	Overall	552	604	659
Maximum	1	563	627	659
Maximum	2	566	606	659
Maximum	Overall	566	627	659

Overall	Median	563	616	659
	25th %ile	560	604	659
	75th %ile	564	627	659
	Minimum	552	604	659
	Maximum	566	627	659

WI Science Grade 8 SC
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	13	35	40
2	13	32	40
Overall	13	34.5	40

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	21.6	43.0	25.6	9.8

WI Science Grade 8 SC
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	5	11	33	40
1	6	10	33	41
1	7	11	33	40
2	1	11	33	40
2	3	13	35	40
2	4	11	32	39

Overall	Median	11	33	40
	25th %ile	10.75	32.75	39.75
	75th %ile	11.5	33.5	40.25
	Minimum	10	32	39
	Maximum	13	35	41

WI Science Grade 8 SC
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	5	552	605	659
1	6	547	605	696
1	7	552	605	659
2	1	552	605	659
2	3	563	627	659
2	4	552	604	652

Overall	Median	552	605	659
	25th %ile	550	604	657
	75th %ile	554	610	668
	Minimum	547	604	652
	Maximum	563	627	696

WI Science Grade 8 SC
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	11	33	40
Median	2	11	33	40
Median	Overall	11	33	40
25th %ile	1	10	33	40
25th %ile	2	11	32	39
25th %ile	Overall	10.75	32.75	39.75
75th %ile	1	11	33	41
75th %ile	2	13	35	40
75th %ile	Overall	11.5	33.5	40.25
Minimum	1	10	33	40
Minimum	2	11	32	39
Minimum	Overall	10	32	39
Maximum	1	11	33	41
Maximum	2	13	35	40
Maximum	Overall	13	35	41

Overall	Median	11	33	40
	25th %ile	10.75	32.75	39.75
	75th %ile	11.5	33.5	40.25
	Minimum	10	32	39
	Maximum	13	35	41

WI Science Grade 8 SC
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	552	605	659
Median	2	552	605	659
Median	Overall	552	605	659
25th %ile	1	547	605	659
25th %ile	2	552	604	652
25th %ile	Overall	550	604	657
75th %ile	1	552	605	696
75th %ile	2	563	627	659
75th %ile	Overall	554	610	668
Minimum	1	547	605	659
Minimum	2	552	604	652
Minimum	Overall	547	604	652
Maximum	1	552	605	696
Maximum	2	563	627	659
Maximum	Overall	563	627	696

Overall	Median	552	605	659
	25th %ile	550	604	657
	75th %ile	554	610	668
	Minimum	547	604	652
	Maximum	563	627	696

WI Science Grade 8 SC
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	11	33	40
2	11	33	40
Overall	11	33	40

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	16.0	38.8	35.4	9.8

Social Studies

WI Social Studies Grade 4 SS
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	14	25	31
1	2	14	26	29
2	3	11	25	33
2	4	12	28	33
2	6	11	28	38

Overall	Median	12	26	33
	25th %ile	11	25	30
	75th %ile	14	28	35.5
	Minimum	11	25	29
	Maximum	14	28	38

WI Social Studies Grade 4 SS
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	374	407	428
1	2	374	410	419
2	3	362	407	436
2	4	363	412	436
2	6	362	412	449

Overall	Median	363	410	436
	25th %ile	362	407	424
	75th %ile	374	412	443
	Minimum	362	407	419
	Maximum	374	412	449

WI Social Studies Grade 4 SS
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	14	25.5	30
Median	2	11	28	33
Median	Overall	12	26	33
25th %ile	1	14	25	29
25th %ile	2	11	25	33
25th %ile	Overall	11	25	30
75th %ile	1	14	26	31
75th %ile	2	12	28	38
75th %ile	Overall	14	28	35.5
Minimum	1	14	25	29
Minimum	2	11	25	33
Minimum	Overall	11	25	29
Maximum	1	14	26	31
Maximum	2	12	28	38
Maximum	Overall	14	28	38

Overall	Median	12	26	33
	25th %ile	11	25	30
	75th %ile	14	28	35.5
	Minimum	11	25	29
	Maximum	14	28	38

WI Social Studies Grade 4 SS
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	374	409	424
Median	2	362	412	436
Median	Overall	363	410	436
25th %ile	1	374	407	419
25th %ile	2	362	407	436
25th %ile	Overall	362	407	424
75th %ile	1	374	410	428
75th %ile	2	363	412	449
75th %ile	Overall	374	412	443
Minimum	1	374	407	419
Minimum	2	362	407	436
Minimum	Overall	362	407	419
Maximum	1	374	410	428
Maximum	2	363	412	449
Maximum	Overall	374	412	449

Overall	Median	363	410	436
	25th %ile	362	407	424
	75th %ile	374	412	443
	Minimum	362	407	419
	Maximum	374	412	449

WI Social Studies Grade 4 SS
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	14	25.5	30
2	11	28	33
Overall	12	26	33

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	22.4	36.9	20.0	20.7

WI Social Studies Grade 4 SS
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	14	25	31
1	2	14	26	31
2	3	11	27	33
2	4	12	28	33
2	6	12	28	37

Overall	Median	12	27	33
	25th %ile	11.5	25.5	31
	75th %ile	14	28	35
	Minimum	11	25	31
	Maximum	14	28	37

WI Social Studies Grade 4 SS
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	374	407	428
1	2	374	410	428
2	3	362	411	436
2	4	363	412	436
2	6	363	412	443

Overall	Median	363	411	436
	25th %ile	362	409	428
	75th %ile	374	412	439
	Minimum	362	407	428
	Maximum	374	412	443

WI Social Studies Grade 4 SS
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	14	25.5	31
Median	2	12	28	33
Median	Overall	12	27	33
25th %ile	1	14	25	31
25th %ile	2	11	27	33
25th %ile	Overall	11.5	25.5	31
75th %ile	1	14	26	31
75th %ile	2	12	28	37
75th %ile	Overall	14	28	35
Minimum	1	14	25	31
Minimum	2	11	27	33
Minimum	Overall	11	25	31
Maximum	1	14	26	31
Maximum	2	12	28	37
Maximum	Overall	14	28	37

Overall	Median	12	27	33
	25th %ile	11.5	25.5	31
	75th %ile	14	28	35
	Minimum	11	25	31
	Maximum	14	28	37

WI Social Studies Grade 4 SS
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	374	409	428
Median	2	363	412	436
Median	Overall	363	411	436
25th %ile	1	374	407	428
25th %ile	2	362	411	436
25th %ile	Overall	362	409	428
75th %ile	1	374	410	428
75th %ile	2	363	412	443
75th %ile	Overall	374	412	439
Minimum	1	374	407	428
Minimum	2	362	411	436
Minimum	Overall	362	407	428
Maximum	1	374	410	428
Maximum	2	363	412	443
Maximum	Overall	374	412	443

Overall	Median	363	411	436
	25th %ile	362	409	428
	75th %ile	374	412	439
	Minimum	362	407	428
	Maximum	374	412	443

WI Social Studies Grade 4 SS
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	14	25.5	31
2	12	28	33
Overall	12	27	33

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	22.4	37.7	19.1	20.7

WI Social Studies Grade 4 SS
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	1	13	26	33
1	2	12	22	31
2	3	11	22	33
2	4	12	22	33
2	6	11	26	37

Overall	Median	12	22	33
	25th %ile	11	22	32
	75th %ile	12.5	26	35
	Minimum	11	22	31
	Maximum	13	26	37

WI Social Studies Grade 4 SS
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	1	368	410	436
1	2	363	396	428
2	3	362	396	436
2	4	363	396	436
2	6	362	410	443

Overall	Median	363	396	436
	25th %ile	362	396	432
	75th %ile	365	410	439
	Minimum	362	396	428
	Maximum	368	410	443

WI Social Studies Grade 4 SS
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	12.5	24	32
Median	2	11	22	33
Median	Overall	12	22	33
25th %ile	1	12	22	31
25th %ile	2	11	22	33
25th %ile	Overall	11	22	32
75th %ile	1	13	26	33
75th %ile	2	12	26	37
75th %ile	Overall	12.5	26	35
Minimum	1	12	22	31
Minimum	2	11	22	33
Minimum	Overall	11	22	31
Maximum	1	13	26	33
Maximum	2	12	26	37
Maximum	Overall	13	26	37

Overall	Median	12	22	33
	25th %ile	11	22	32
	75th %ile	12.5	26	35
	Minimum	11	22	31
	Maximum	13	26	37

WI Social Studies Grade 4 SS
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	365	403	432
Median	2	362	396	436
Median	Overall	363	396	436
25th %ile	1	363	396	428
25th %ile	2	362	396	436
25th %ile	Overall	362	396	432
75th %ile	1	368	410	436
75th %ile	2	363	410	443
75th %ile	Overall	365	410	439
Minimum	1	363	396	428
Minimum	2	362	396	436
Minimum	Overall	362	396	428
Maximum	1	368	410	436
Maximum	2	363	410	443
Maximum	Overall	368	410	443

Overall	Median	363	396	436
	25th %ile	362	396	432
	75th %ile	365	410	439
	Minimum	362	396	428
	Maximum	368	410	443

WI Social Studies Grade 4 SS
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	12.5	24	32
2	11	22	33
Overall	12	22	33

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	22.4	24.5	32.3	20.7

WI Social Studies Grade 8 SS
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	4	4	28	38
1	5	6	28	39
1	6	4	26	33
1	7	7	26	38
2	1	6	19	29
2	2	8	19	30
2	3	13	30	40

Overall	Median	6	26	38
	25th %ile	4	19	30
	75th %ile	8	28	39
	Minimum	4	19	29
	Maximum	13	30	40

WI Social Studies Grade 8 SS
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	4	557	609	649
1	5	559	609	654
1	6	557	600	628
1	7	560	600	649
2	1	559	590	611
2	2	562	590	622
2	3	579	622	667

Overall	Median	559	600	649
	25th %ile	557	590	622
	75th %ile	562	609	654
	Minimum	557	590	611
	Maximum	579	622	667

WI Social Studies Grade 8 SS
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	5	27	38
Median	2	8	19	30
Median	Overall	6	26	38
25th %ile	1	4	26	34.25
25th %ile	2	6	19	29
25th %ile	Overall	4	19	30
75th %ile	1	6.75	28	38.75
75th %ile	2	13	30	40
75th %ile	Overall	8	28	39
Minimum	1	4	26	33
Minimum	2	6	19	29
Minimum	Overall	4	19	29
Maximum	1	7	28	39
Maximum	2	13	30	40
Maximum	Overall	13	30	40

Overall	Median	6	26	38
	25th %ile	4	19	30
	75th %ile	8	28	39
	Minimum	4	19	29
	Maximum	13	30	40

WI Social Studies Grade 8 SS
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	558	604	649
Median	2	562	590	622
Median	Overall	559	600	649
25th %ile	1	557	600	633
25th %ile	2	559	590	611
25th %ile	Overall	557	590	622
75th %ile	1	560	609	653
75th %ile	2	579	622	667
75th %ile	Overall	562	609	654
Minimum	1	557	600	628
Minimum	2	559	590	611
Minimum	Overall	557	590	611
Maximum	1	560	609	654
Maximum	2	579	622	667
Maximum	Overall	579	622	667

Overall	Median	559	600	649
	25th %ile	557	590	622
	75th %ile	562	609	654
	Minimum	557	590	611
	Maximum	579	622	667

WI Social Studies Grade 8 SS
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	5	27	38
2	8	19	30
Overall	6	26	38

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	20.2	30.6	34.8	14.4

WI Social Studies Grade 8 SS
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	4	4	28	38
1	5	4	28	38
1	6	4	28	33
1	7	4	28	36
2	1	6	19	29
2	2	6	25	33
2	3	6	25	36

Overall	Median	4	28	36
	25th %ile	4	25	33
	75th %ile	6	28	38
	Minimum	4	19	29
	Maximum	6	28	38

WI Social Studies Grade 8 SS
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	4	557	609	649
1	5	557	609	649
1	6	557	609	628
1	7	557	609	640
2	1	559	590	611
2	2	559	599	628
2	3	559	599	640

Overall	Median	557	609	640
	25th %ile	557	599	628
	75th %ile	559	609	649
	Minimum	557	590	611
	Maximum	559	609	649

WI Social Studies Grade 8 SS
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	4	28	37
Median	2	6	25	33
Median	Overall	4	28	36
25th %ile	1	4	28	33.75
25th %ile	2	6	19	29
25th %ile	Overall	4	25	33
75th %ile	1	4	28	38
75th %ile	2	6	25	36
75th %ile	Overall	6	28	38
Minimum	1	4	28	33
Minimum	2	6	19	29
Minimum	Overall	4	19	29
Maximum	1	4	28	38
Maximum	2	6	25	36
Maximum	Overall	6	28	38

Overall	Median	4	28	36
	25th %ile	4	25	33
	75th %ile	6	28	38
	Minimum	4	19	29
	Maximum	6	28	38

WI Social Studies Grade 8 SS
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	557	609	645
Median	2	559	599	628
Median	Overall	557	609	640
25th %ile	1	557	609	631
25th %ile	2	559	590	611
25th %ile	Overall	557	599	628
75th %ile	1	557	609	649
75th %ile	2	559	599	640
75th %ile	Overall	559	609	649
Minimum	1	557	609	628
Minimum	2	559	590	611
Minimum	Overall	557	590	611
Maximum	1	557	609	649
Maximum	2	559	599	640
Maximum	Overall	559	609	649

Overall	Median	557	609	640
	25th %ile	557	599	628
	75th %ile	559	609	649
	Minimum	557	590	611
	Maximum	559	609	649

WI Social Studies Grade 8 SS
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	4	28	37
2	6	25	33
Overall	4	28	36

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	19.1	39.2	22.6	19.0

WI Social Studies Grade 8 SS
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	4	4	28	38
1	5	4	24	36
1	6	4	25	33
1	7	4	26	36
2	1	4	19	29
2	2	4	19	30
2	3	4	25	36

Overall	Median	4	25	36
	25th %ile	4	19	30
	75th %ile	4	26	36
	Minimum	4	19	29
	Maximum	4	28	38

WI Social Studies Grade 8 SS
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	4	557	609	649
1	5	557	598	640
1	6	557	599	628
1	7	557	600	640
2	1	557	590	611
2	2	557	590	622
2	3	557	599	640

Overall	Median	557	599	640
	25th %ile	557	590	622
	75th %ile	557	600	640
	Minimum	557	590	611
	Maximum	557	609	649

WI Social Studies Grade 8 SS
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	4	25.5	36
Median	2	4	19	30
Median	Overall	4	25	36
25th %ile	1	4	24.25	33.75
25th %ile	2	4	19	29
25th %ile	Overall	4	19	30
75th %ile	1	4	27.5	37.5
75th %ile	2	4	25	36
75th %ile	Overall	4	26	36
Minimum	1	4	24	33
Minimum	2	4	19	29
Minimum	Overall	4	19	29
Maximum	1	4	28	38
Maximum	2	4	25	36
Maximum	Overall	4	28	38

Overall	Median	4	25	36
	25th %ile	4	19	30
	75th %ile	4	26	36
	Minimum	4	19	29
	Maximum	4	28	38

WI Social Studies Grade 8 SS
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	557	600	640
Median	2	557	590	622
Median	Overall	557	599	640
25th %ile	1	557	598	631
25th %ile	2	557	590	611
25th %ile	Overall	557	590	622
75th %ile	1	557	607	647
75th %ile	2	557	599	640
75th %ile	Overall	557	600	640
Minimum	1	557	598	628
Minimum	2	557	590	611
Minimum	Overall	557	590	611
Maximum	1	557	609	649
Maximum	2	557	599	640
Maximum	Overall	557	609	649

Overall	Median	557	599	640
	25th %ile	557	590	622
	75th %ile	557	600	640
	Minimum	557	590	611
	Maximum	557	609	649

WI Social Studies Grade 8 SS
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	4	25.5	36
2	4	19	30
Overall	4	25	36

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	19.1	30.9	30.9	19.0

WI Social Studies Grade 10 SS
Round 1 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	2	6	31	46
1	4	6	30	48
1	5	5	31	46
2	1	5	30	45
2	3	4	30	49
2	6	6	30	43

Overall	Median	5.5	30	46
	25th %ile	4.75	30	44.5
	75th %ile	6	31	48.25
	Minimum	4	30	43
	Maximum	6	31	49

WI Social Studies Grade 10 SS
Round 1 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	2	670	720	751
1	4	670	715	760
1	5	657	720	751
2	1	657	715	748
2	3	656	715	765
2	6	670	715	745

Overall	Median	664	715	751
	25th %ile	657	715	747
	75th %ile	670	720	761
	Minimum	656	715	745
	Maximum	670	720	765

WI Social Studies Grade 10 SS
Round 1 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	6	31	46
Median	2	5	30	45
Median	Overall	5.5	30	46
25th %ile	1	5	30	46
25th %ile	2	4	30	43
25th %ile	Overall	4.75	30	44.5
75th %ile	1	6	31	48
75th %ile	2	6	30	49
75th %ile	Overall	6	31	48.25
Minimum	1	5	30	46
Minimum	2	4	30	43
Minimum	Overall	4	30	43
Maximum	1	6	31	48
Maximum	2	6	30	49
Maximum	Overall	6	31	49

Overall	Median	5.5	30	46
	25th %ile	4.75	30	44.5
	75th %ile	6	31	48.25
	Minimum	4	30	43
	Maximum	6	31	49

WI Social Studies Grade 10 SS
Round 1 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	670	720	751
Median	2	657	715	748
Median	Overall	664	715	751
25th %ile				
25th %ile	1	657	715	751
25th %ile	2	656	715	745
25th %ile	Overall	657	715	747
75th %ile				
75th %ile	1	670	720	760
75th %ile	2	670	715	765
75th %ile	Overall	670	720	761
Minimum				
Minimum	1	657	715	751
Minimum	2	656	715	745
Minimum	Overall	656	715	745
Maximum				
Maximum	1	670	720	760
Maximum	2	670	715	765
Maximum	Overall	670	720	765

Overall	Median	664	715	751
	25th %ile	657	715	747
	75th %ile	670	720	761
	Minimum	656	715	745
	Maximum	670	720	765

WI Social Studies Grade 10 SS
Round 1 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	6	31	46
2	5	30	45
Overall	5.5	30	46

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	22.0	39.1	24.6	14.3

WI Social Studies Grade 10 SS
Round 2 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	2	6	30	47
1	4	6	30	47
1	5	6	30	47
2	1	6	30	43
2	3	6	30	43
2	6	6	30	43

Overall	Median	6	30	45
	25th %ile	6	30	43
	75th %ile	6	30	47
	Minimum	6	30	43
	Maximum	6	30	47

WI Social Studies Grade 10 SS
Round 2 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	2	670	715	760
1	4	670	715	760
1	5	670	715	760
2	1	670	715	745
2	3	670	715	745
2	6	670	715	745

Overall	Median	670	715	752
	25th %ile	670	715	745
	75th %ile	670	715	760
	Minimum	670	715	745
	Maximum	670	715	760

WI Social Studies Grade 10 SS
Round 2 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	6	30	47
Median	2	6	30	43
Median	Overall	6	30	45
25th %ile	1	6	30	47
25th %ile	2	6	30	43
25th %ile	Overall	6	30	43
75th %ile	1	6	30	47
75th %ile	2	6	30	43
75th %ile	Overall	6	30	47
Minimum	1	6	30	47
Minimum	2	6	30	43
Minimum	Overall	6	30	43
Maximum	1	6	30	47
Maximum	2	6	30	43
Maximum	Overall	6	30	47

Overall	Median	6	30	45
	25th %ile	6	30	43
	75th %ile	6	30	47
	Minimum	6	30	43
	Maximum	6	30	47

WI Social Studies Grade 10 SS
Round 2 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	670	715	760
Median	2	670	715	745
Median	Overall	670	715	752
25th %ile	1	670	715	760
25th %ile	2	670	715	745
25th %ile	Overall	670	715	745
75th %ile	1	670	715	760
75th %ile	2	670	715	745
75th %ile	Overall	670	715	760
Minimum	1	670	715	760
Minimum	2	670	715	745
Minimum	Overall	670	715	745
Maximum	1	670	715	760
Maximum	2	670	715	745
Maximum	Overall	670	715	760

Overall	Median	670	715	752
	25th %ile	670	715	745
	75th %ile	670	715	760
	Minimum	670	715	745
	Maximum	670	715	760

WI Social Studies Grade 10 SS
Round 2 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	6	30	47
2	6	30	43
Overall	6	30	45

Impact Data

	Below Basic	Basic	Proficient	Advanced
Overall	25.7	35.5	25.2	13.7

WI Social Studies Grade 10 SS
Round 3 Bookmark Placements

Table	Participant	Basic	Proficient	Advanced
1	2	6	30	46
1	4	6	30	46
1	5	6	30	46
2	1	6	30	46
2	3	6	30	46
2	6	6	30	46

Overall	Median	6	30	46
	25th %ile	6	30	46
	75th %ile	6	30	46
	Minimum	6	30	46
	Maximum	6	30	46

WI Social Studies Grade 10 SS
Round 3 Cut Scores

Table	Participant	Basic	Proficient	Advanced
1	2	670	715	751
1	4	670	715	751
1	5	670	715	751
2	1	670	715	751
2	3	670	715	751
2	6	670	715	751

Overall	Median	670	715	751
	25th %ile	670	715	751
	75th %ile	670	715	751
	Minimum	670	715	751
	Maximum	670	715	751

WI Social Studies Grade 10 SS
Round 3 Summary of Bookmark Placements

Statistic	Table	Basic	Proficient	Advanced
Median	1	6	30	46
Median	2	6	30	46
Median	Overall	6	30	46
25th %ile	1	6	30	46
25th %ile	2	6	30	46
25th %ile	Overall	6	30	46
75th %ile	1	6	30	46
75th %ile	2	6	30	46
75th %ile	Overall	6	30	46
Minimum	1	6	30	46
Minimum	2	6	30	46
Minimum	Overall	6	30	46
Maximum	1	6	30	46
Maximum	2	6	30	46
Maximum	Overall	6	30	46

Overall	Median	6	30	46
	25th %ile	6	30	46
	75th %ile	6	30	46
	Minimum	6	30	46
	Maximum	6	30	46

WI Social Studies Grade 10 SS
Round 3 Summary of Cut Scores

Statistic	Table	Basic	Proficient	Advanced
Median	1	670	715	751
Median	2	670	715	751
Median	Overall	670	715	751
25th %ile	1	670	715	751
25th %ile	2	670	715	751
25th %ile	Overall	670	715	751
75th %ile	1	670	715	751
75th %ile	2	670	715	751
75th %ile	Overall	670	715	751
Minimum	1	670	715	751
Minimum	2	670	715	751
Minimum	Overall	670	715	751
Maximum	1	670	715	751
Maximum	2	670	715	751
Maximum	Overall	670	715	751

Overall	Median	670	715	751
	25th %ile	670	715	751
	75th %ile	670	715	751
	Minimum	670	715	751
	Maximum	670	715	751

WI Social Studies Grade 10 SS
Round 3 Median Bookmark Summary

Table	Basic	Proficient	Advanced
1	6	30	46
2	6	30	46
Overall	6	30	46

Impact Data

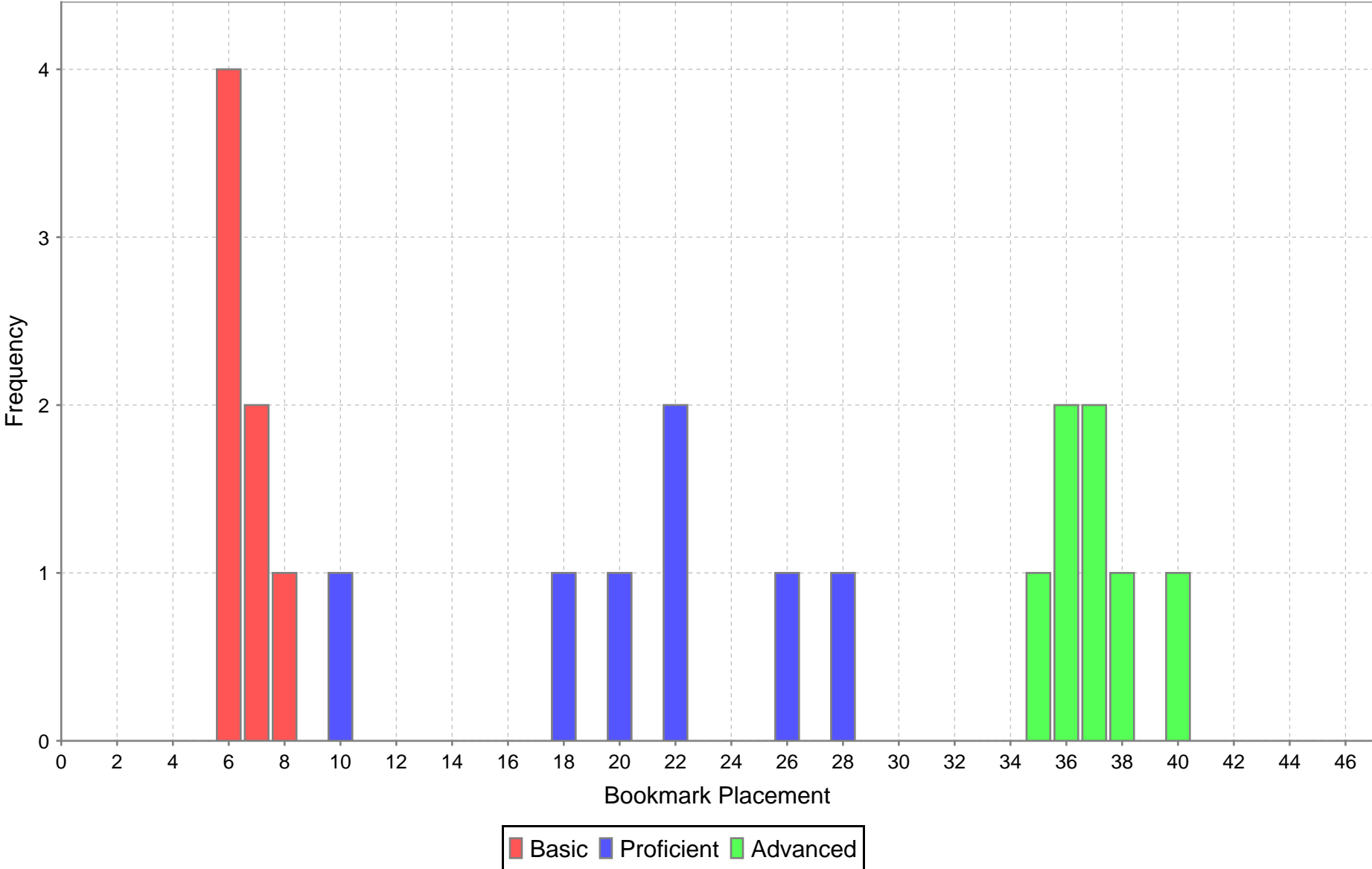
	Below Basic	Basic	Proficient	Advanced
Overall	25.7	35.5	24.6	14.3

F

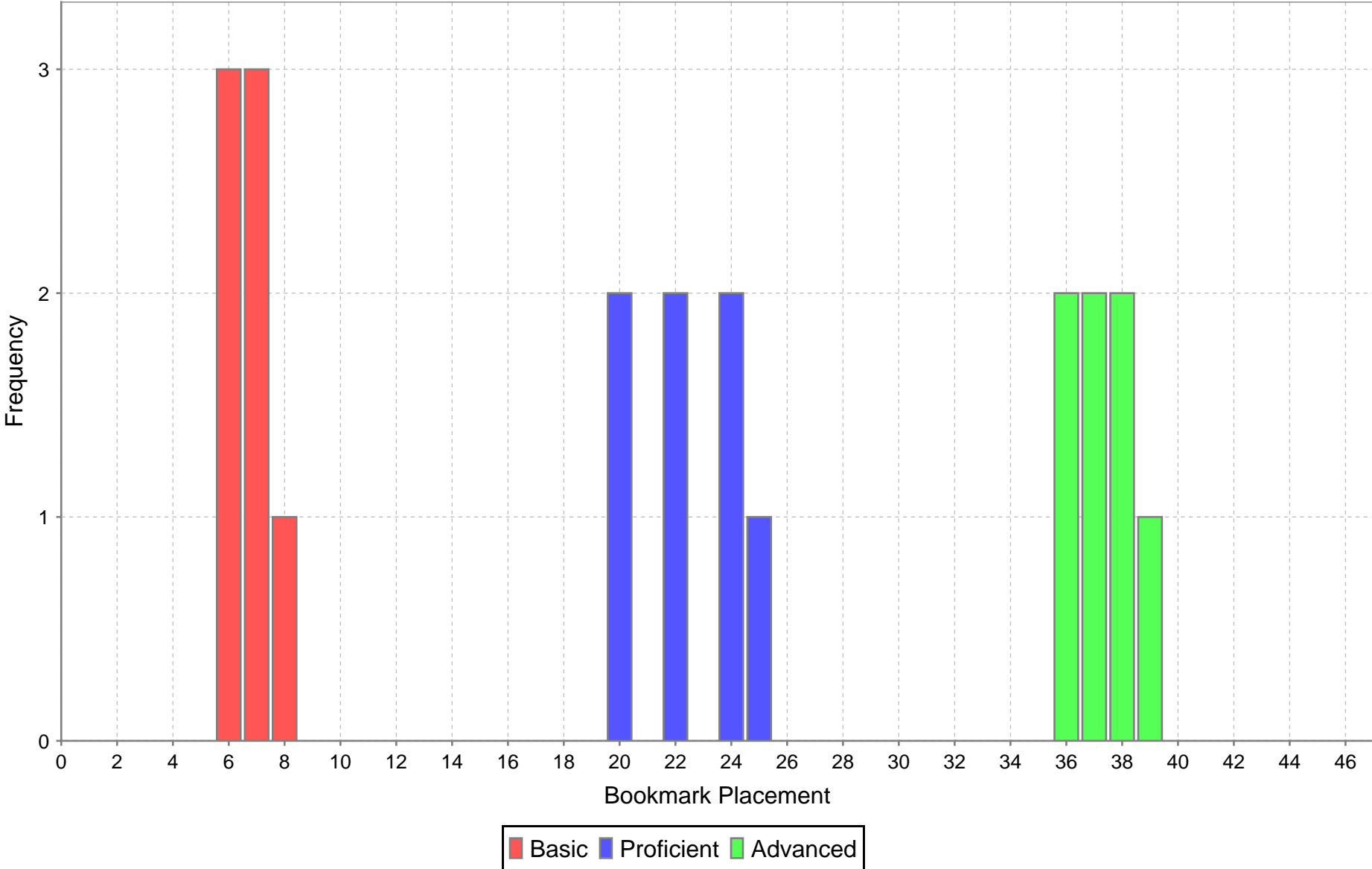
Graphical Representation of Participants' Judgments

English Language Arts

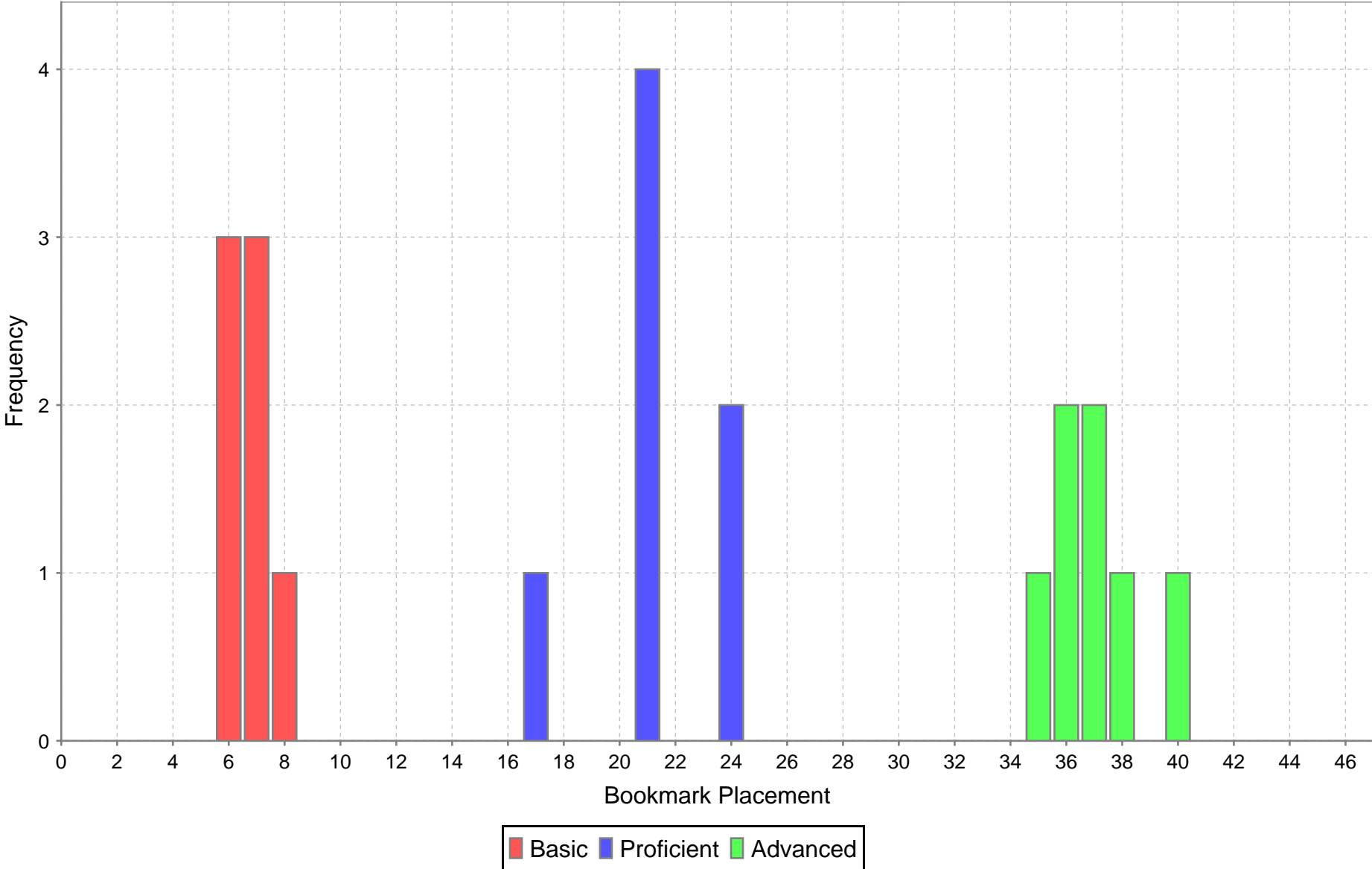
Wisconsin Grade 3 ELA Frequency of Bookmark Placements Round 1



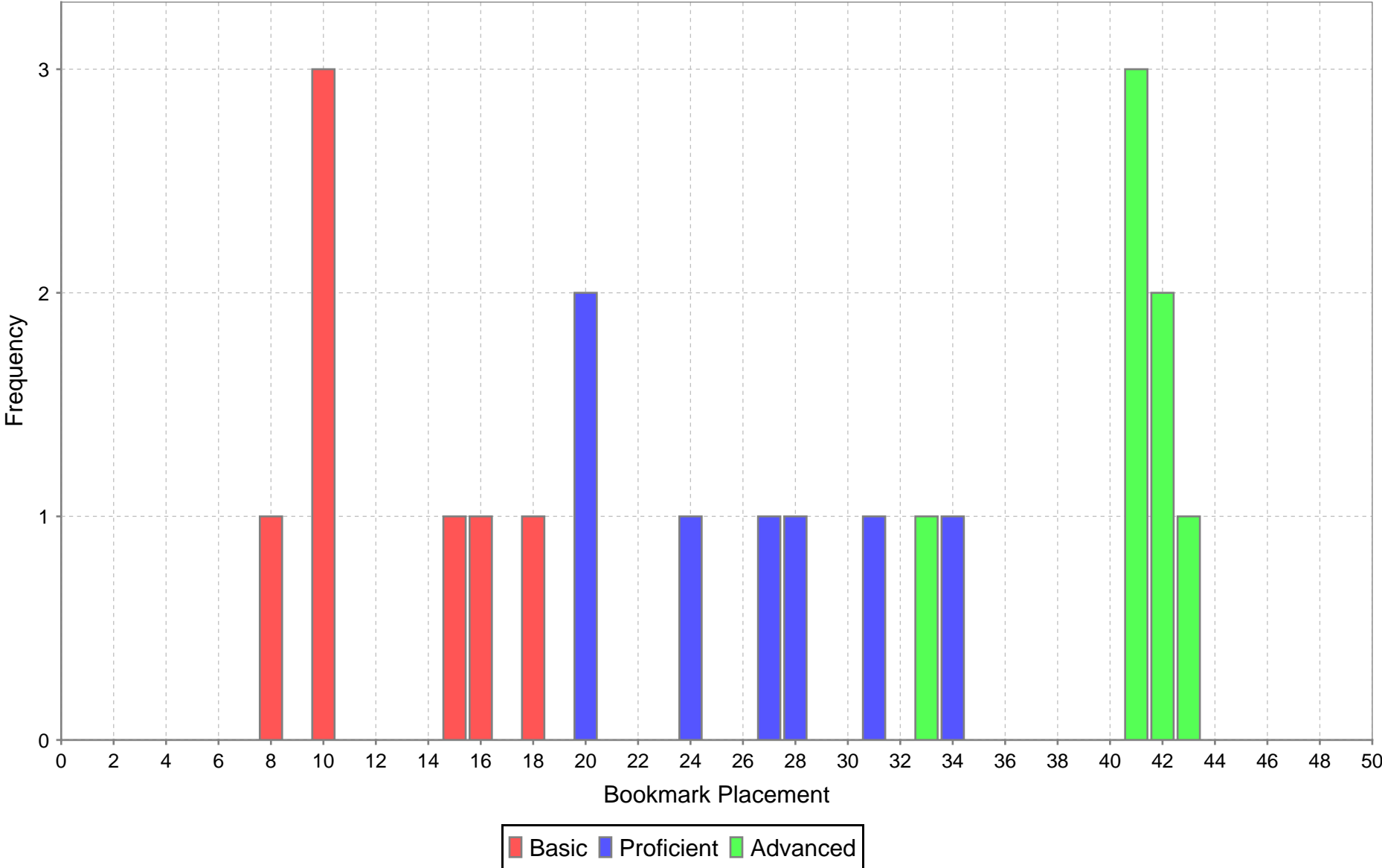
Wisconsin Grade 3 ELA Frequency of Bookmark Placements Round 2



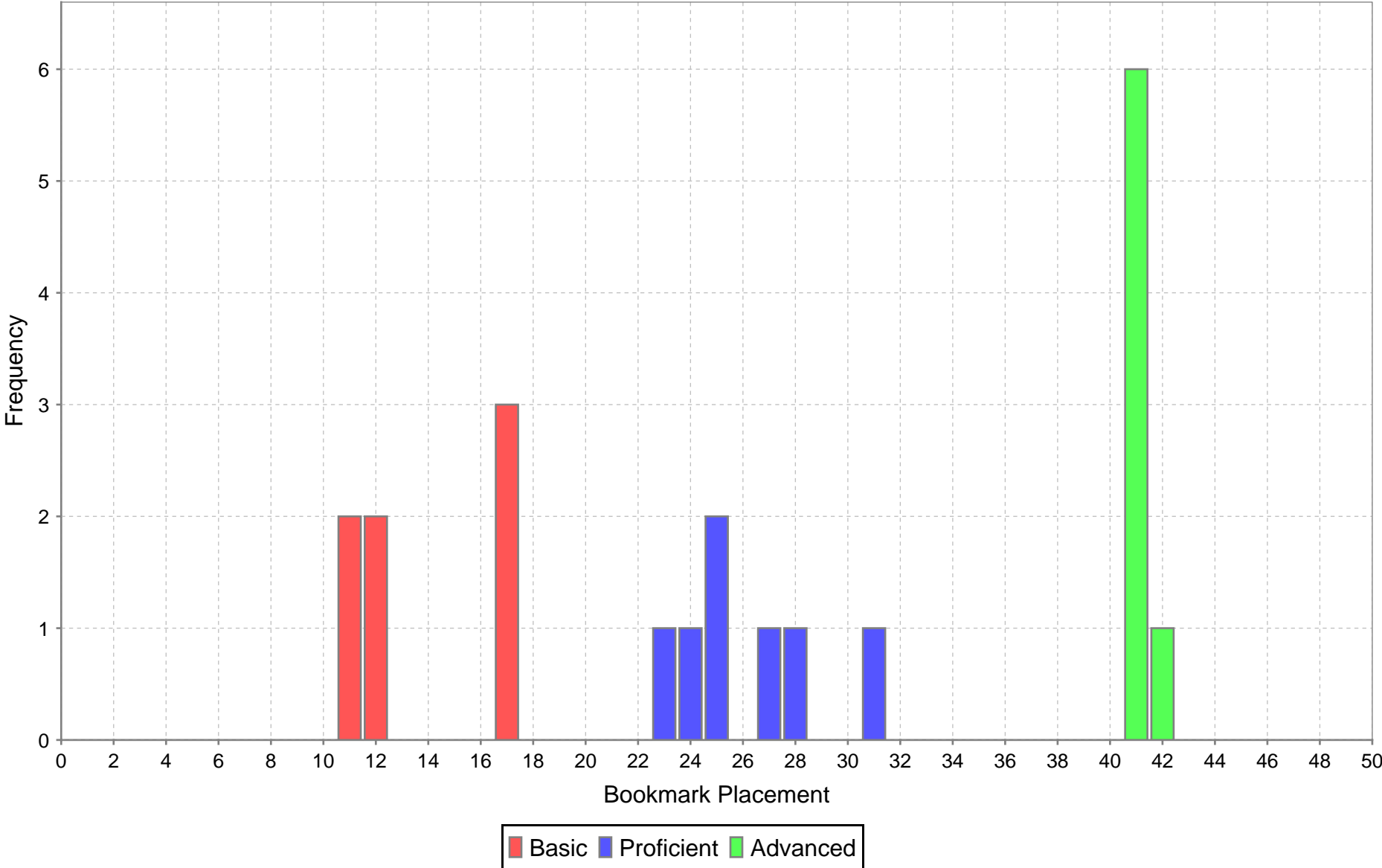
Wisconsin Grade 3 ELA Frequency of Bookmark Placements Round 3



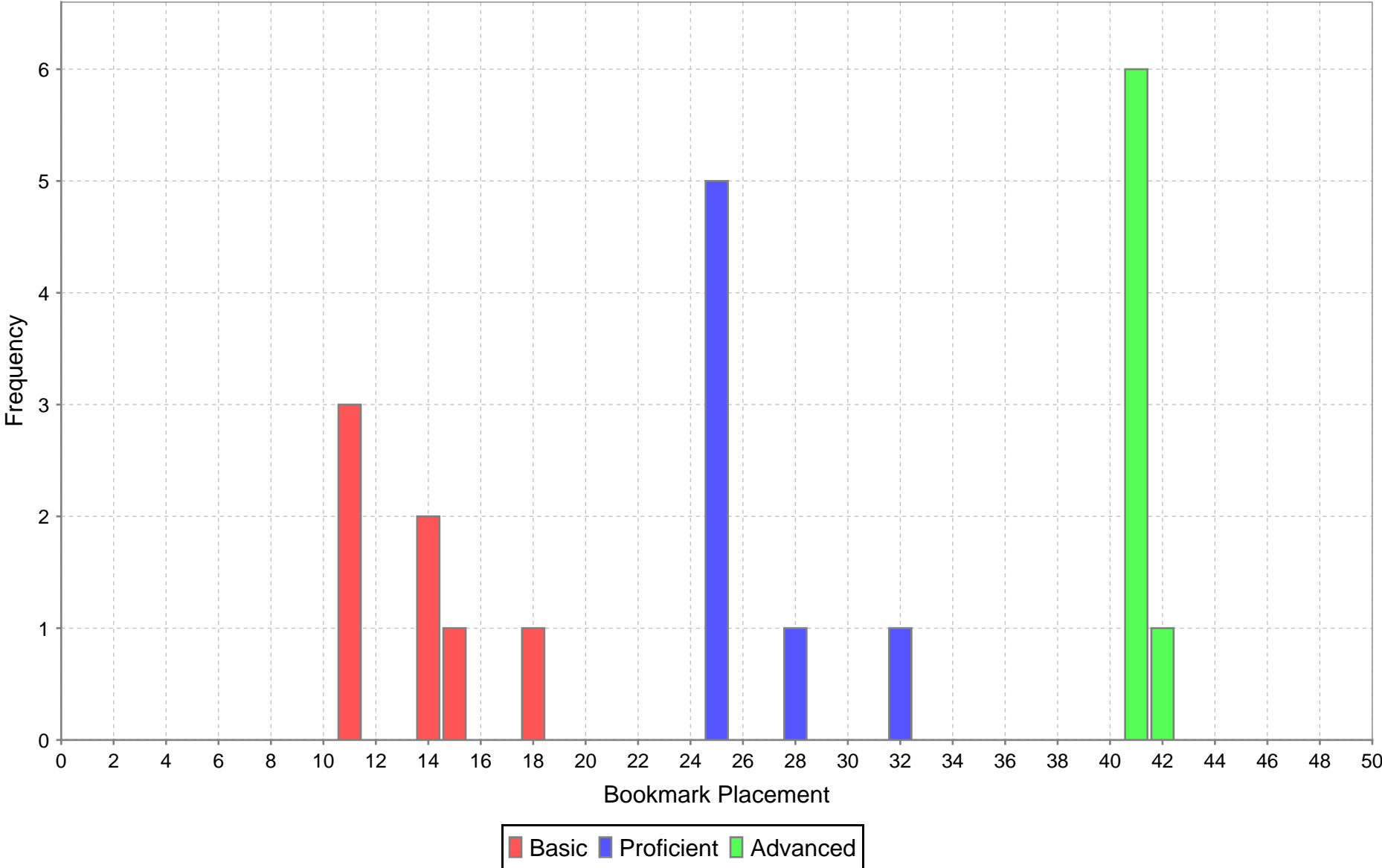
Wisconsin Grade 4 ELA Frequency of Bookmark Placements Round 1



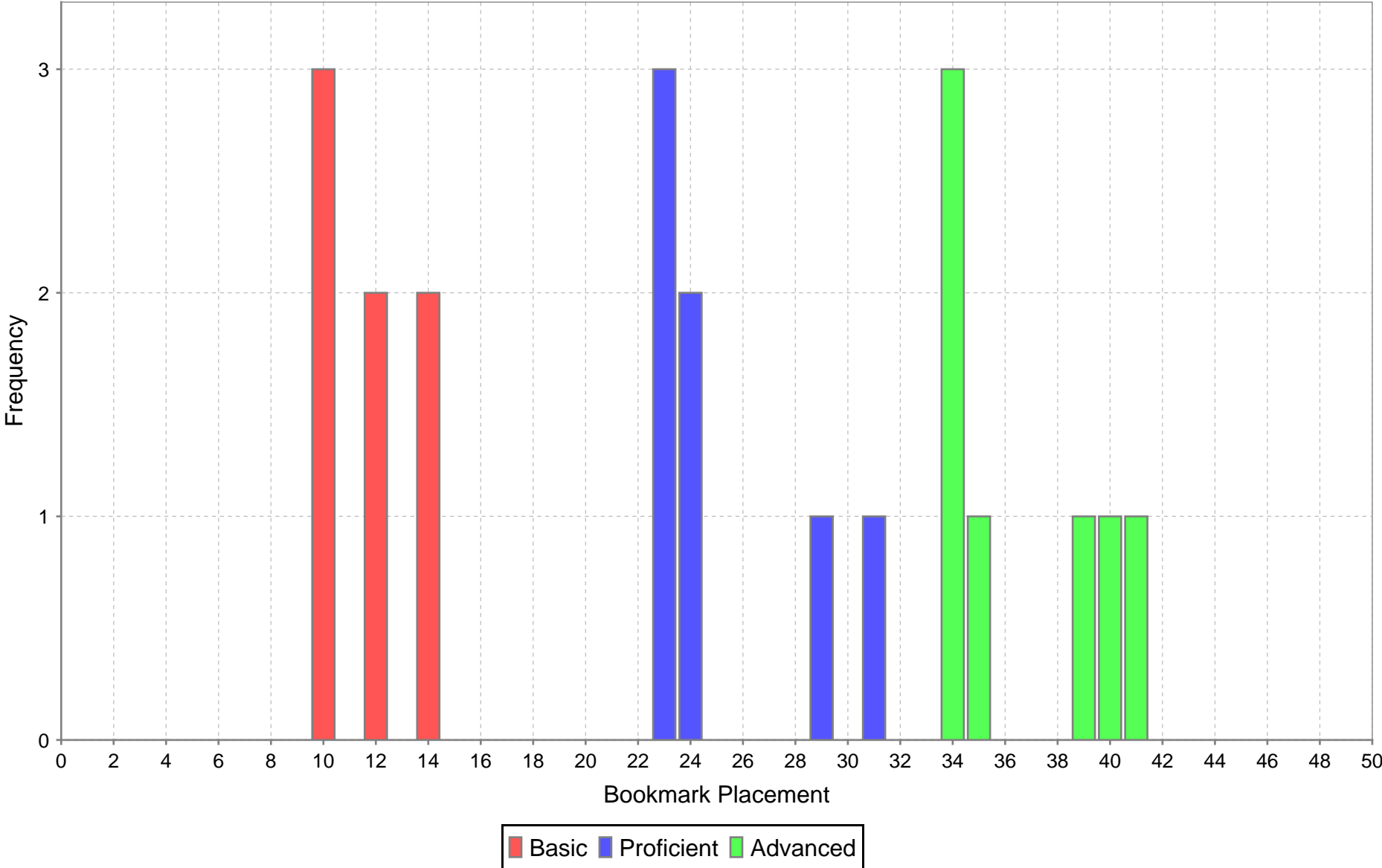
Wisconsin Grade 4 ELA Frequency of Bookmark Placements Round 2



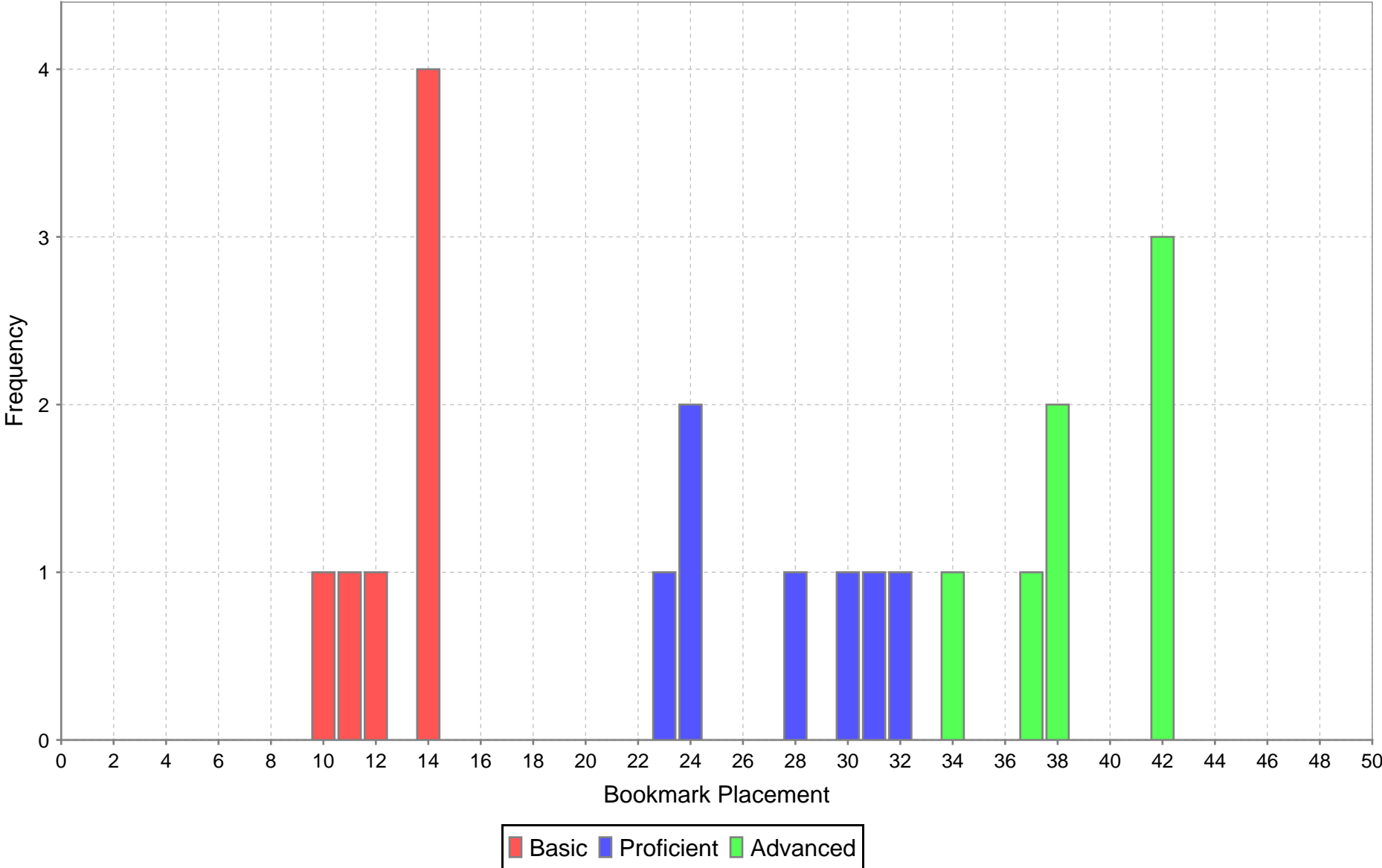
Wisconsin Grade 4 ELA Frequency of Bookmark Placements Round 3



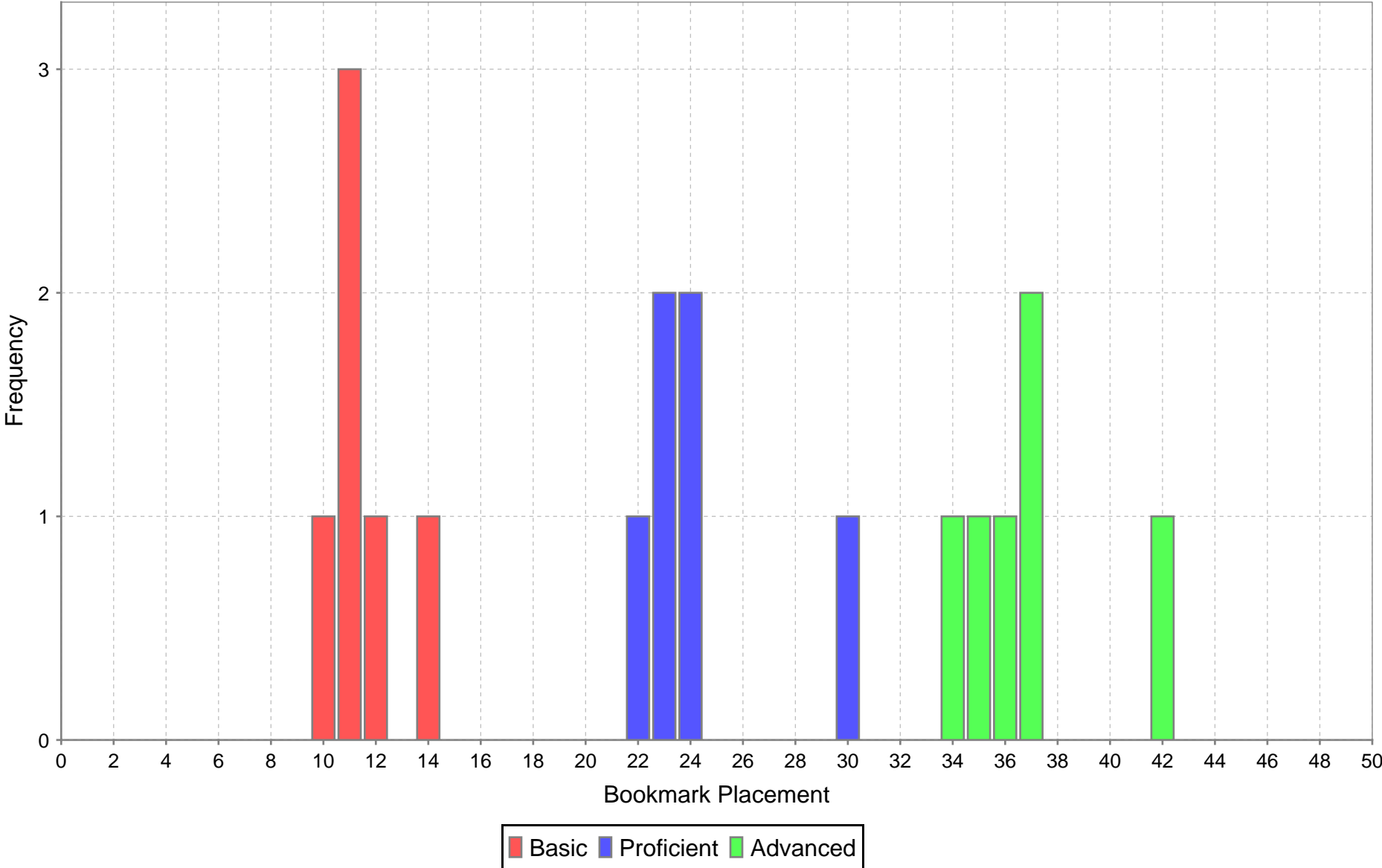
Wisconsin Grade 5 ELA Frequency of Bookmark Placements Round 1



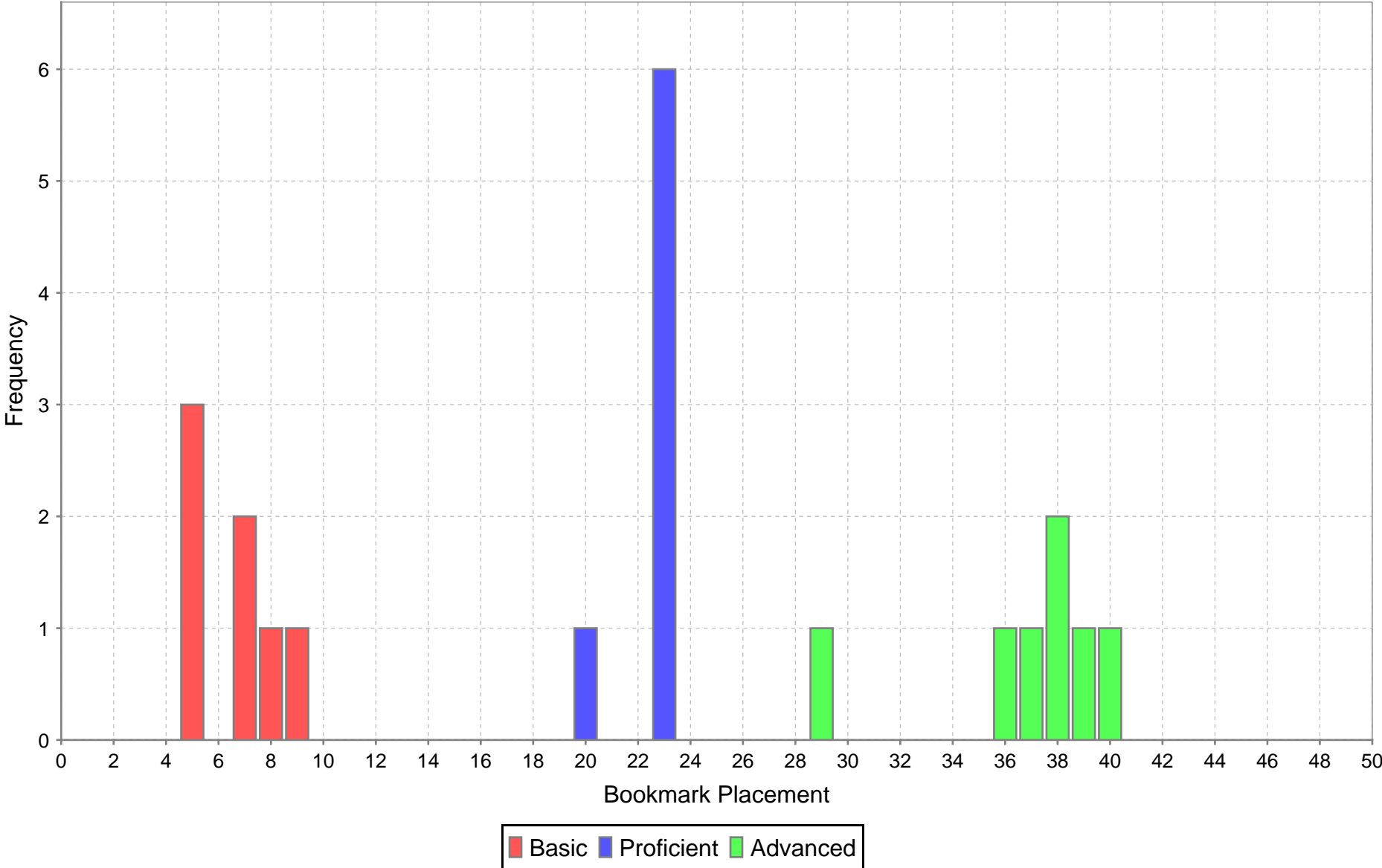
Wisconsin Grade 5 ELA Frequency of Bookmark Placements Round 2



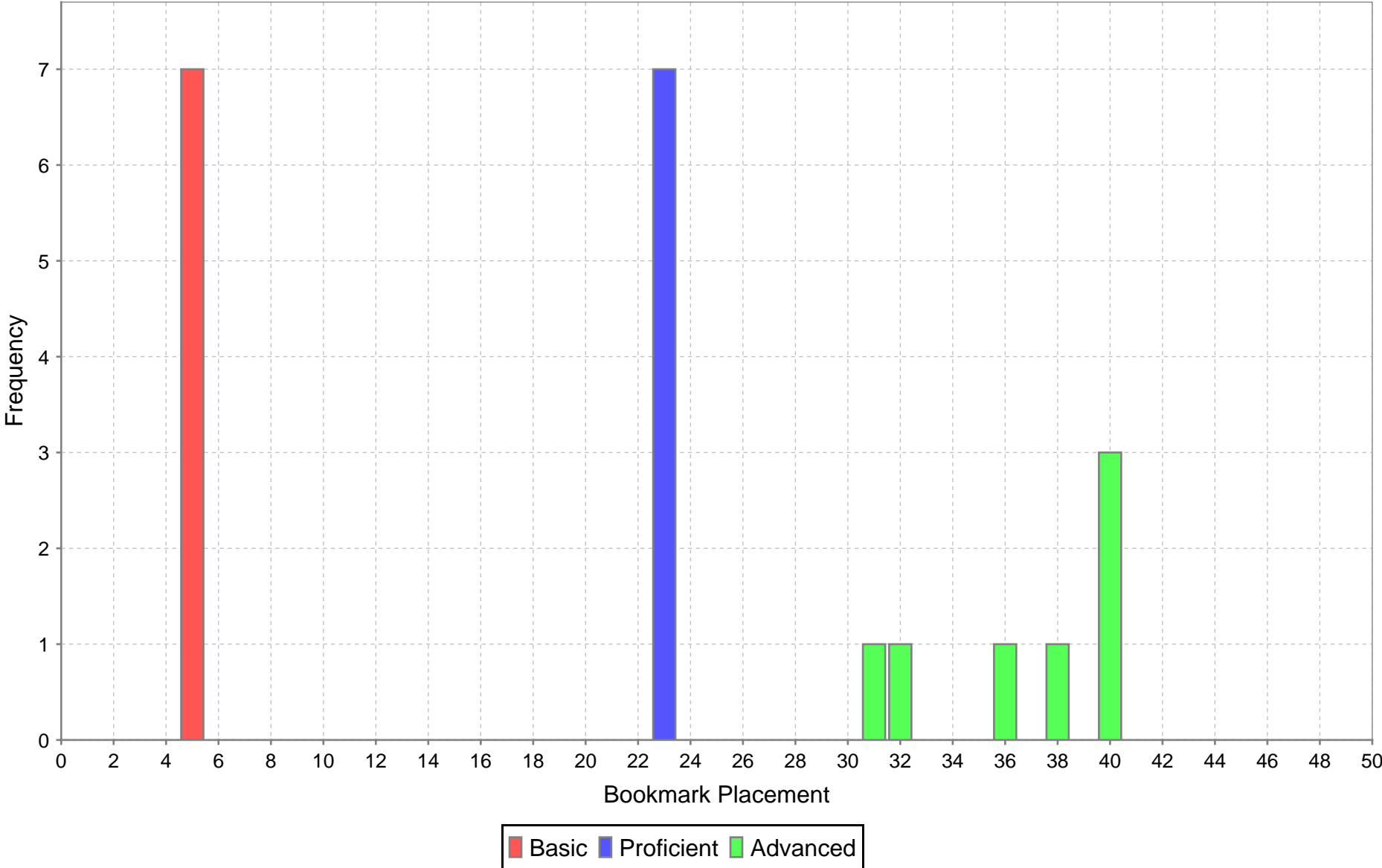
Wisconsin Grade 5 ELA Frequency of Bookmark Placements Round 3



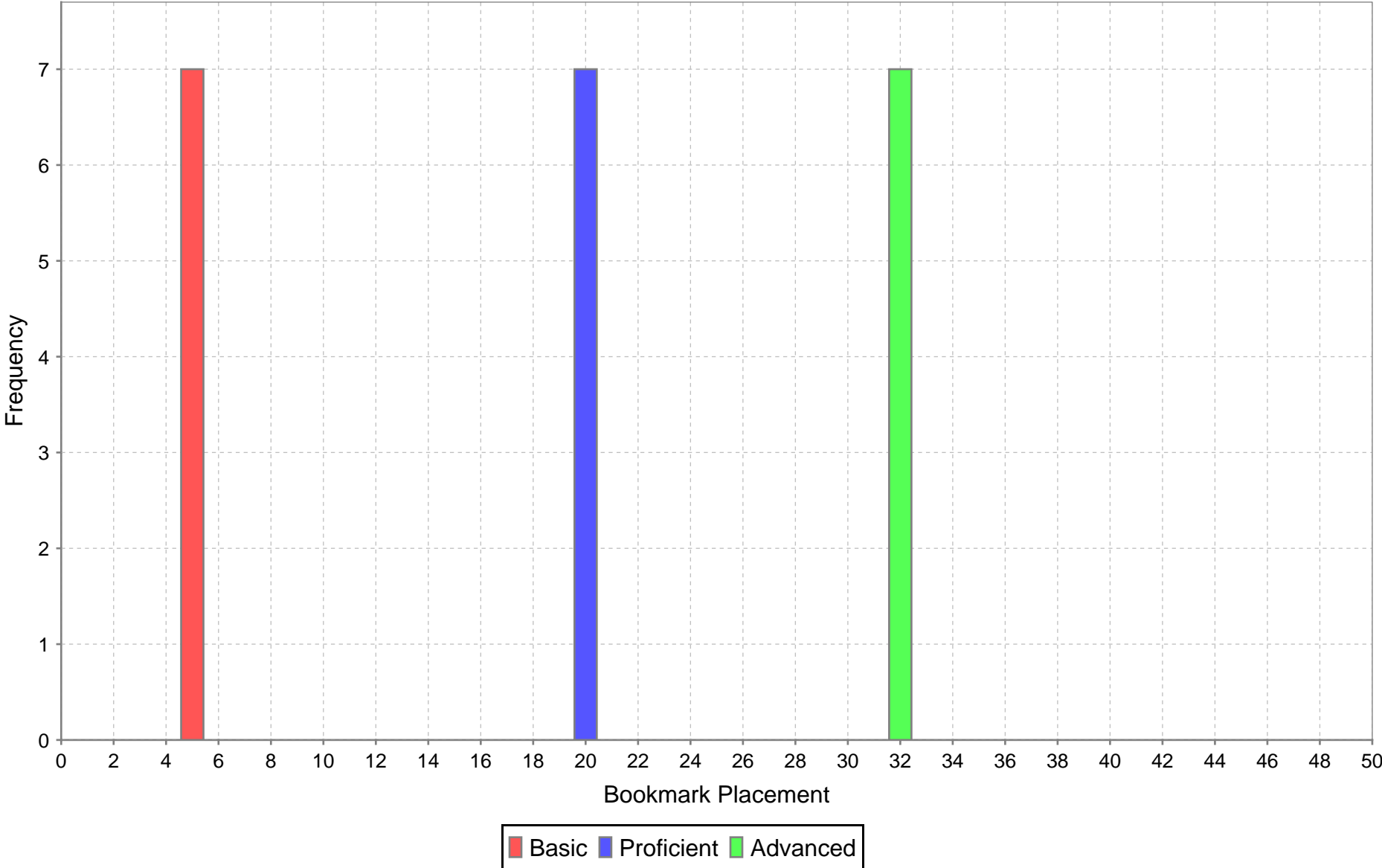
Wisconsin Grade 6 ELA Frequency of Bookmark Placements Round 1



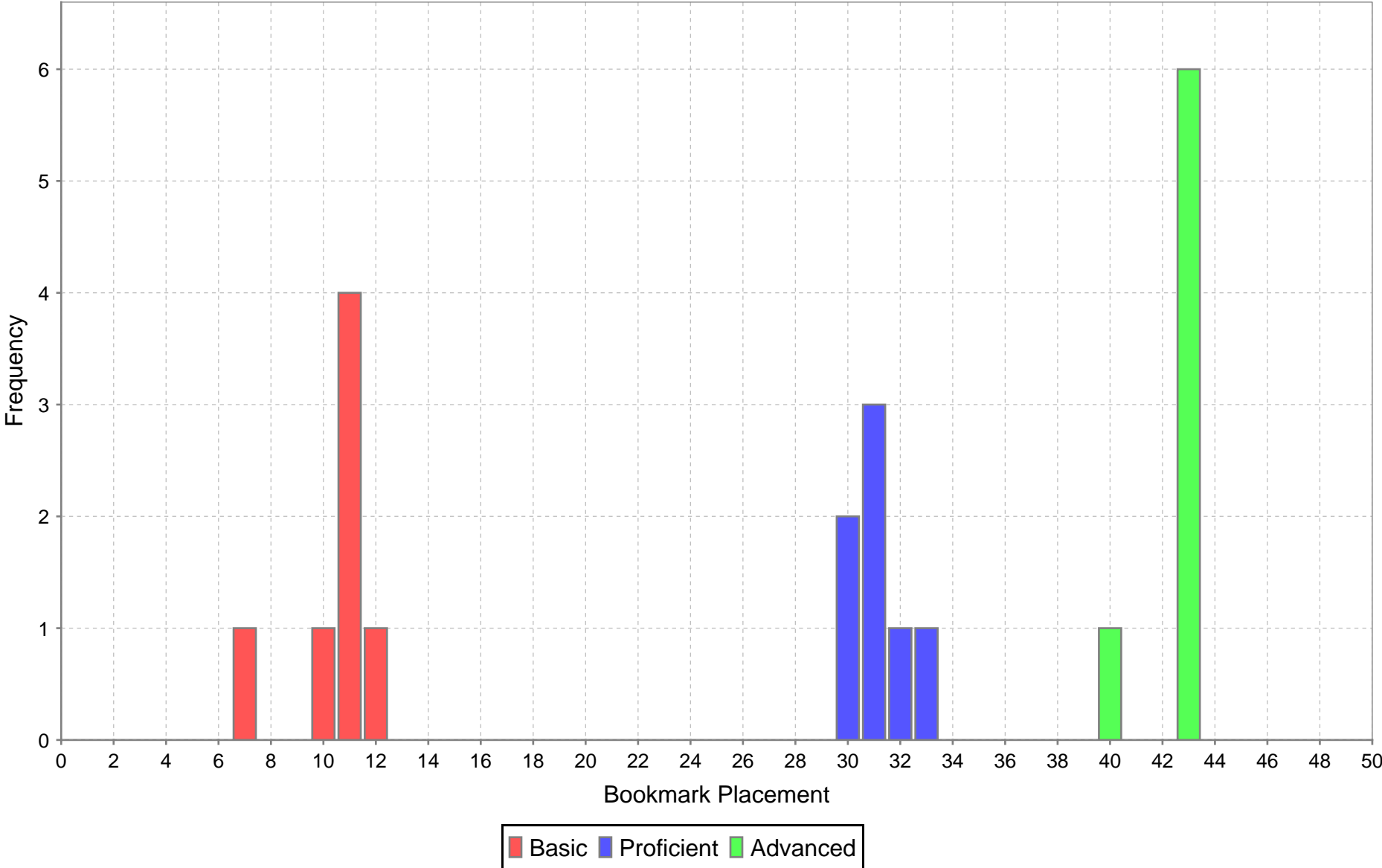
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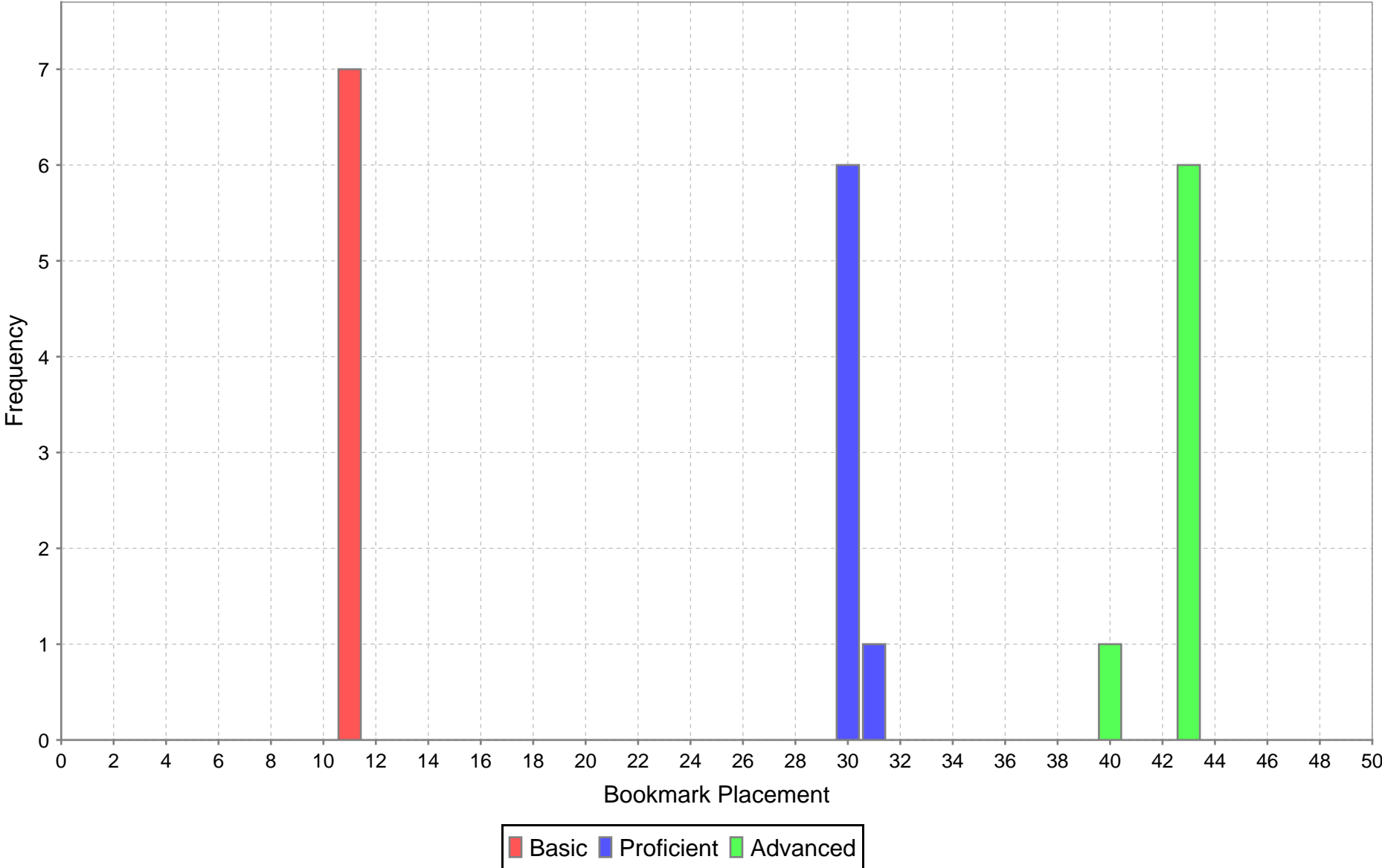
Wisconsin Grade 6 ELA Frequency of Bookmark Placements Round 3



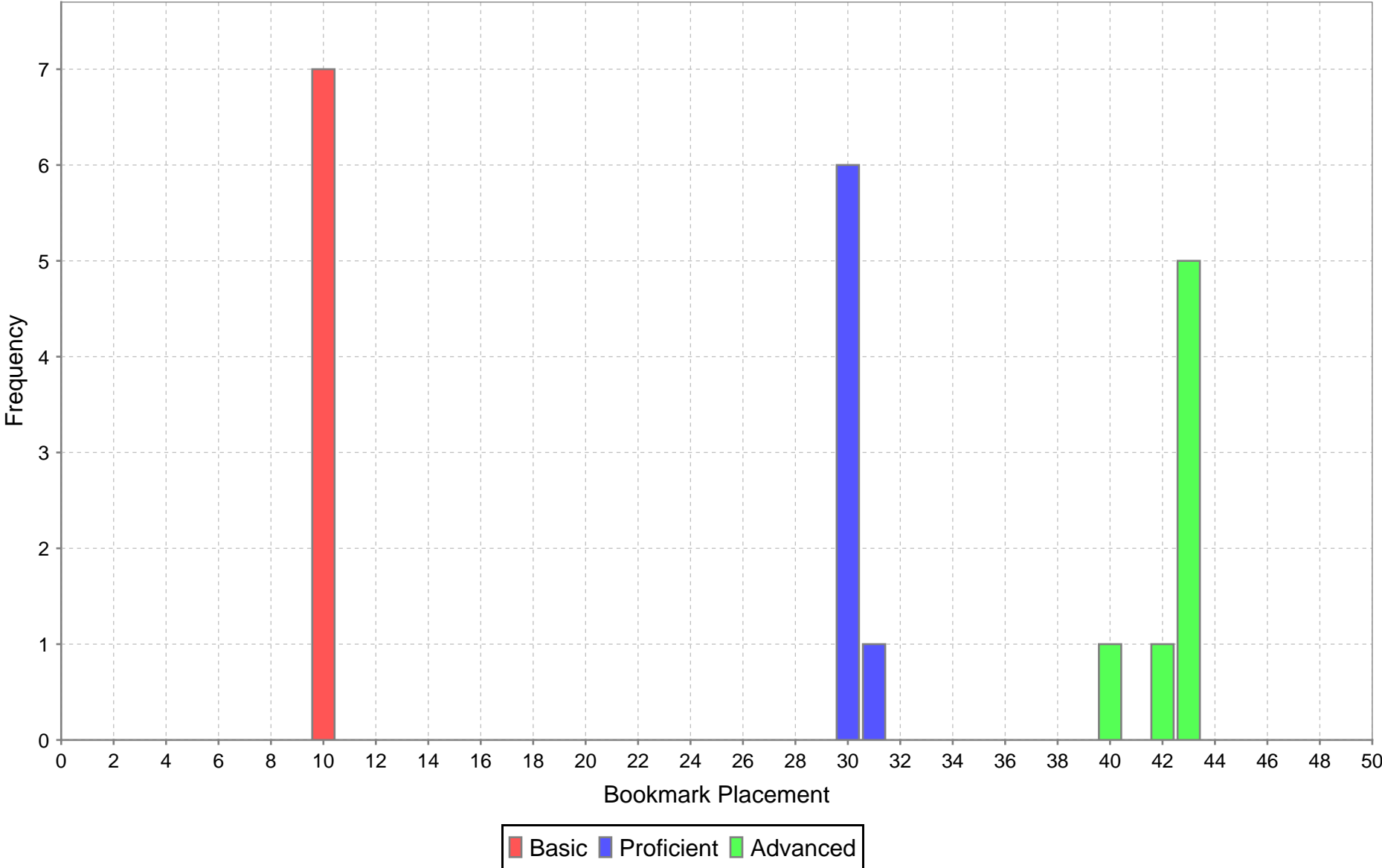
Wisconsin Grade 7 ELA Frequency of Bookmark Placements Round 1



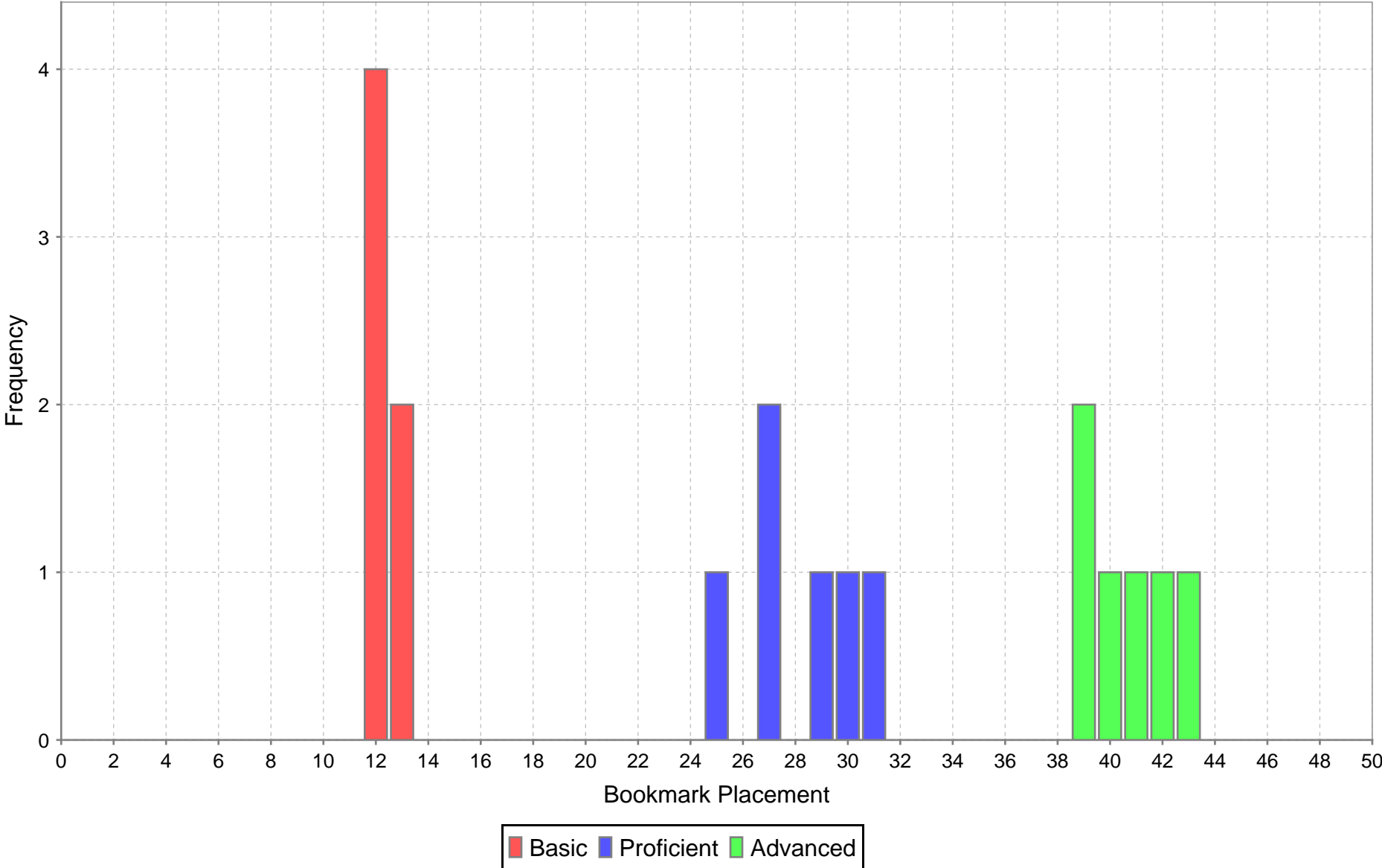
Wisconsin Grade 7 ELA Frequency of Bookmark Placements Round 2



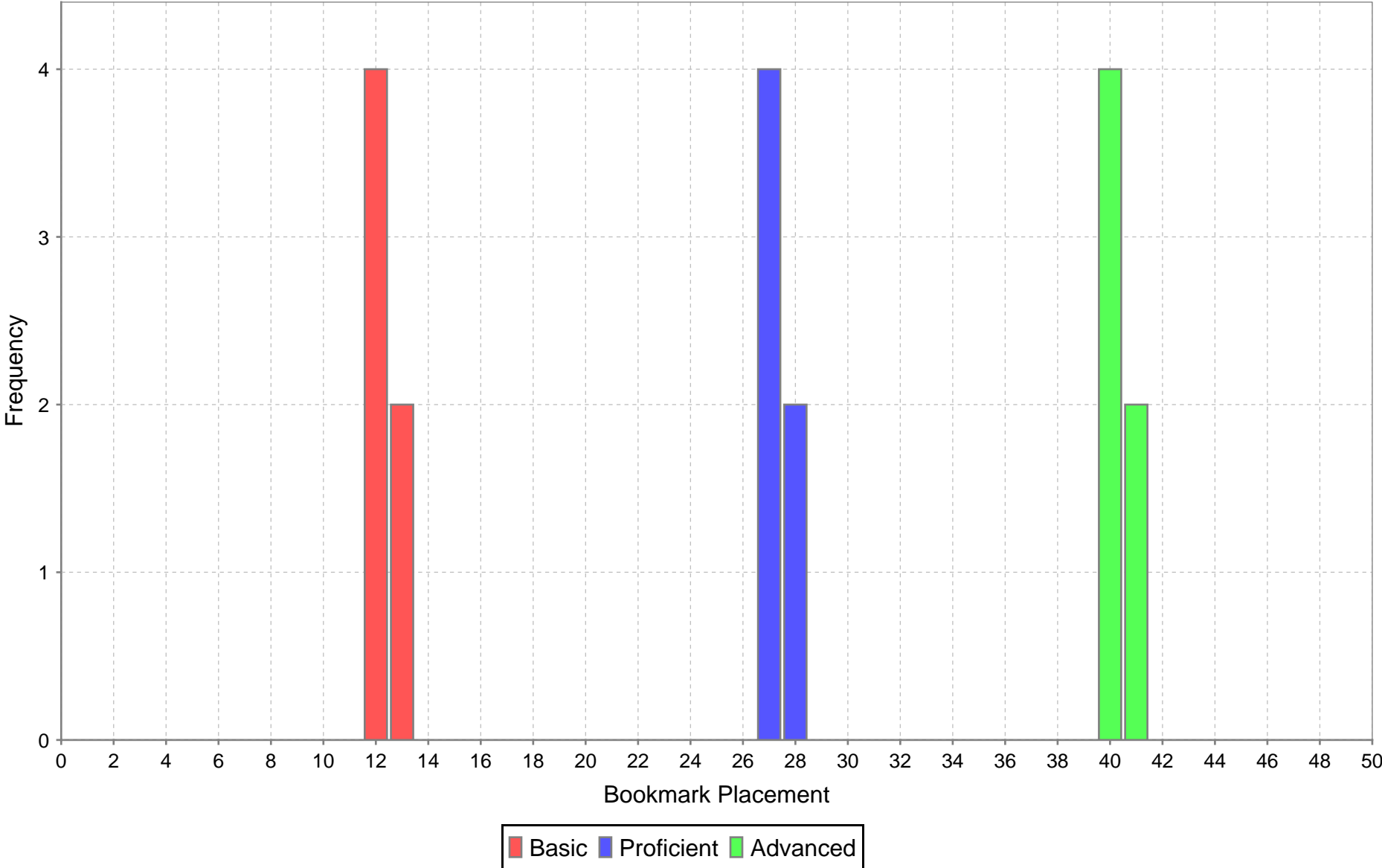
Wisconsin Grade 7 ELA Frequency of Bookmark Placements Round 3



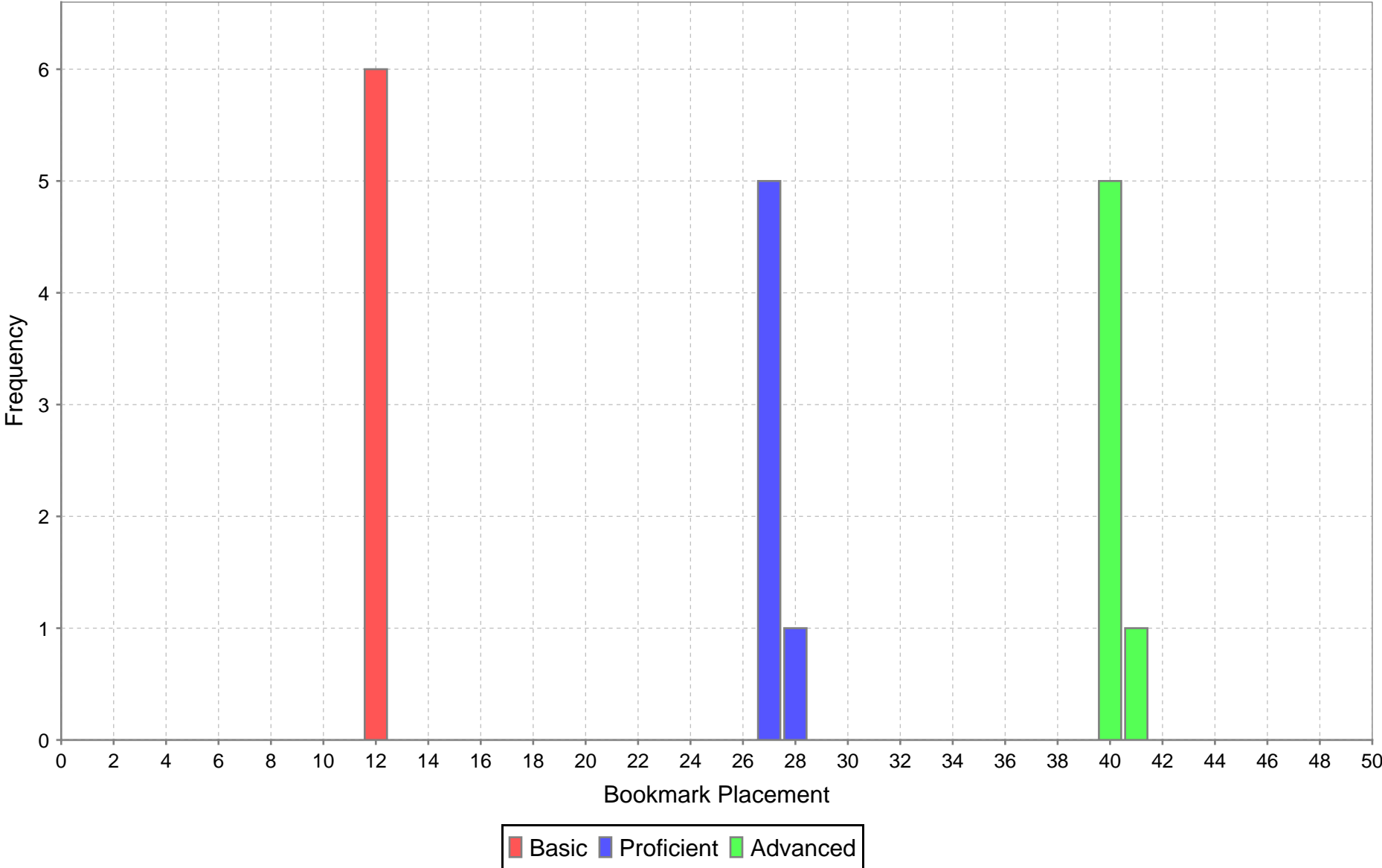
Wisconsin Grade 8 ELA Frequency of Bookmark Placements Round 1



Wisconsin Grade 8 ELA Frequency of Bookmark Placements Round 2

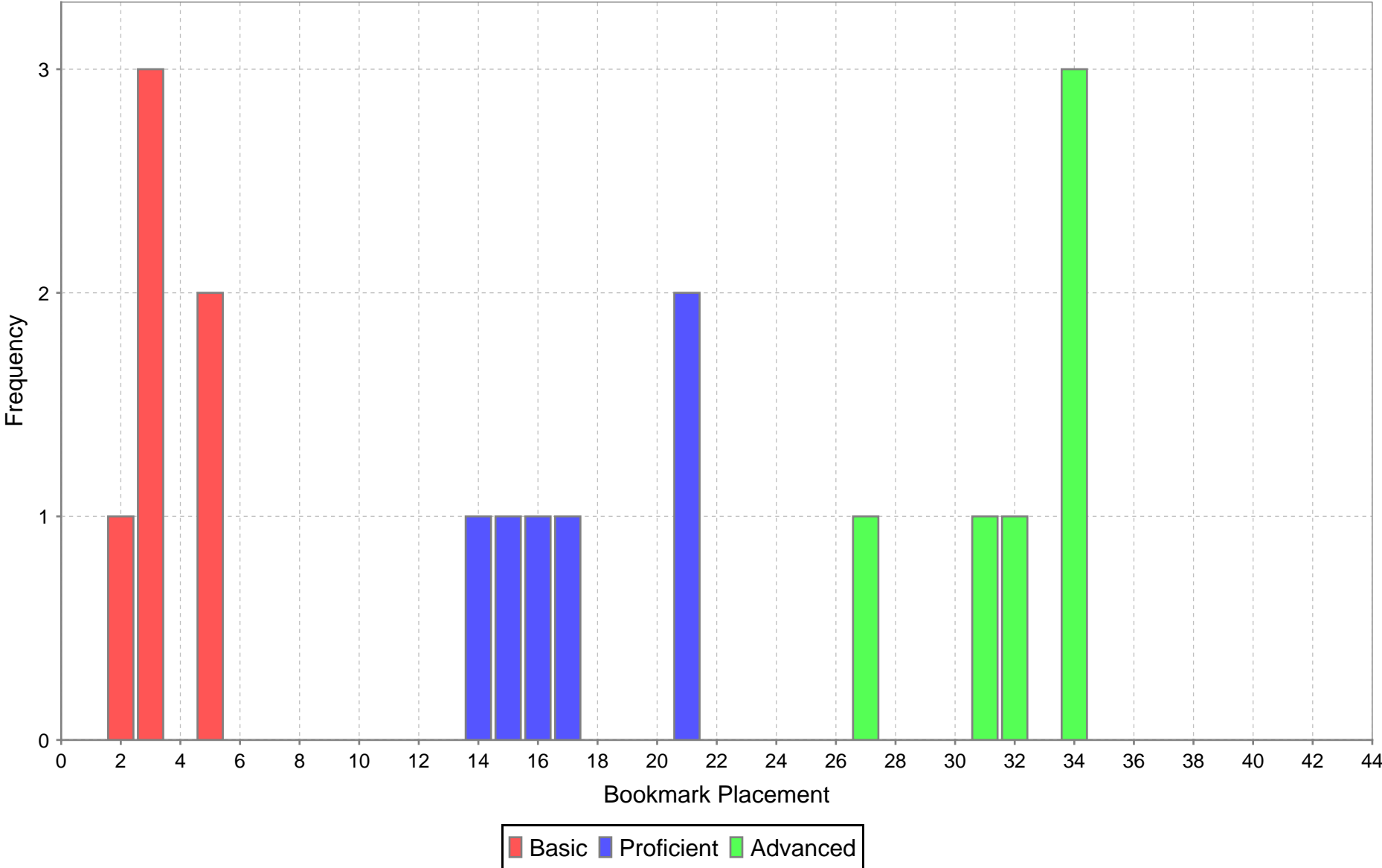


Wisconsin Grade 8 ELA Frequency of Bookmark Placements Round 3

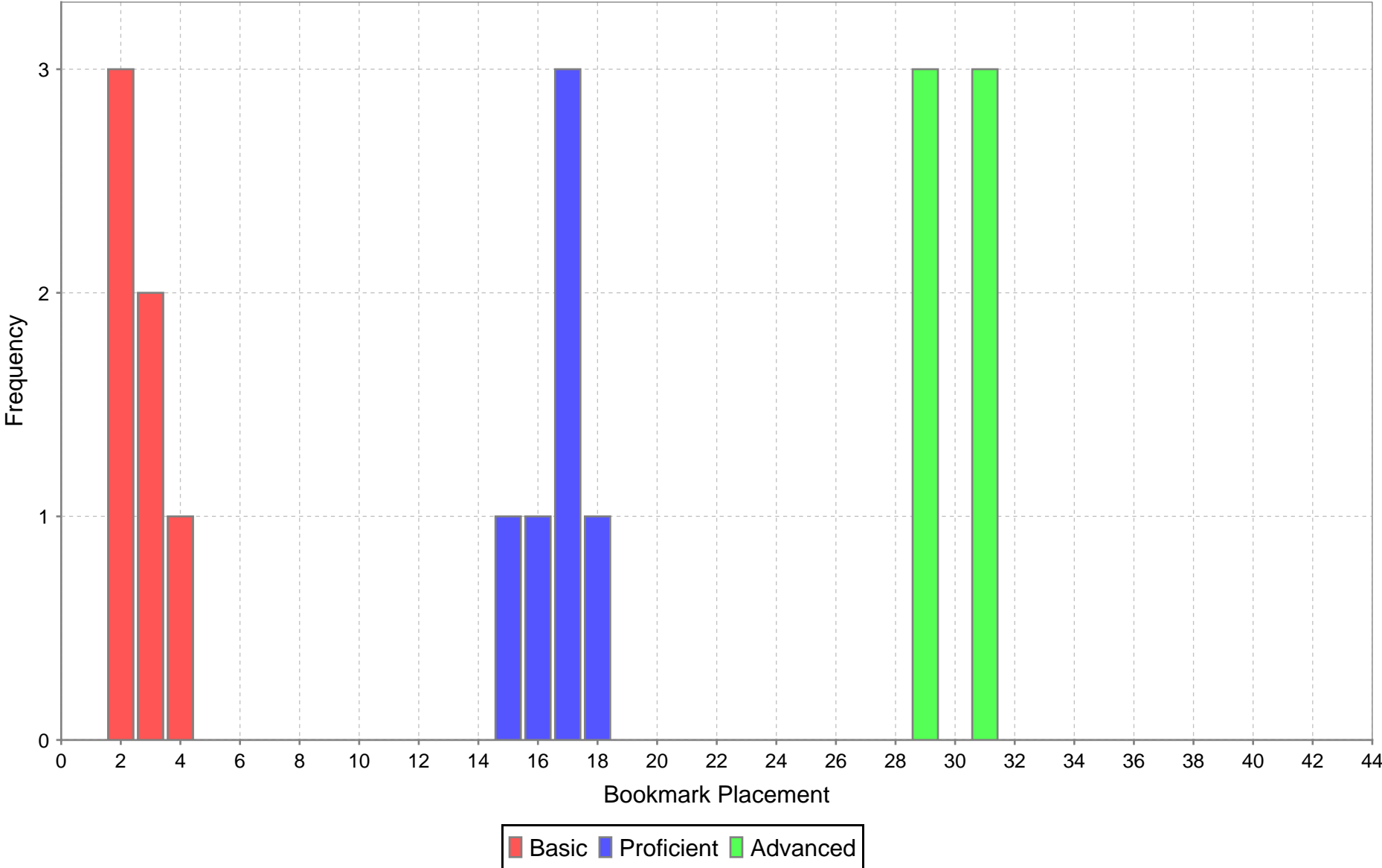


Mathematics

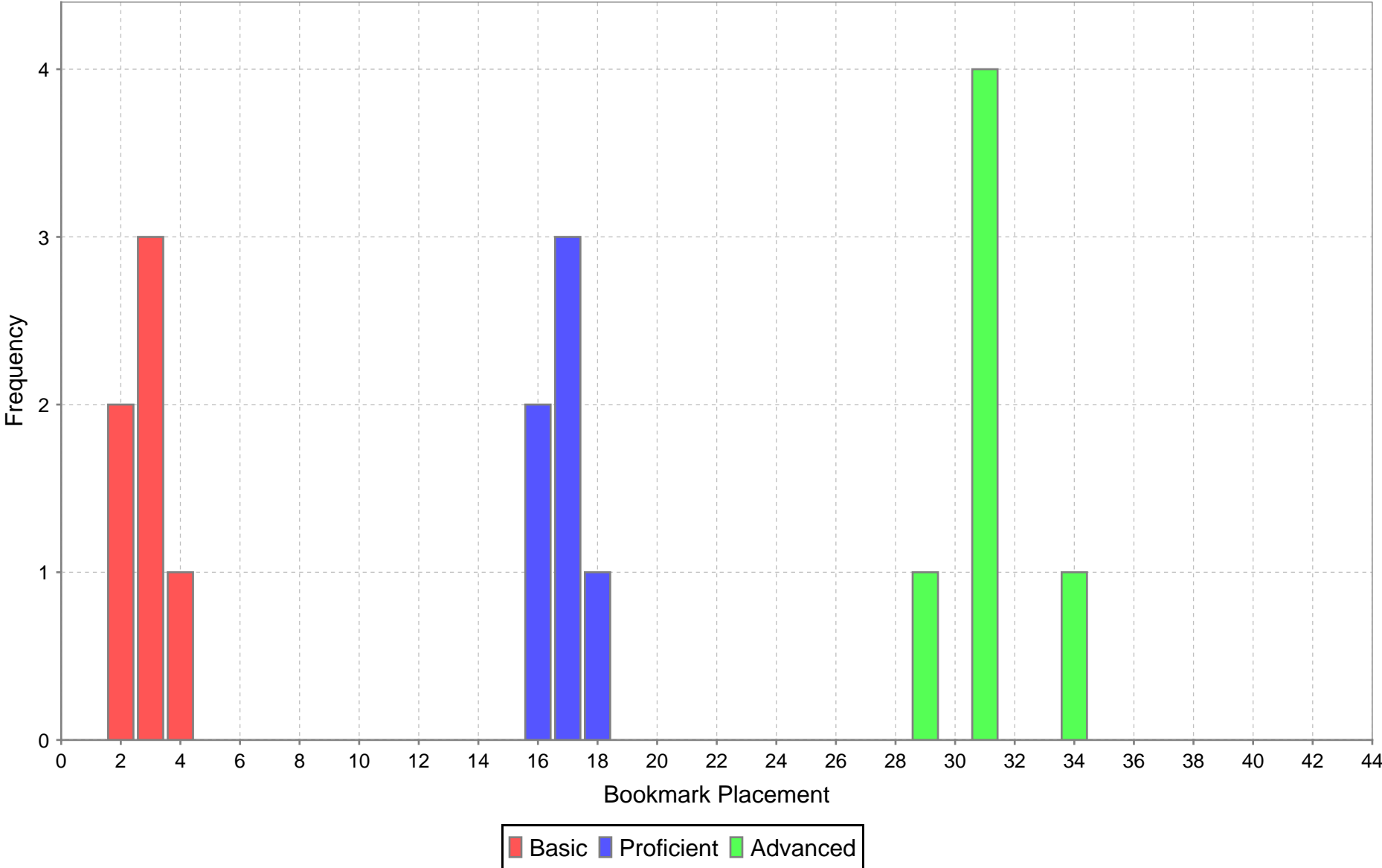
WI Mathematics Grade 3 MA Frequency of Bookmark Placements Round 1



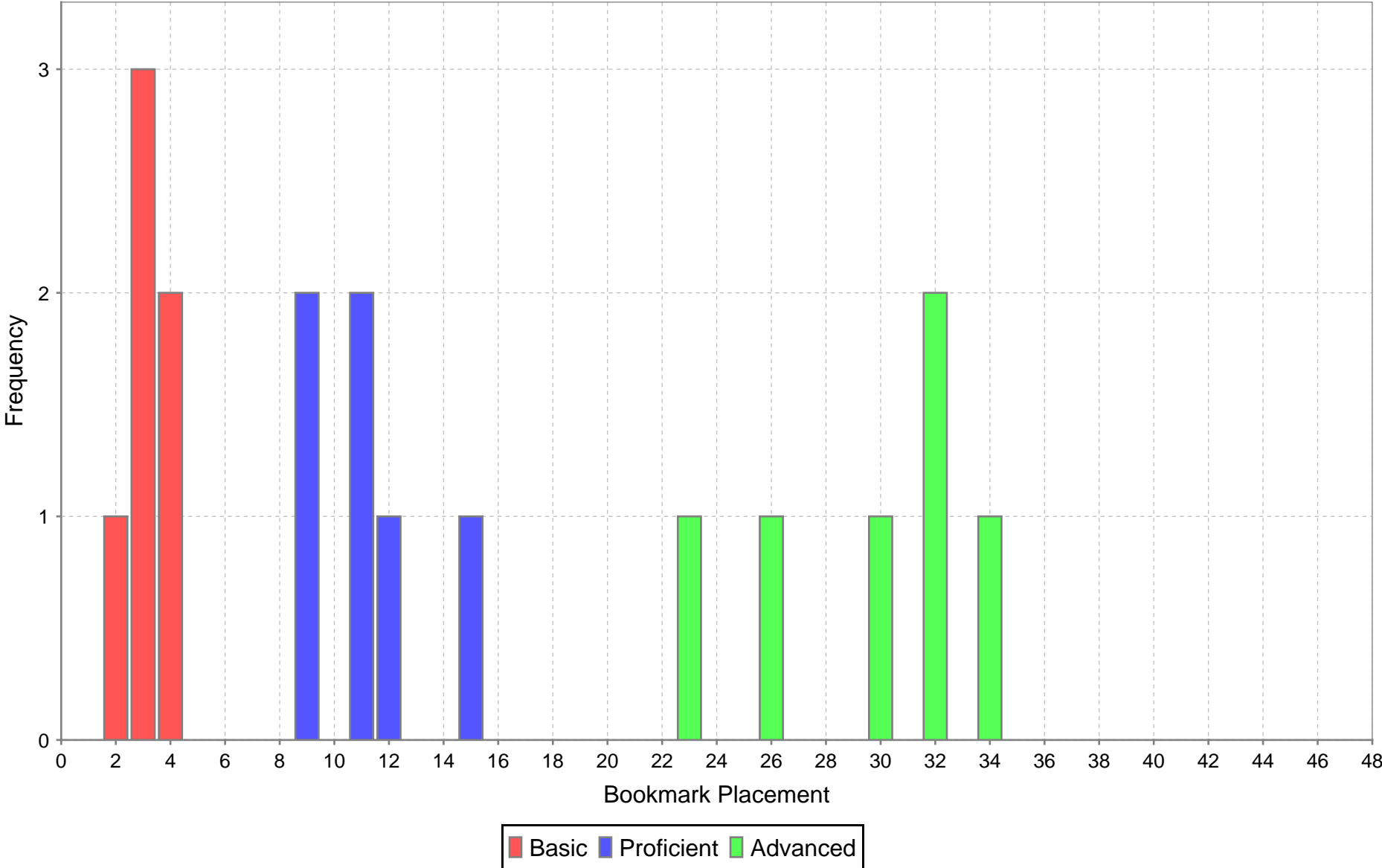
WI Mathematics Grade 3 MA Frequency of Bookmark Placements Round 2



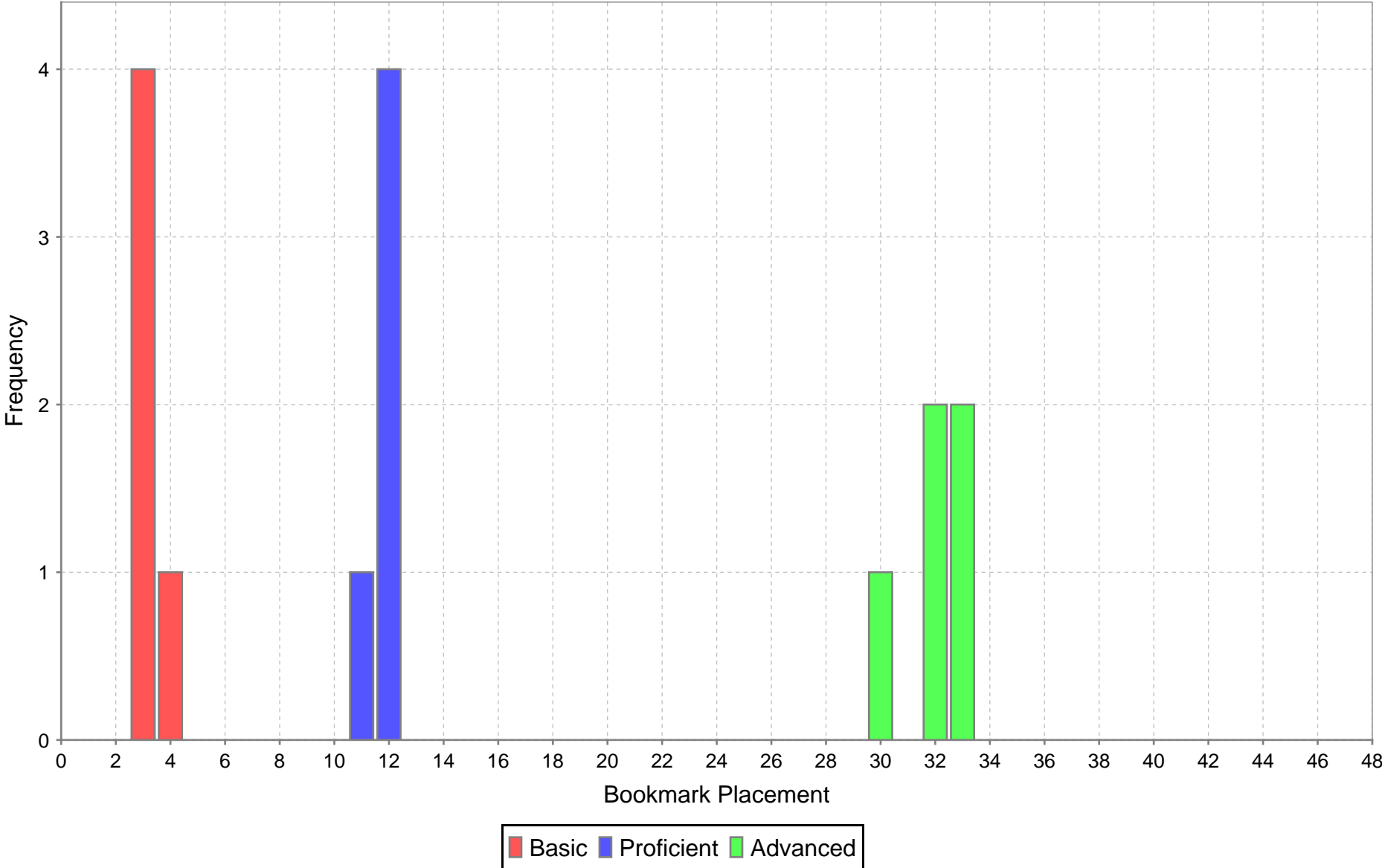
WI Mathematics Grade 3 MA Frequency of Bookmark Placements Round 3



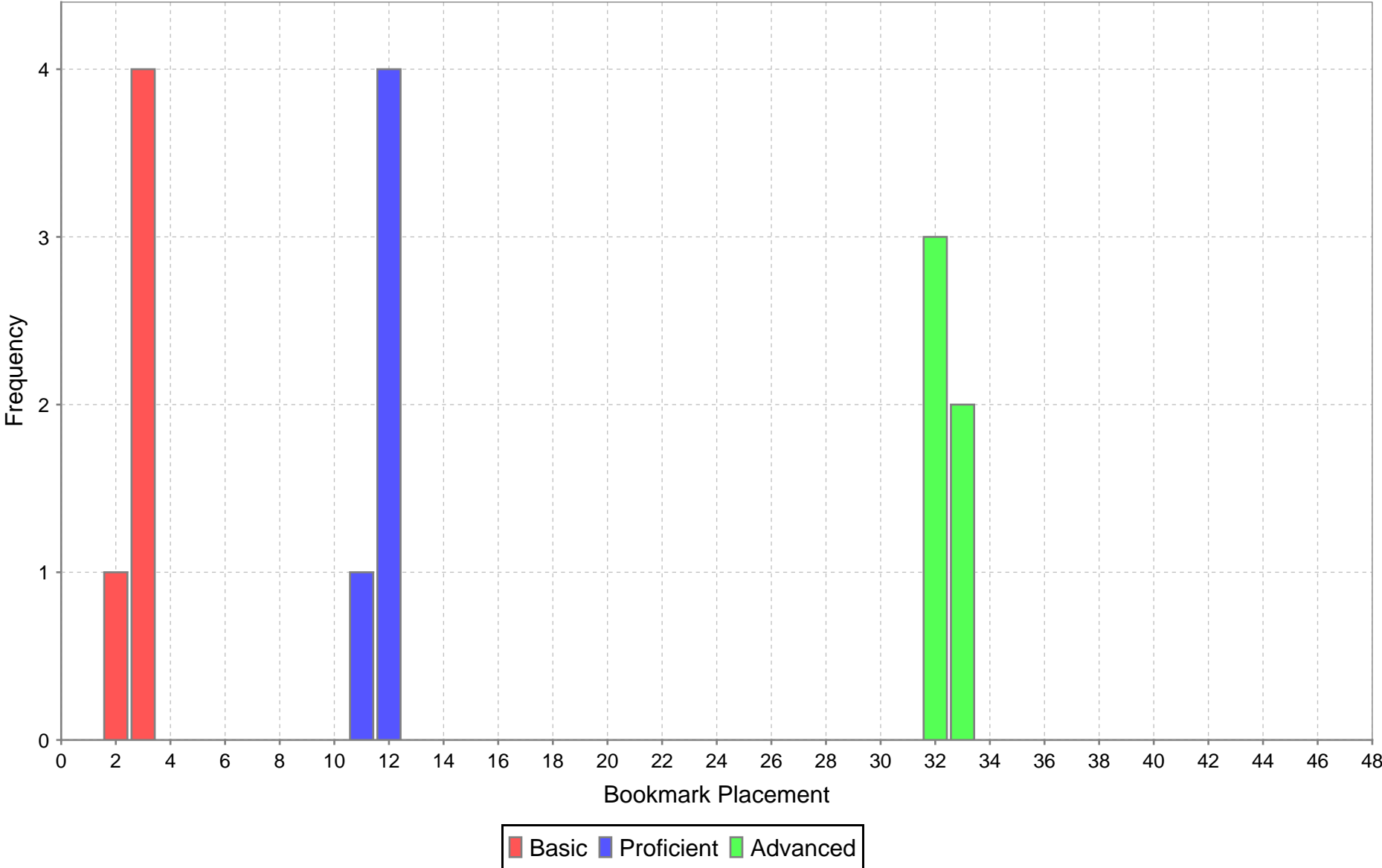
WI Mathematics Grade 4 MA Frequency of Bookmark Placements Round 1



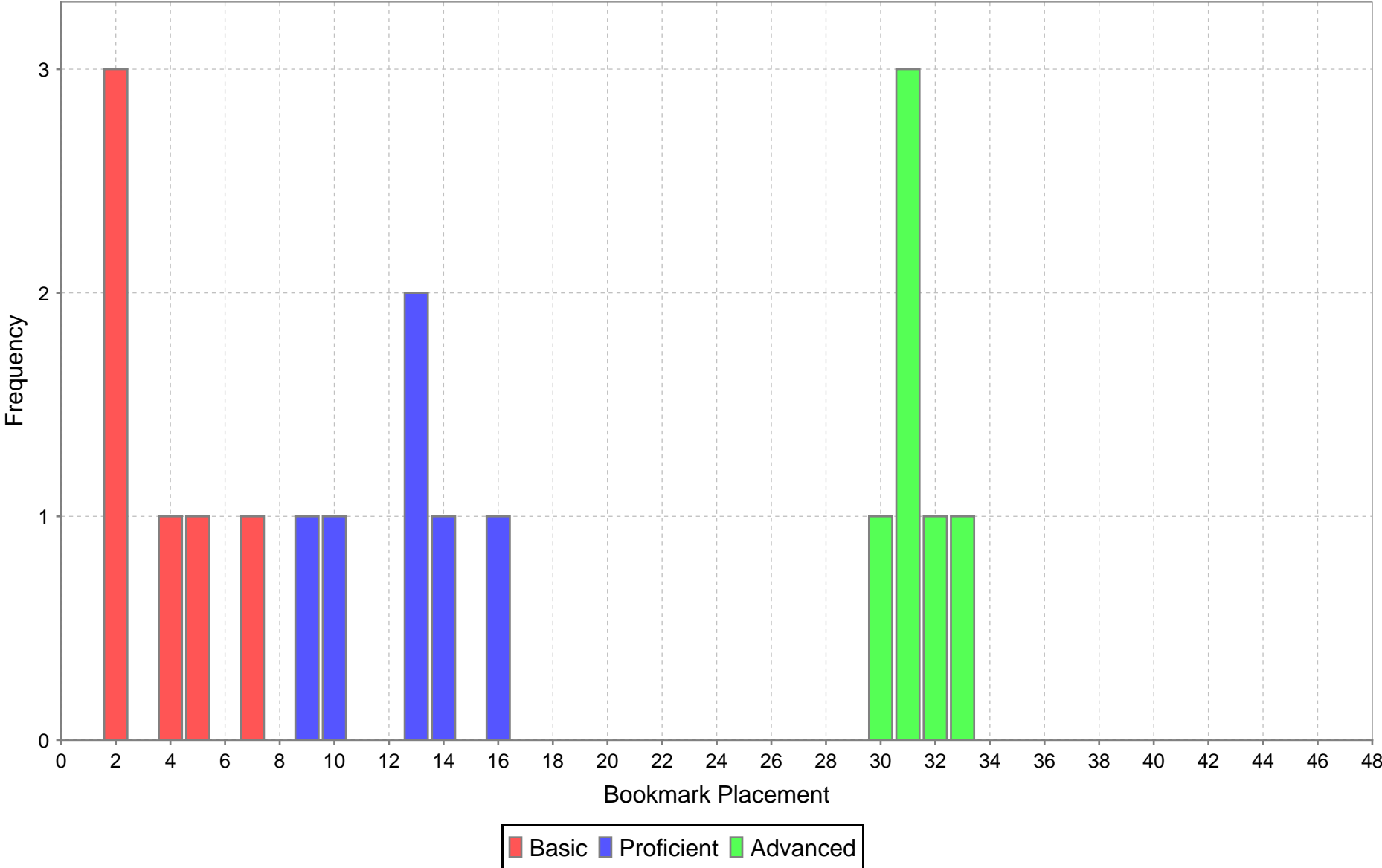
WI Mathematics Grade 4 MA Frequency of Bookmark Placements Round 2



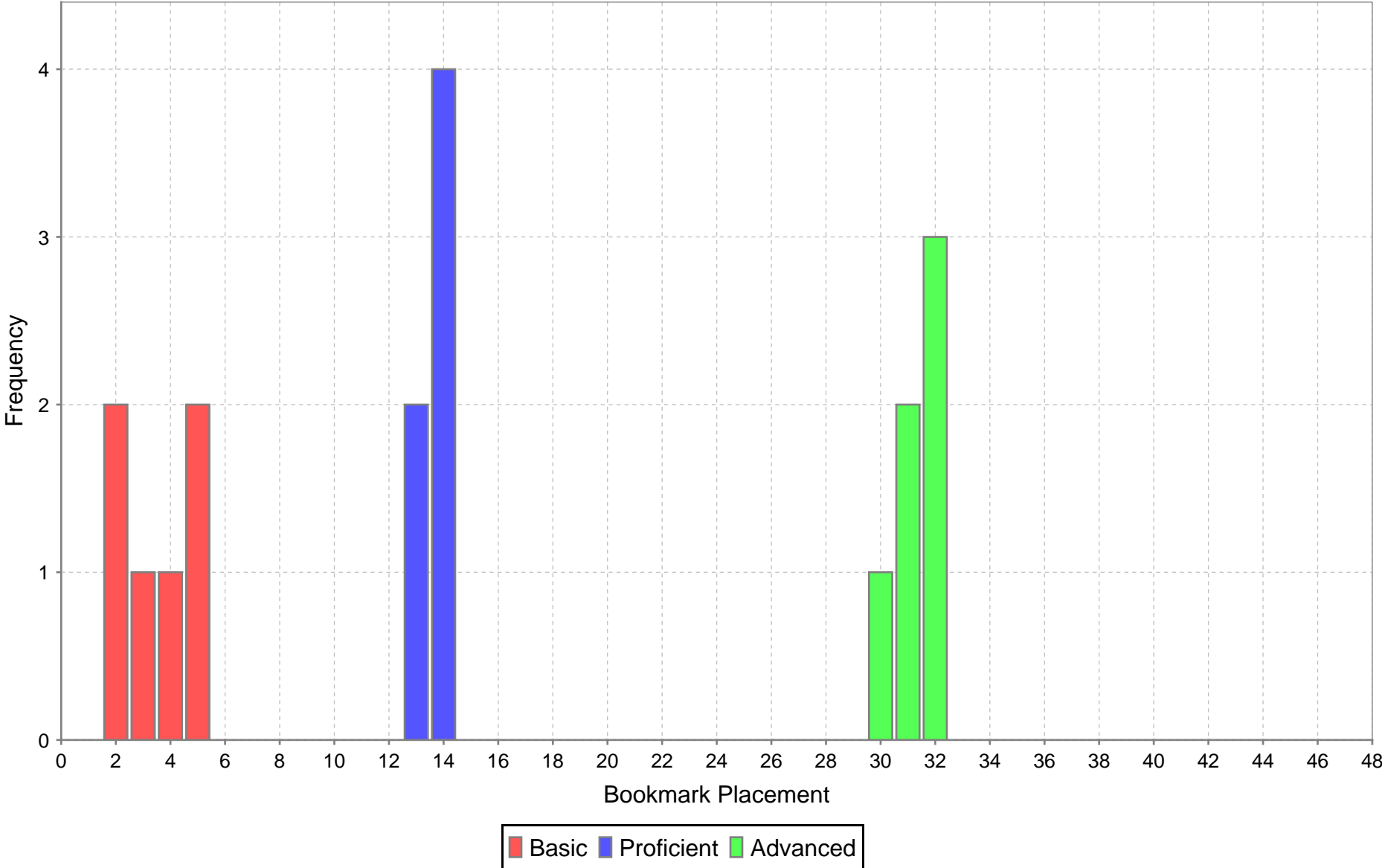
WI Mathematics Grade 4 MA Frequency of Bookmark Placements Round 3



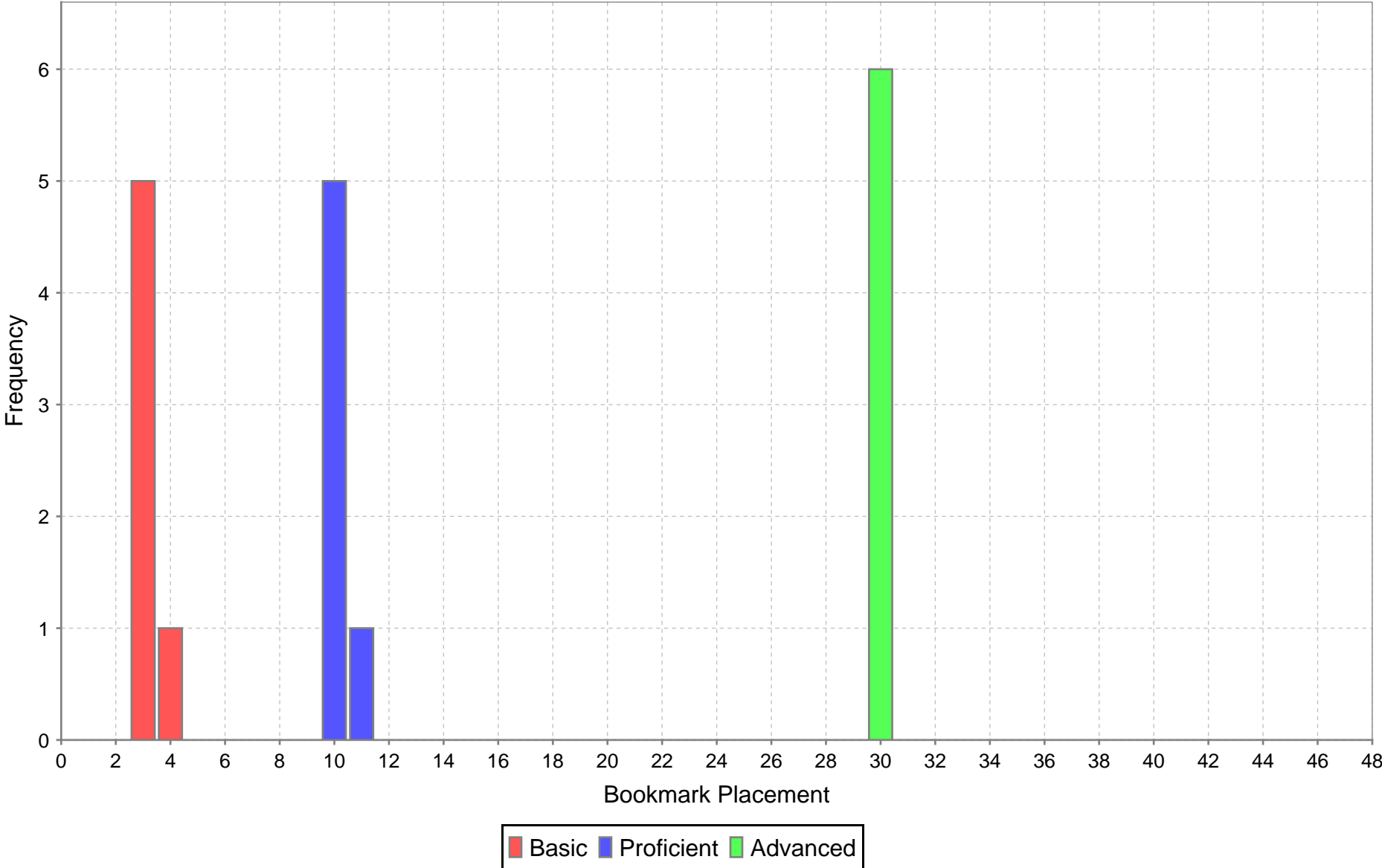
WI Mathematics Grade 5 MA Frequency of Bookmark Placements Round 1



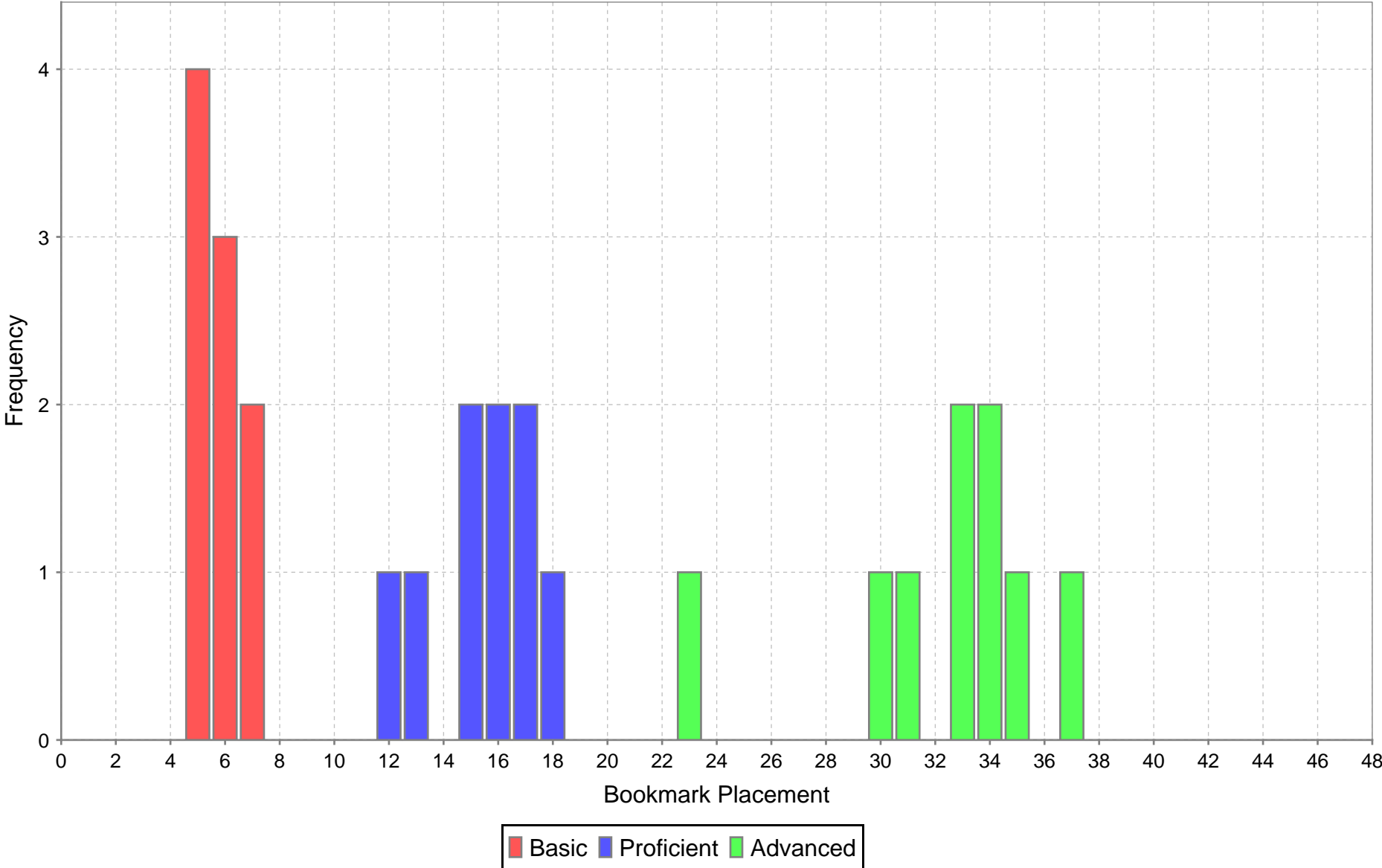
WI Mathematics Grade 5 MA Frequency of Bookmark Placements Round 2



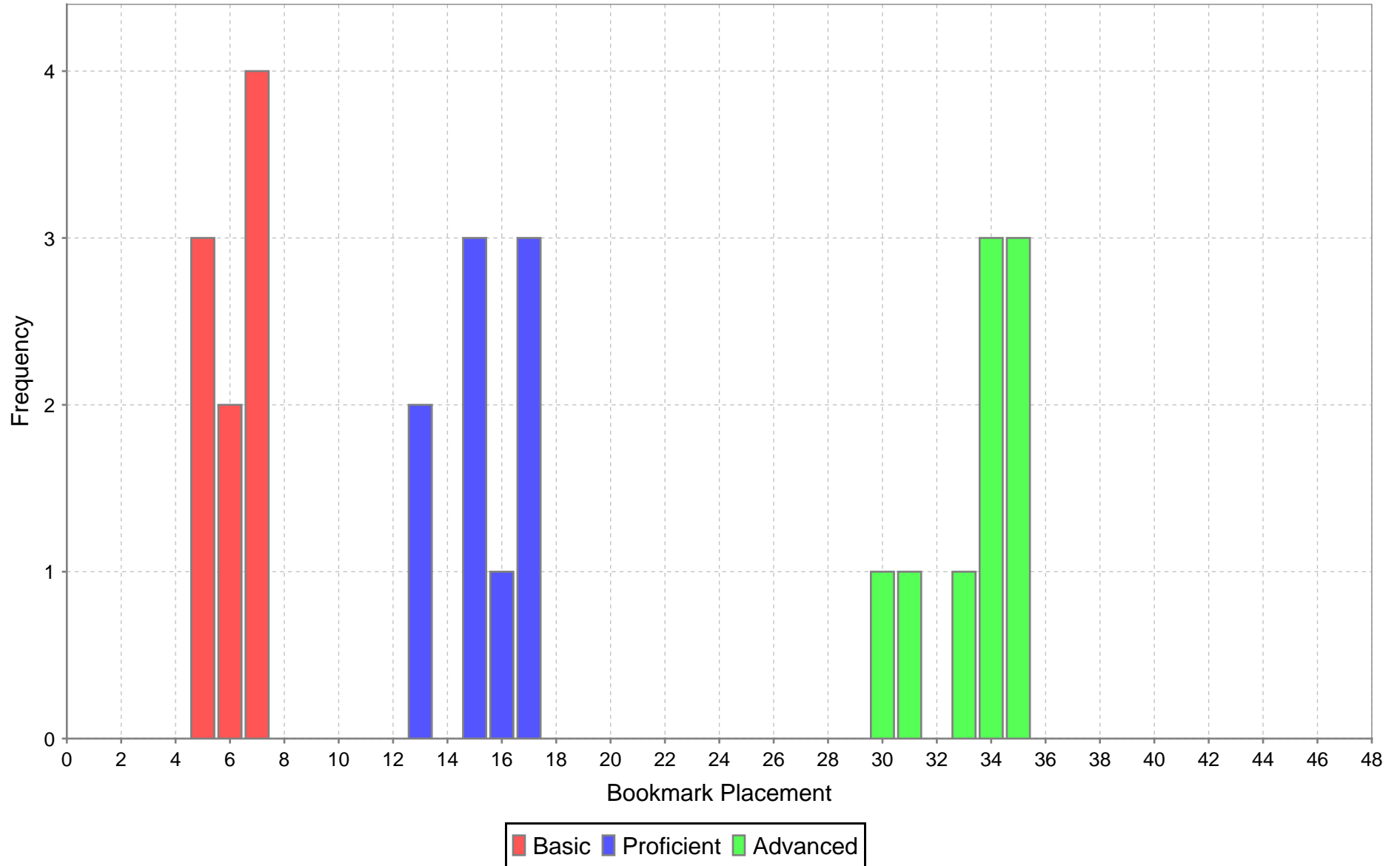
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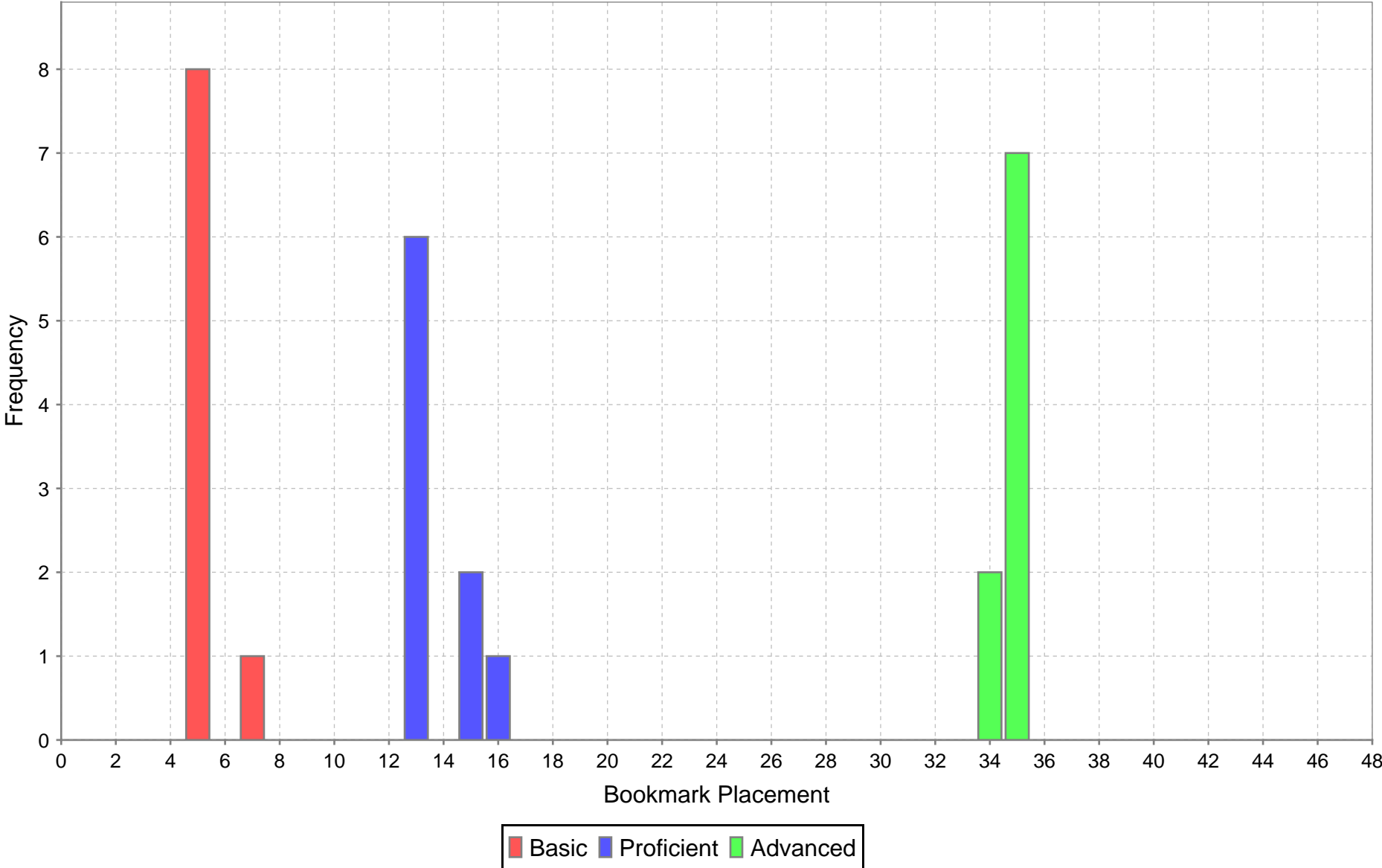
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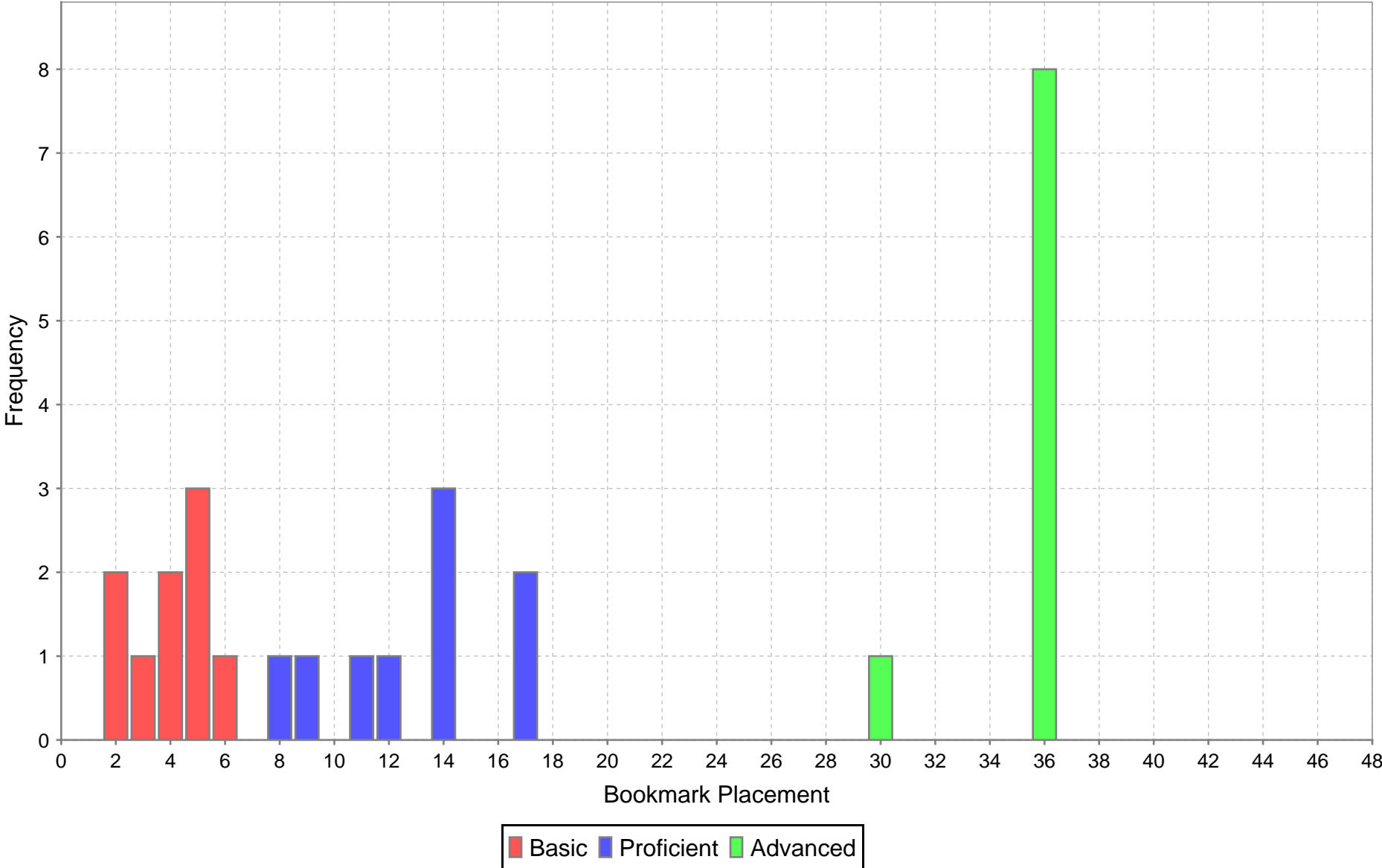
WI Mathematics Grade 6 MA Frequency of Bookmark Placements Round 2



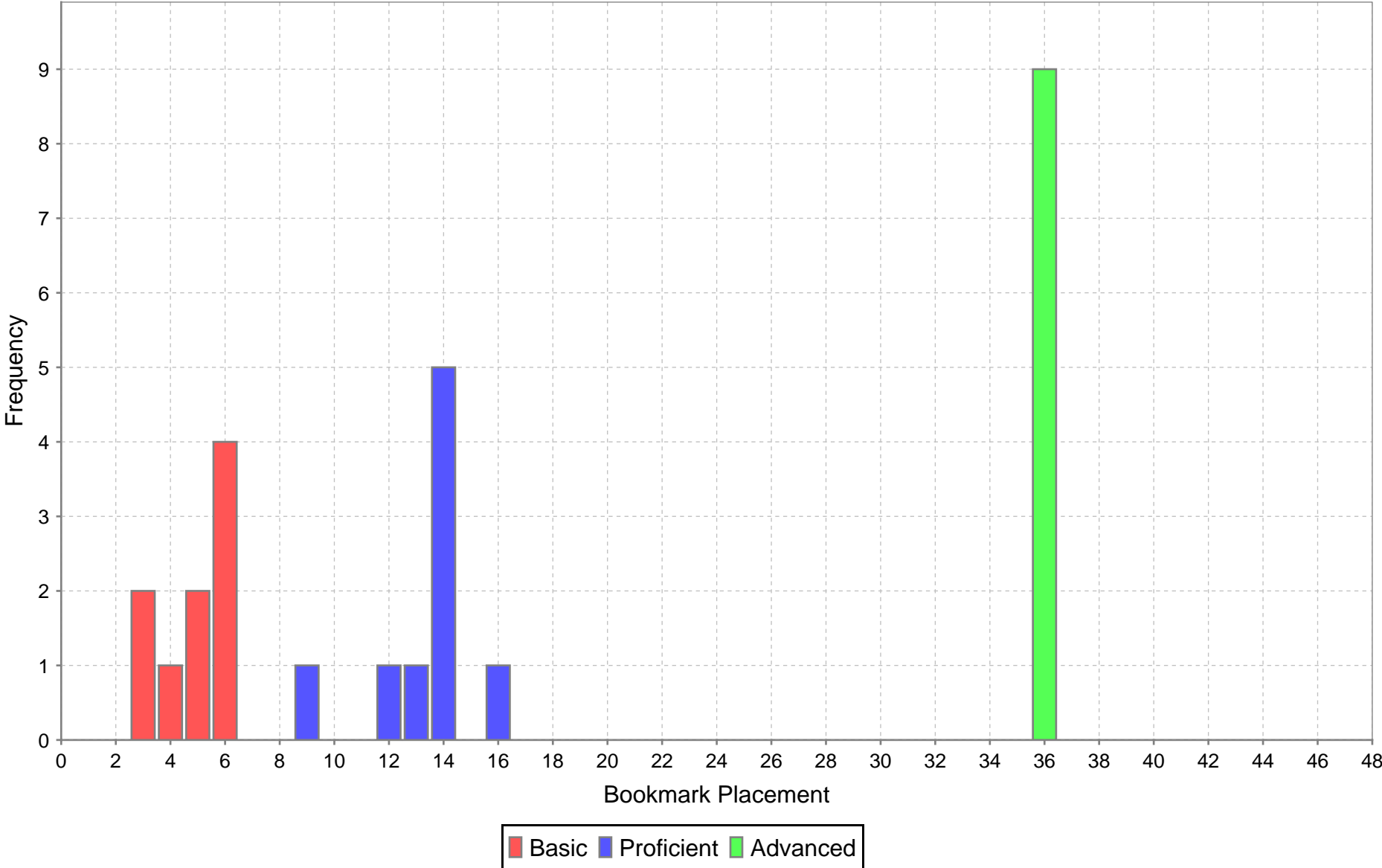
WI Mathematics Grade 6 MA Frequency of Bookmark Placements Round 3



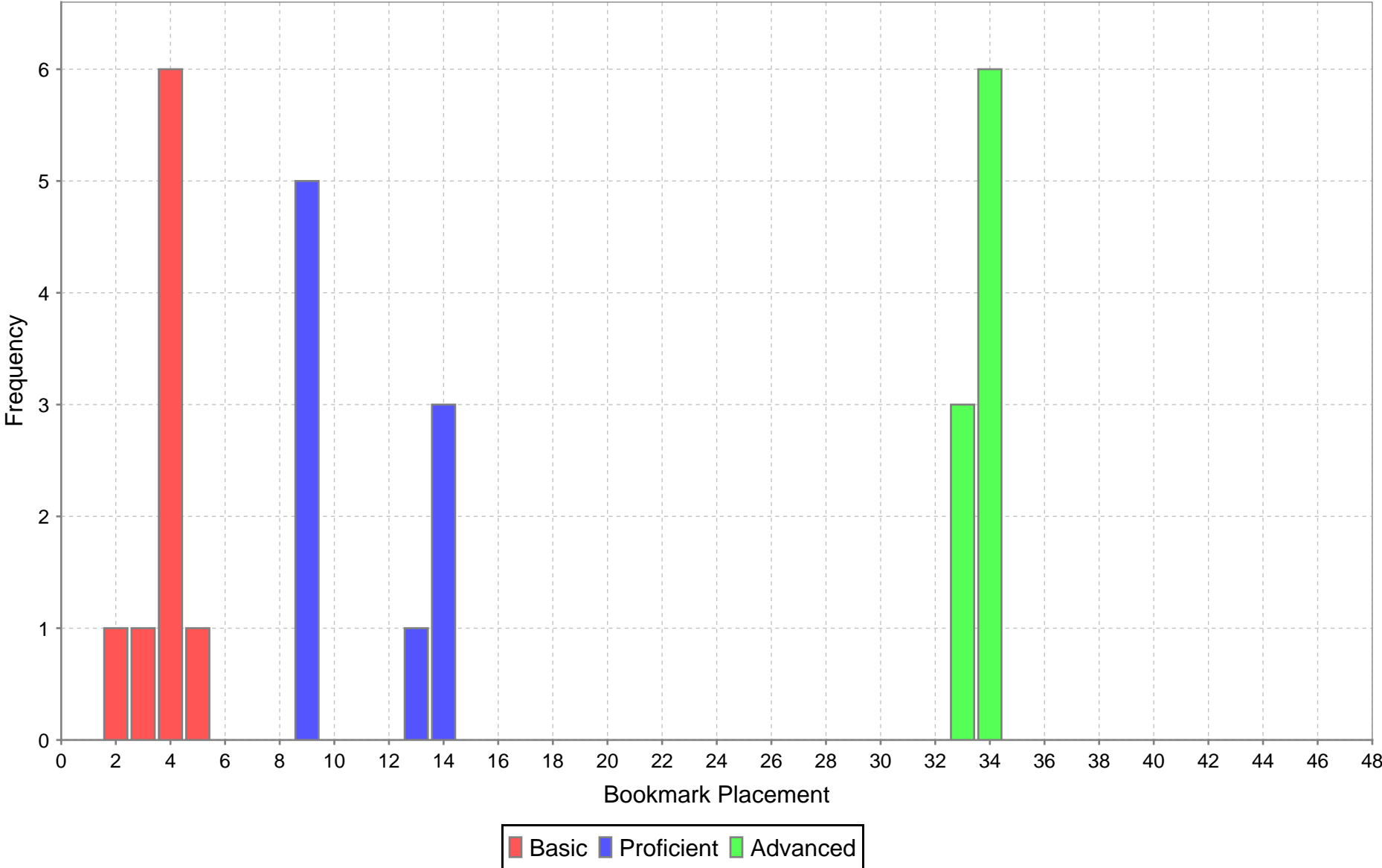
WI Math Grade 7 MA Frequency of Bookmark Placements Round 1



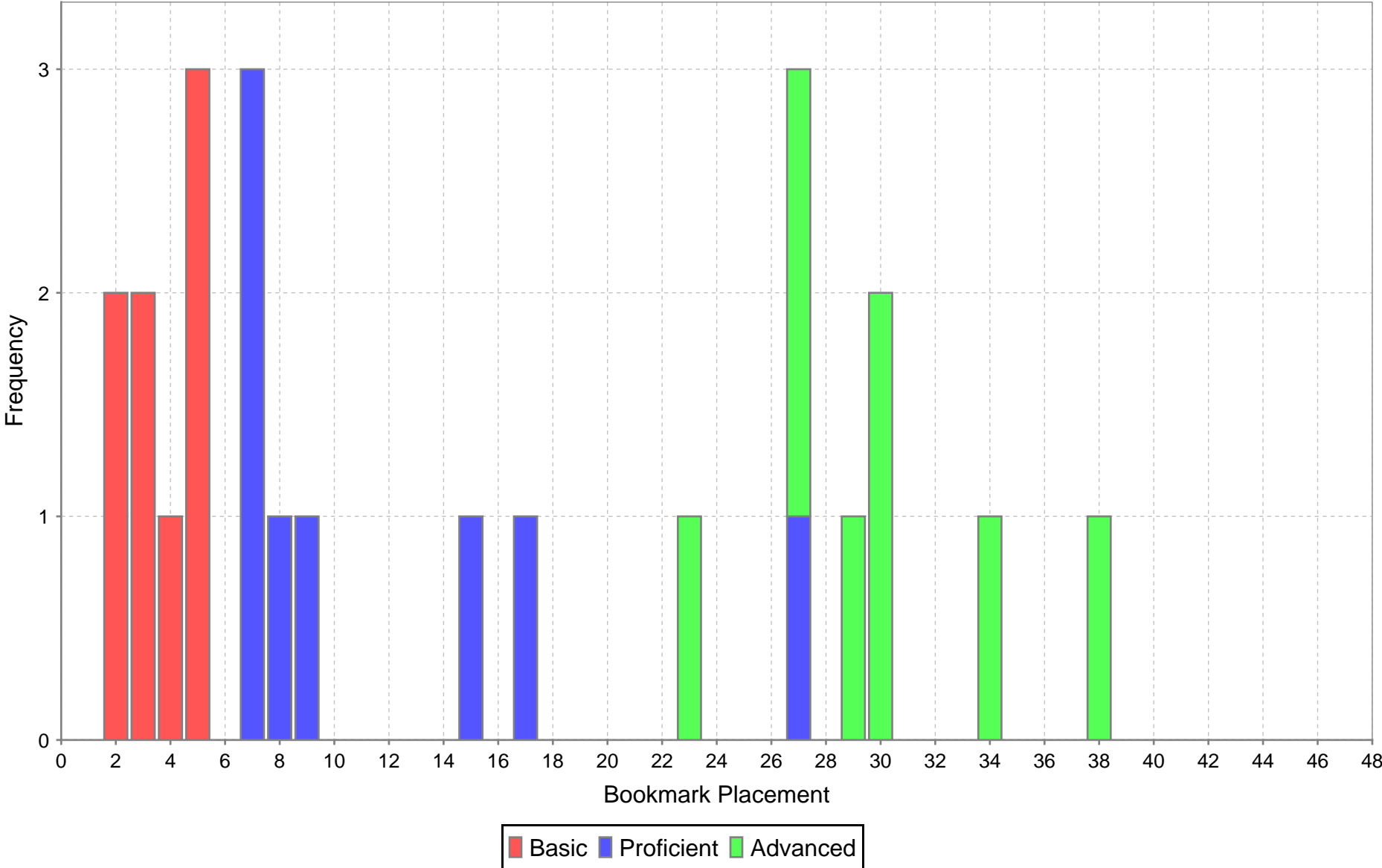
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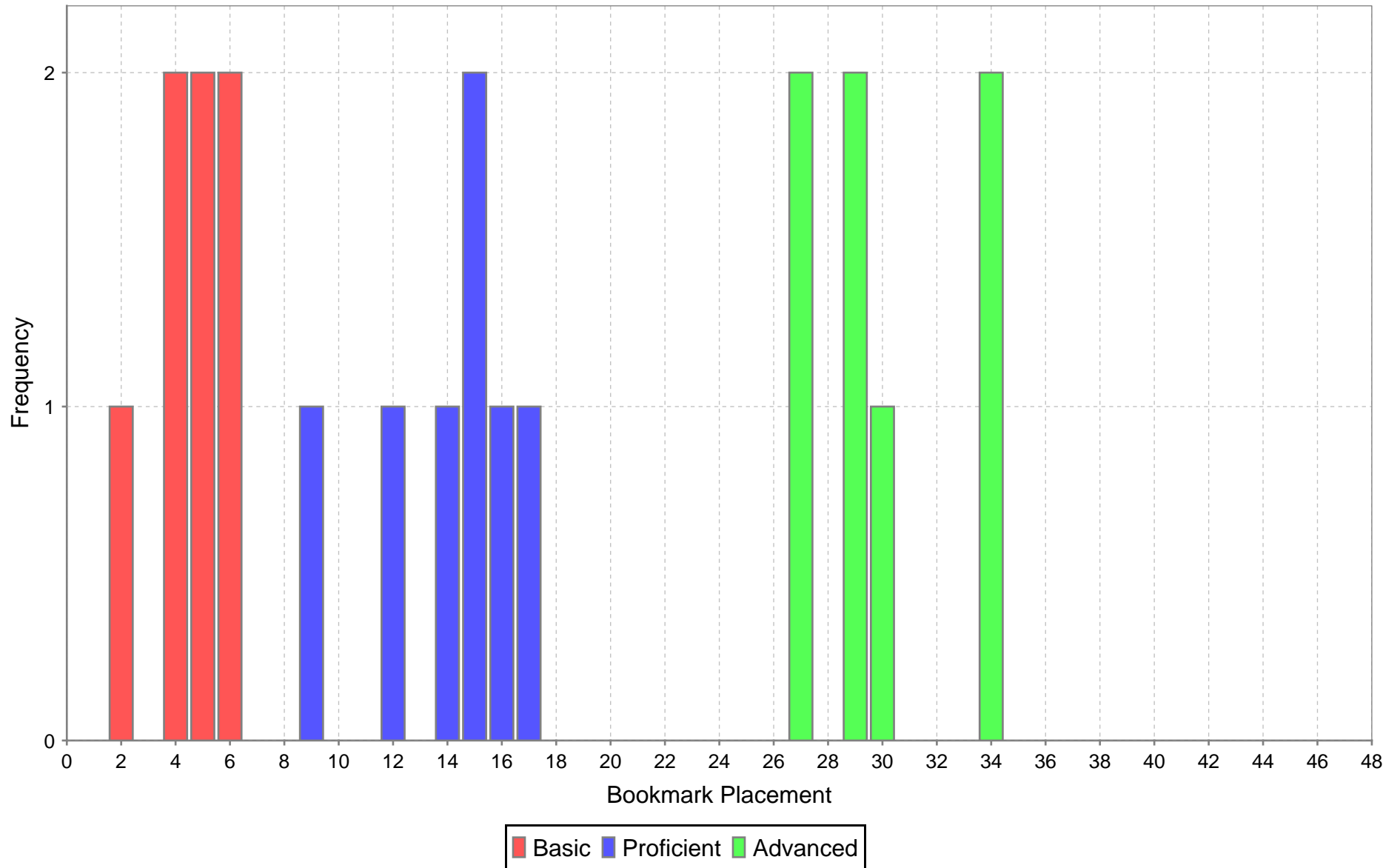
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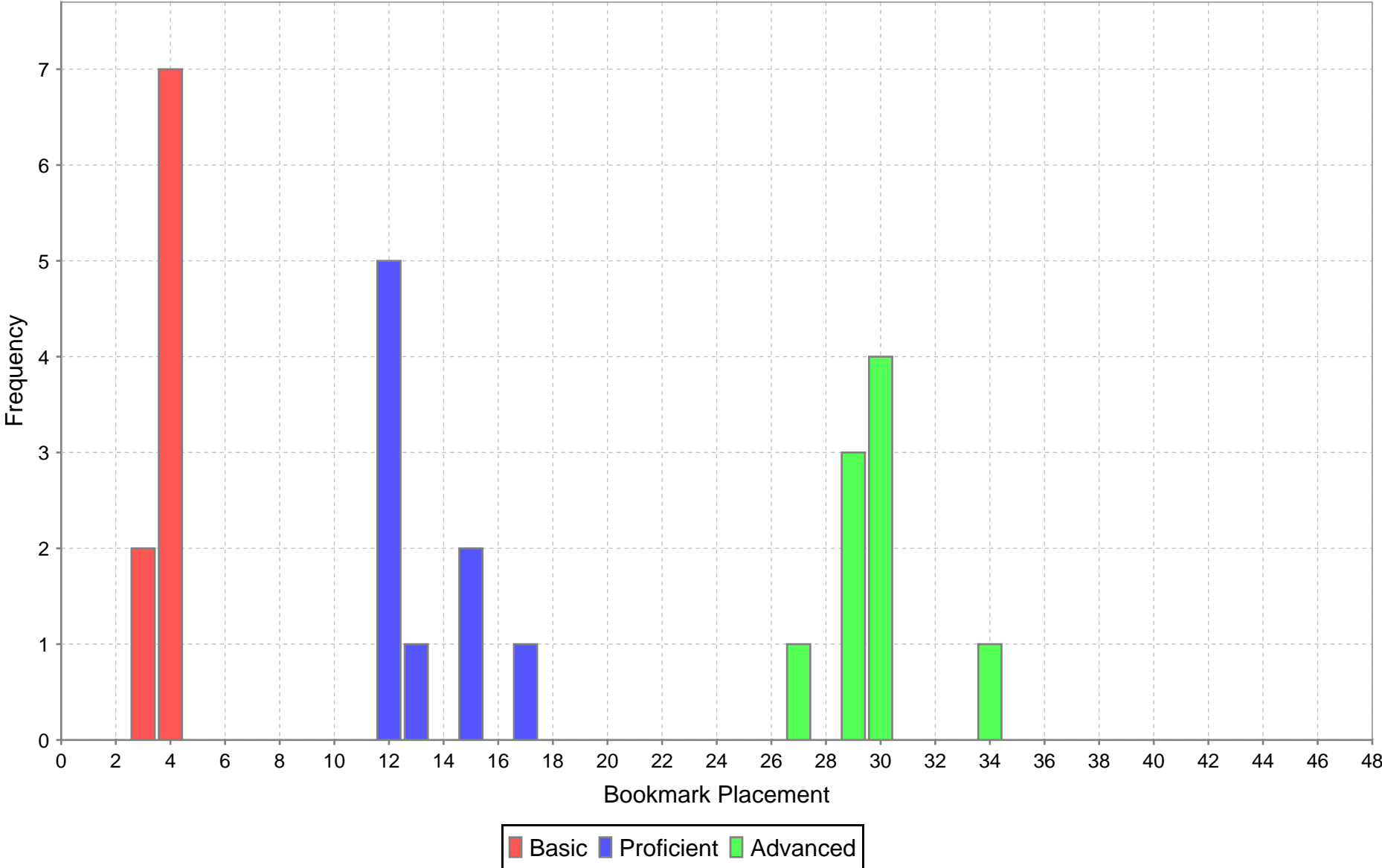
WI Math Grade 8 MA Frequency of Bookmark Placements Round 1



WI Math Grade 8 MA Frequency of Bookmark Placements Round 2

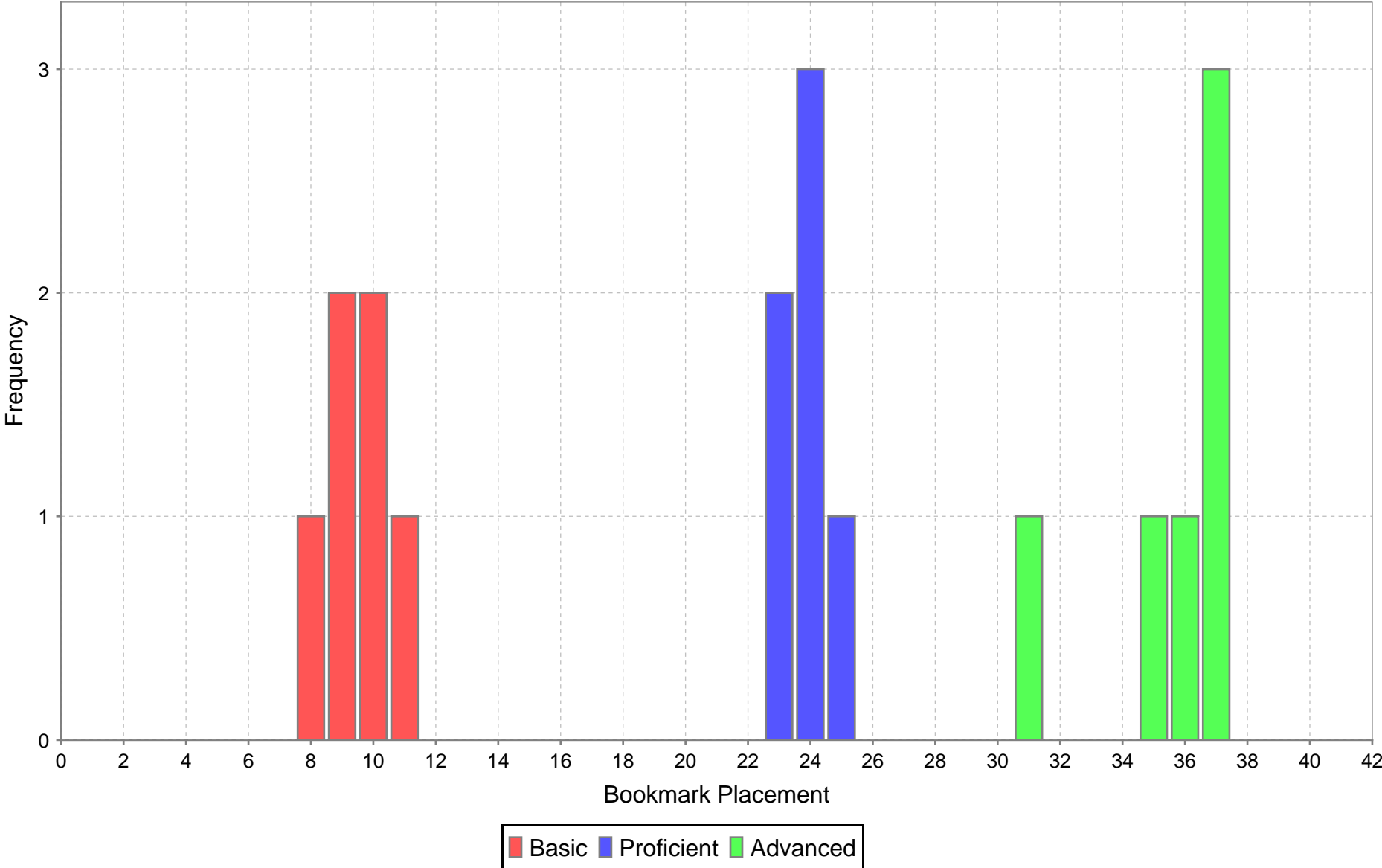


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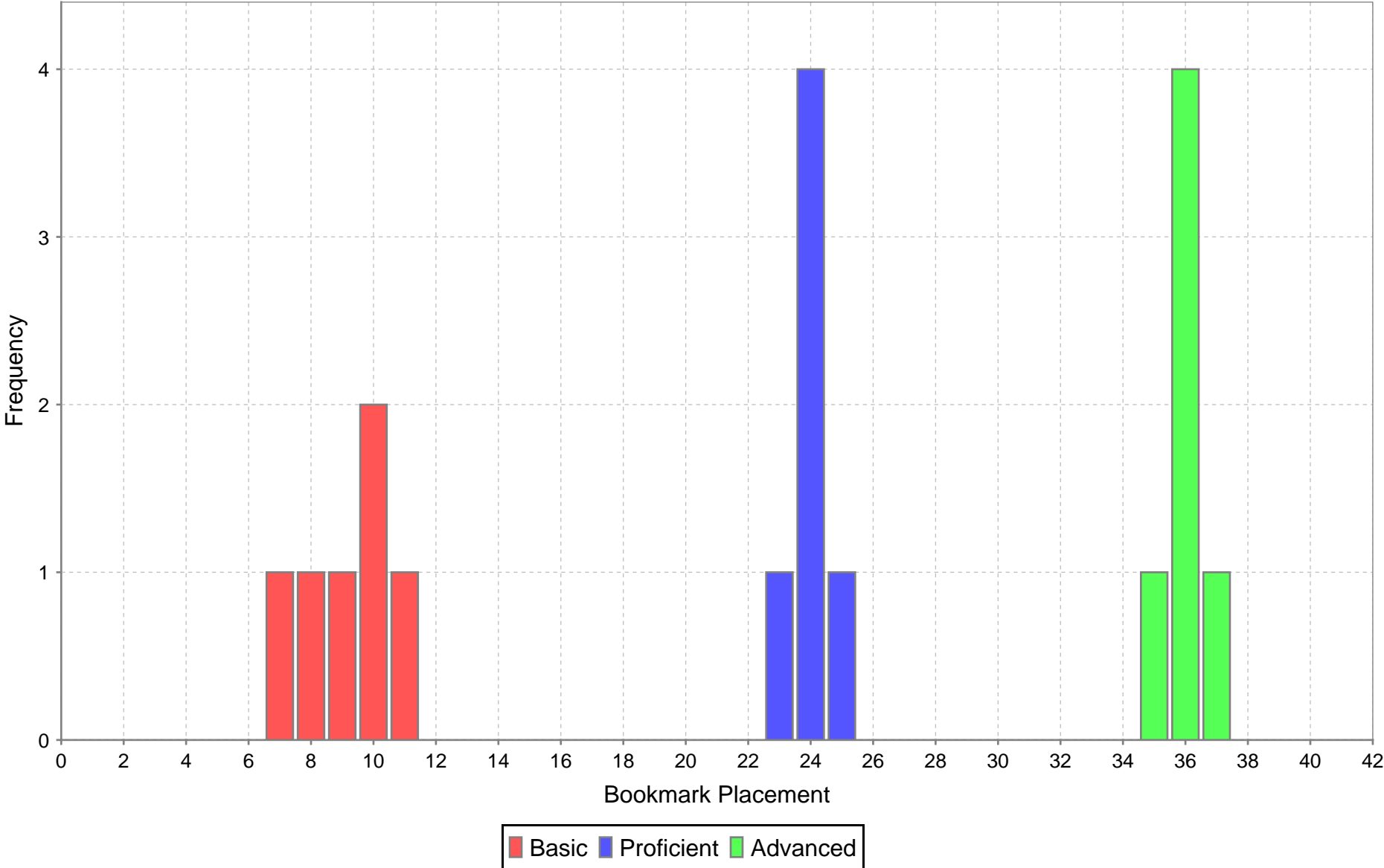


Science

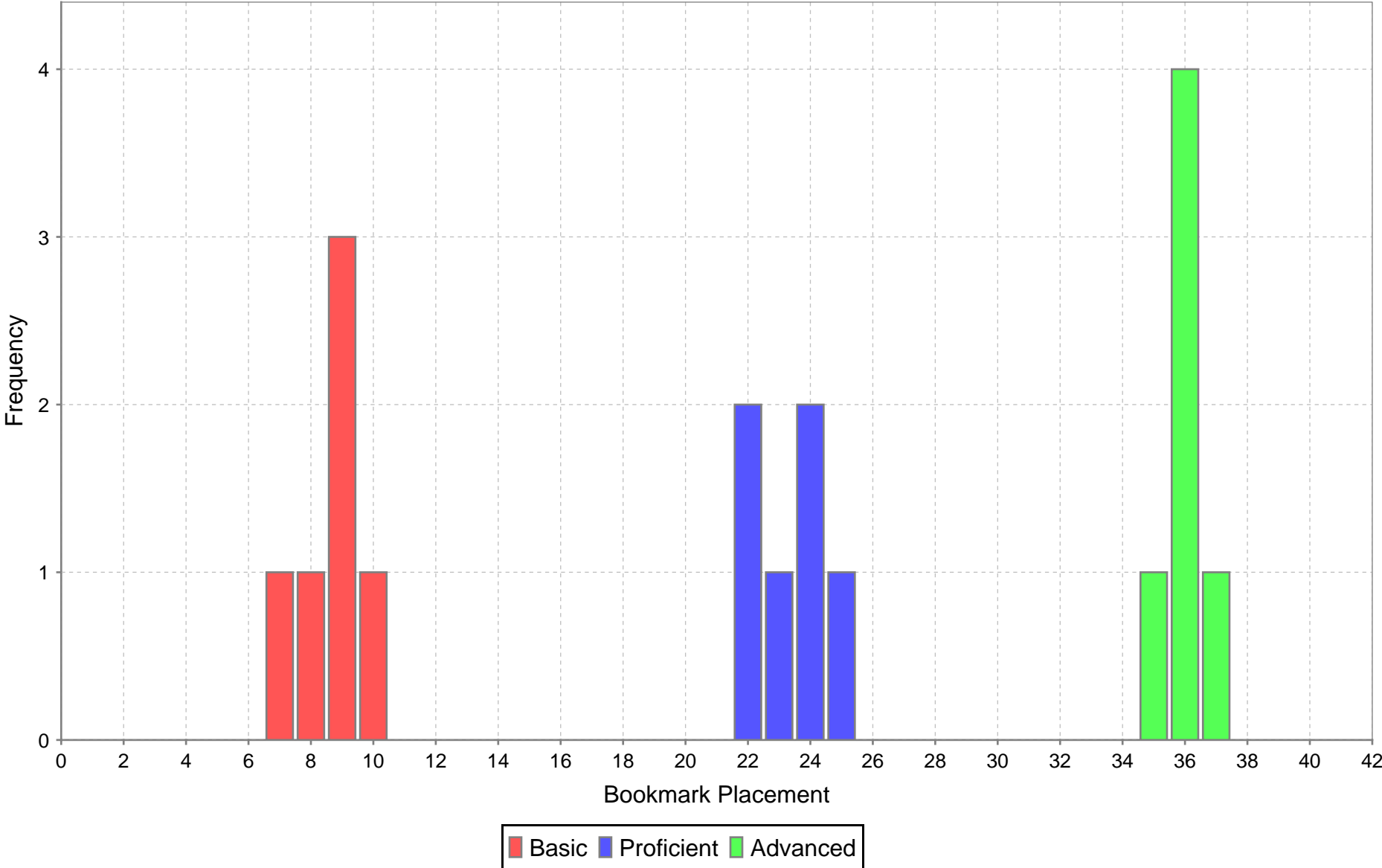
WI Science Grade 4 SC Frequency of Bookmark Placements Round 1



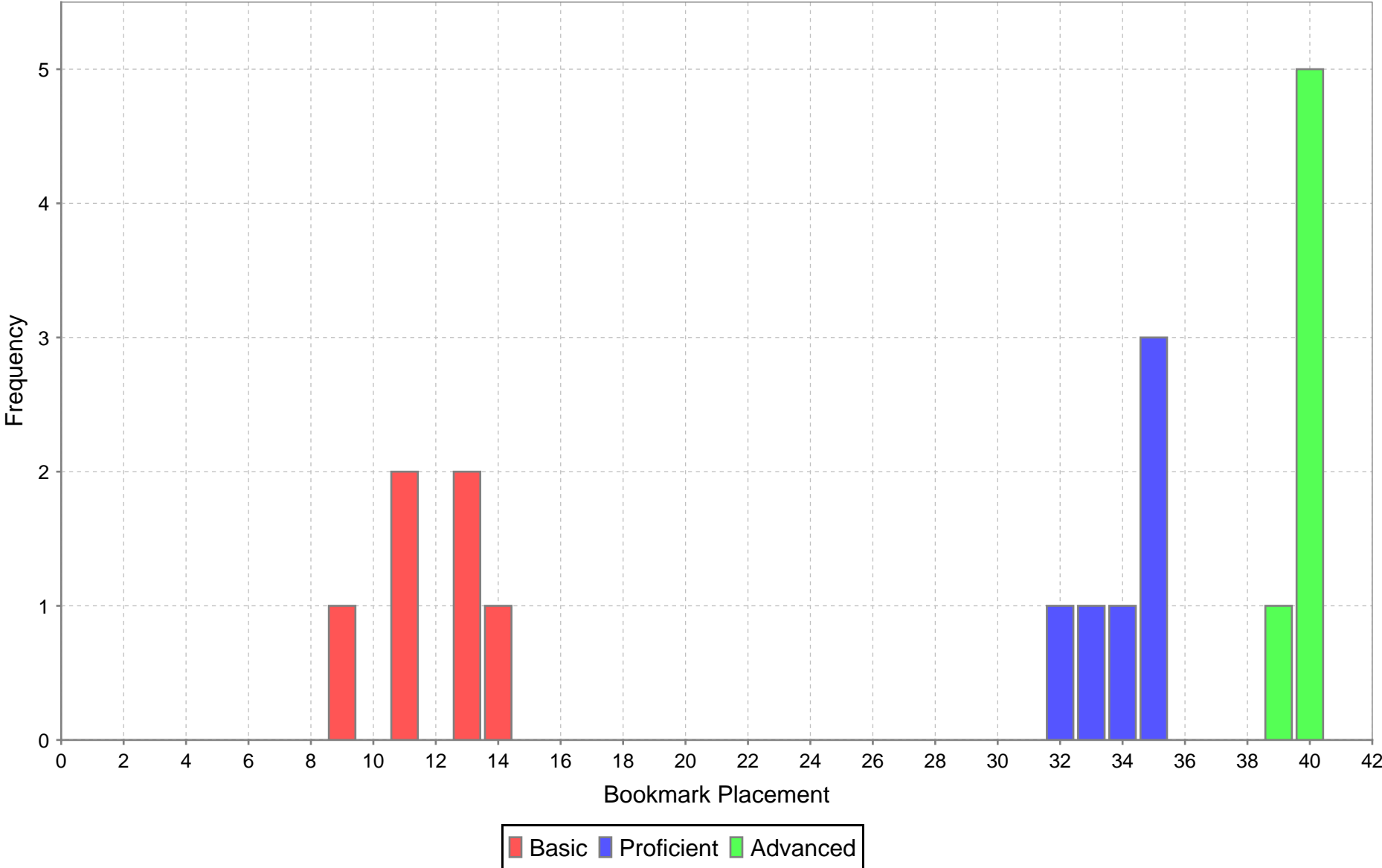
WI Science Grade 4 SC Frequency of Bookmark Placements Round 2



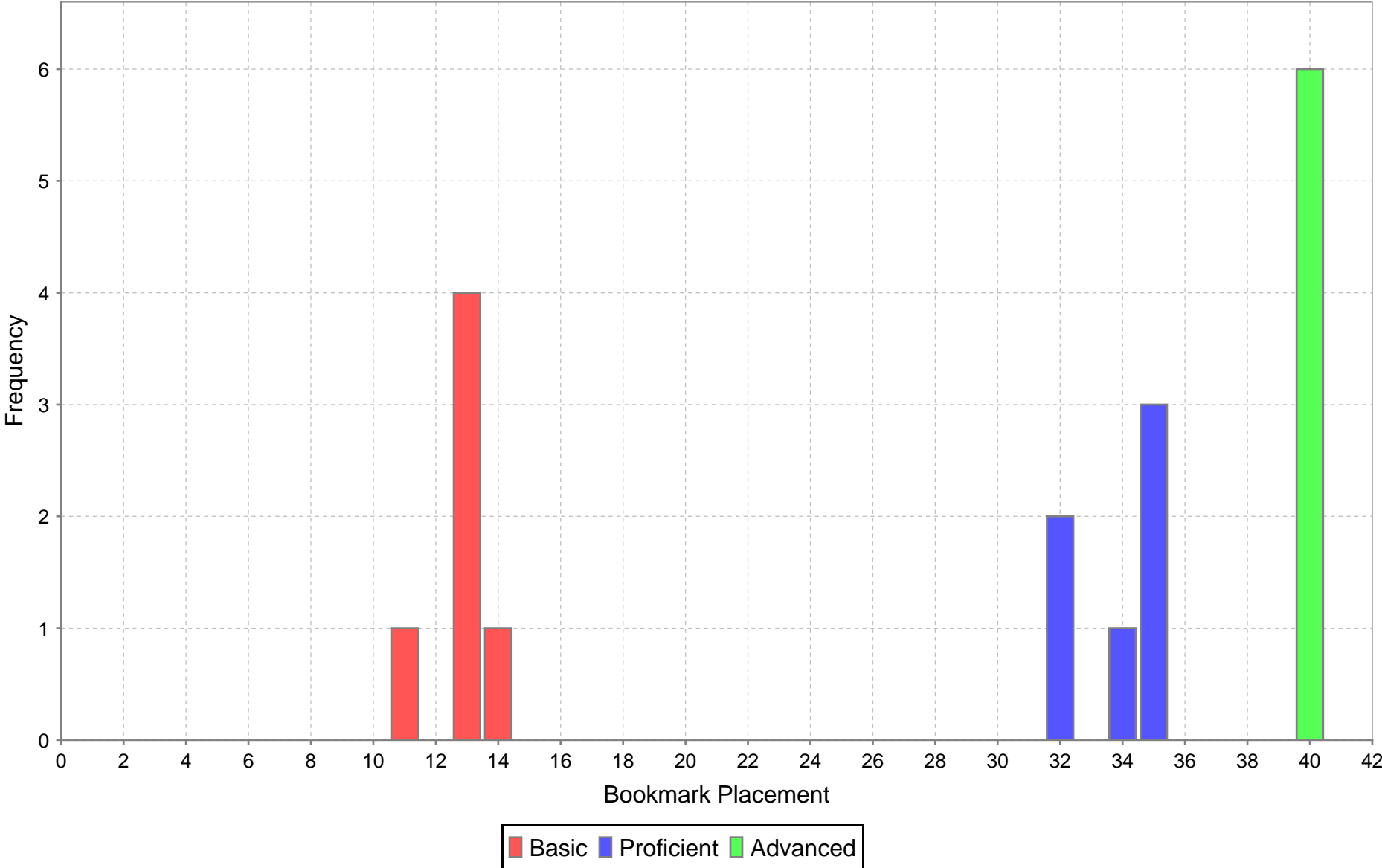
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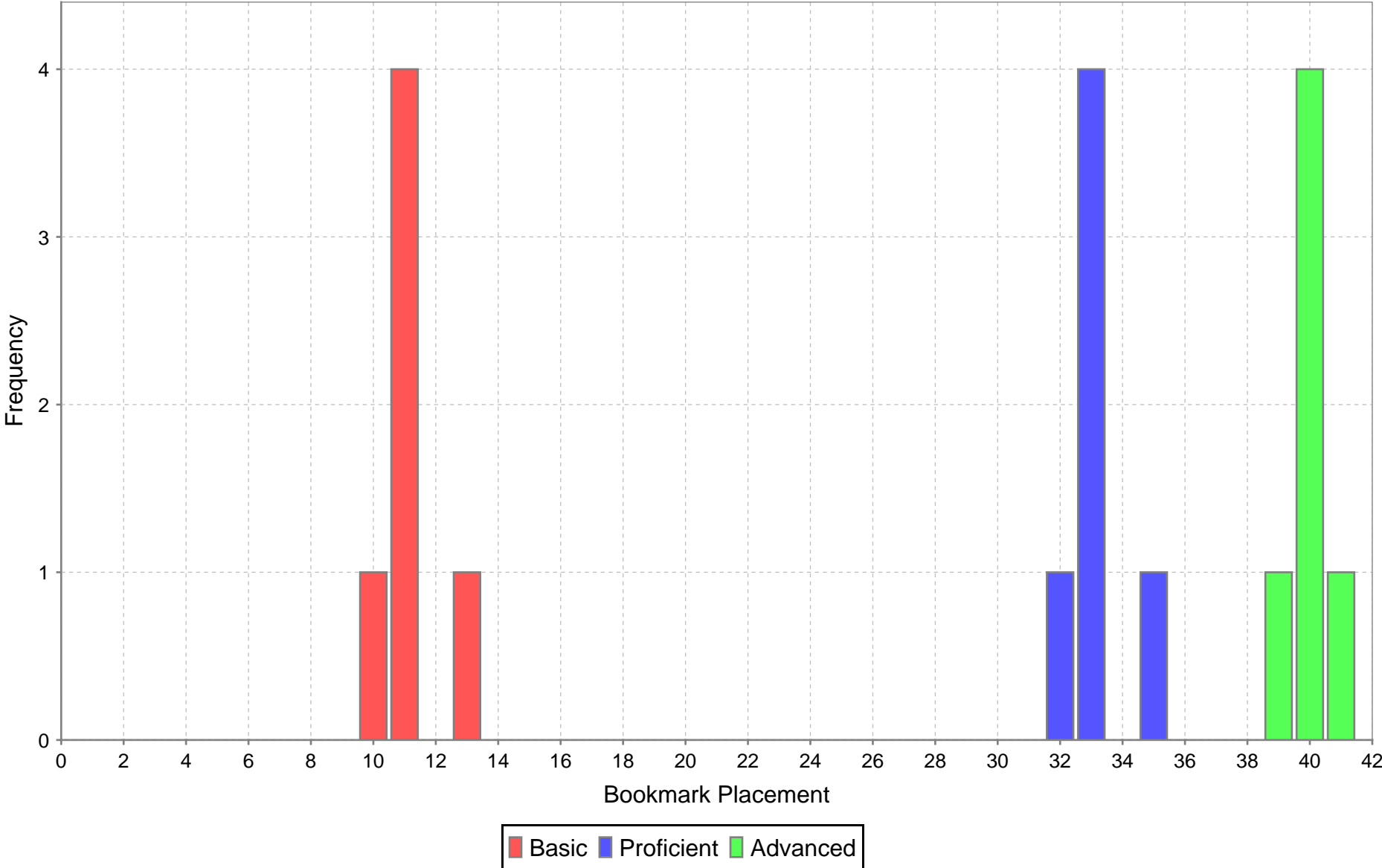
WI Science Grade 8 SC Frequency of Bookmark Placements Round 1



WI Science Grade 8 SC Frequency of Bookmark Placements Round 2

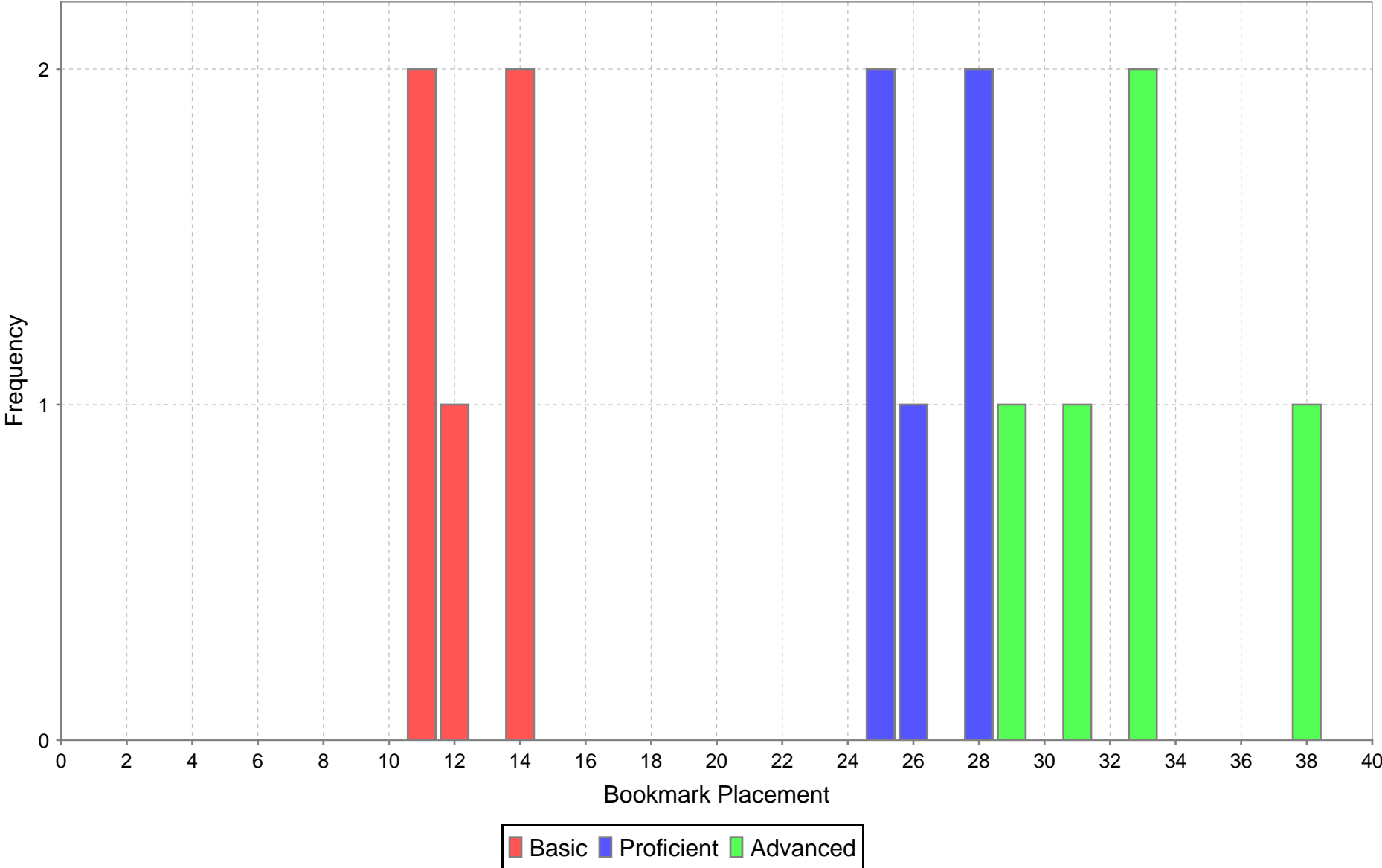


WI Science Grade 8 SC Frequency of Bookmark Placements Round 3

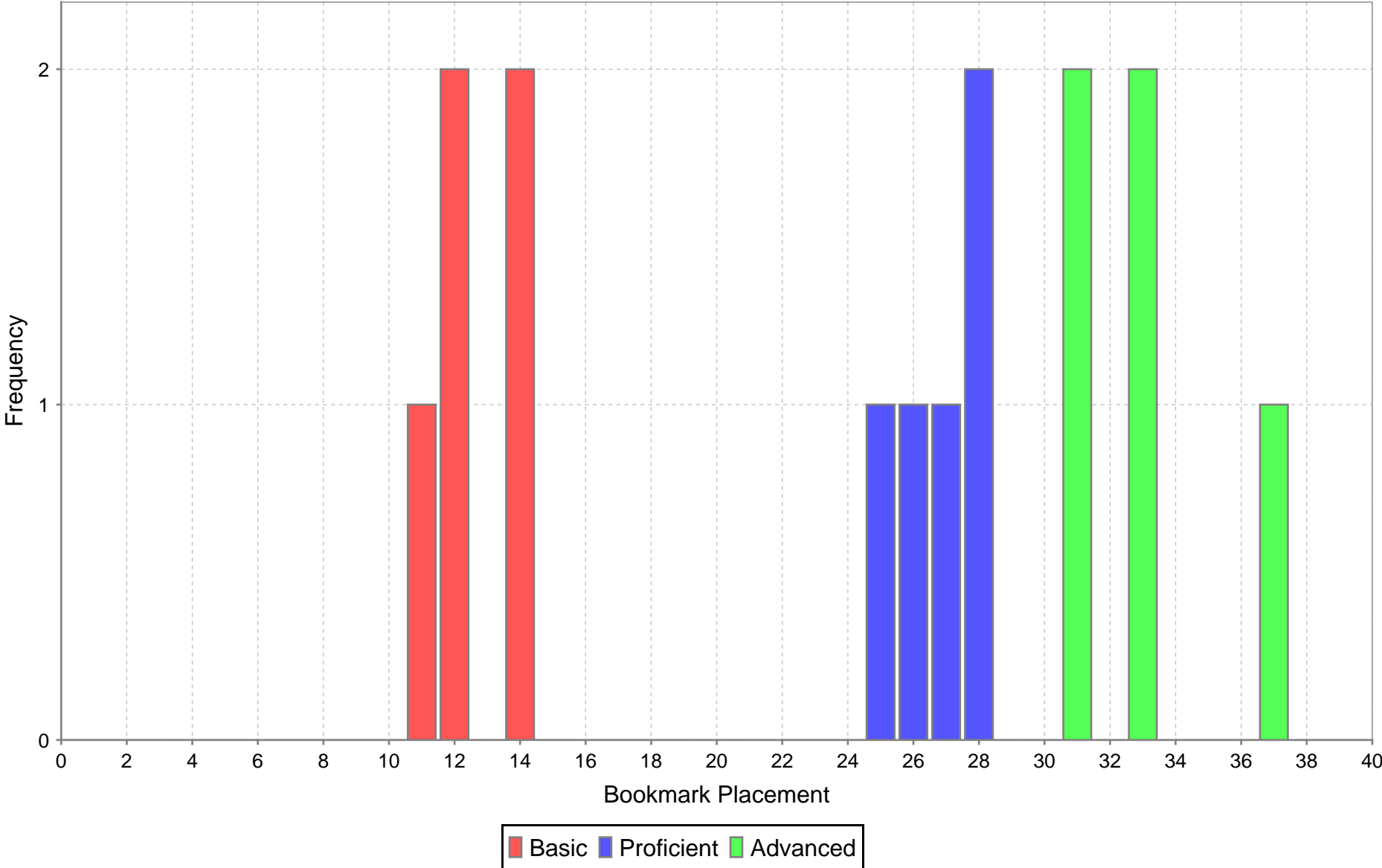


Social Studies

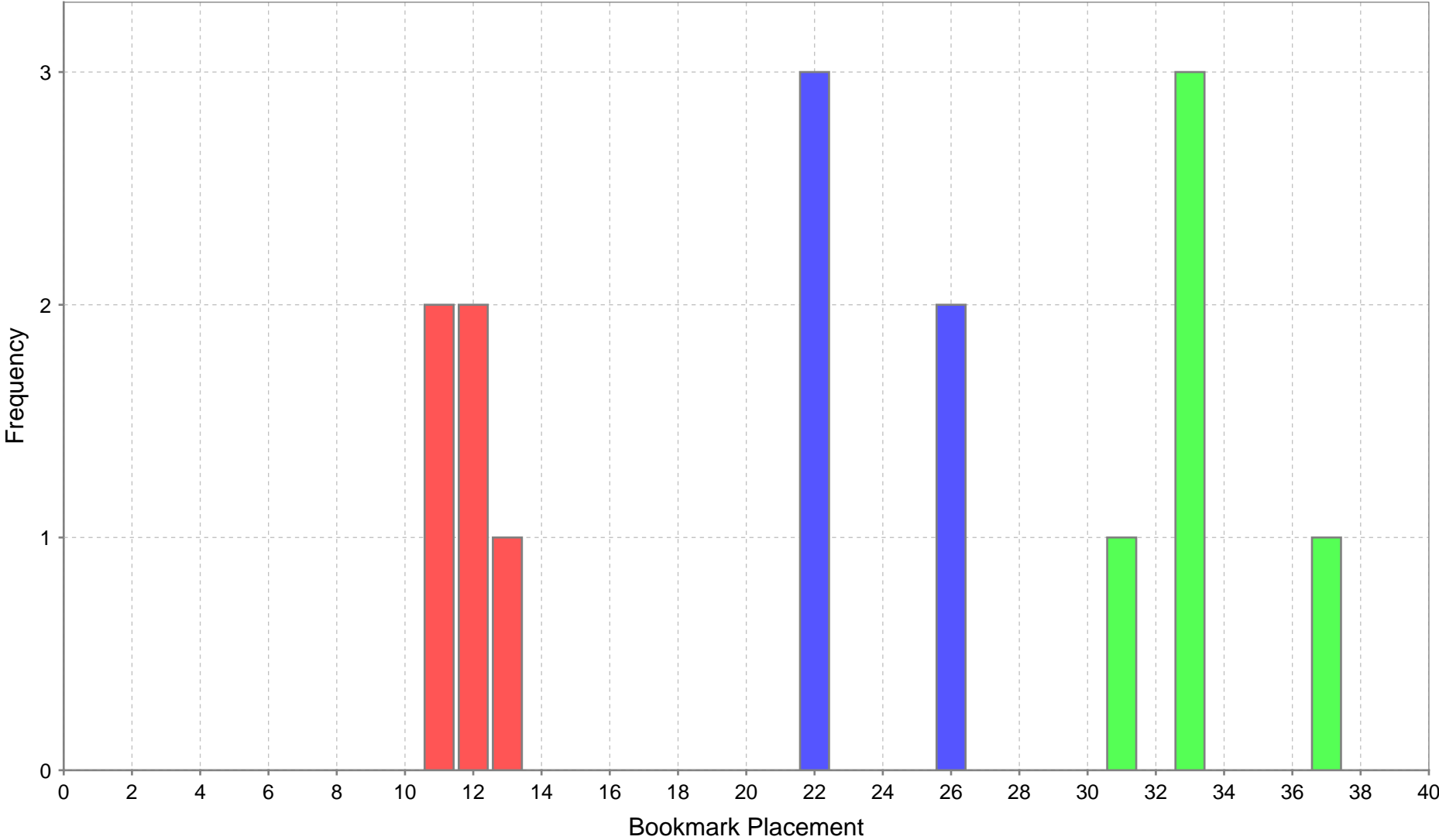
WI Social Studies Grade 4 SS Frequency of Bookmark Placements Round 1



WI Social Studies Grade 4 SS Frequency of Bookmark Placements Round 2

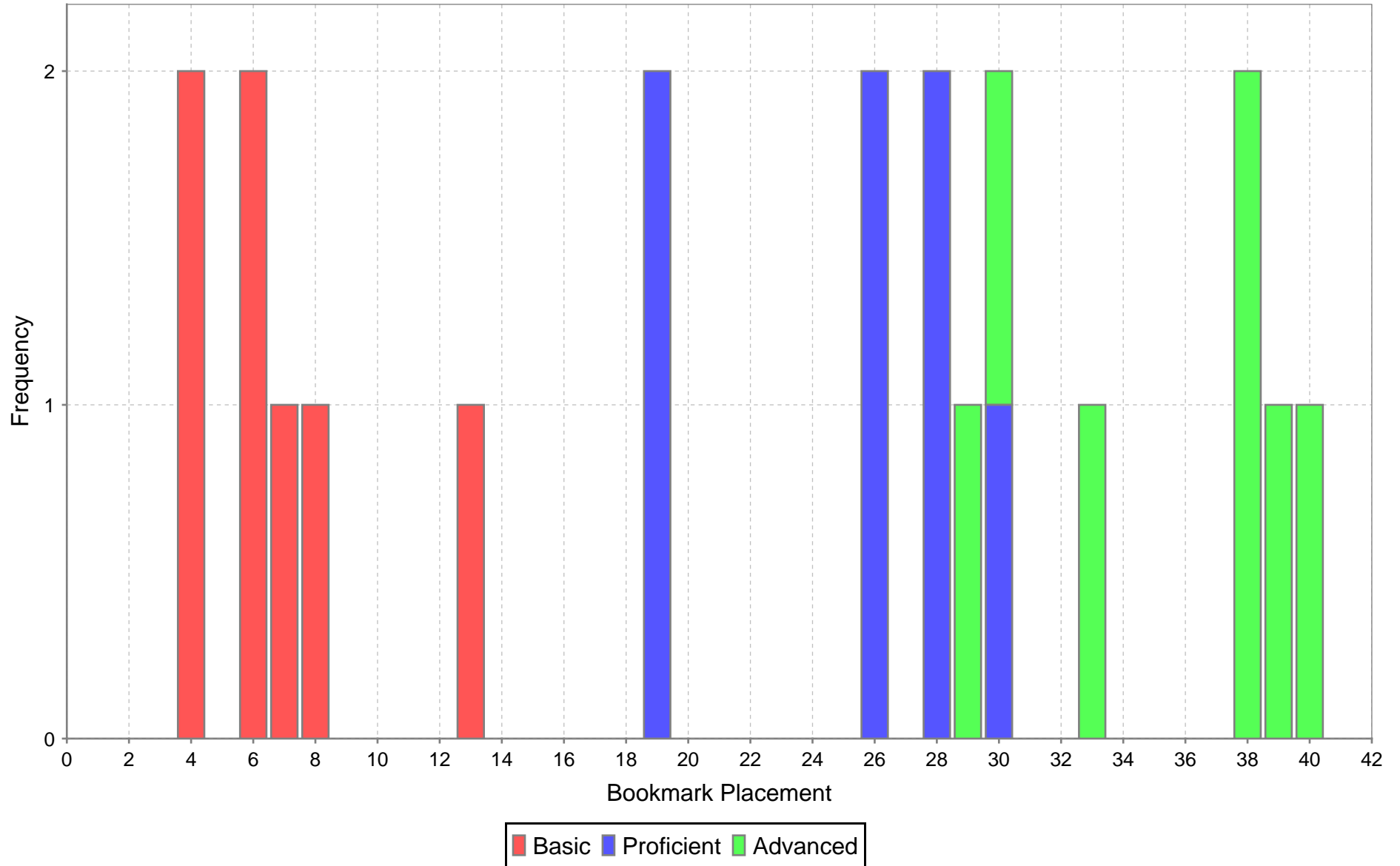


WI Social Studies Grade 4 SS Frequency of Bookmark Placements Round 3

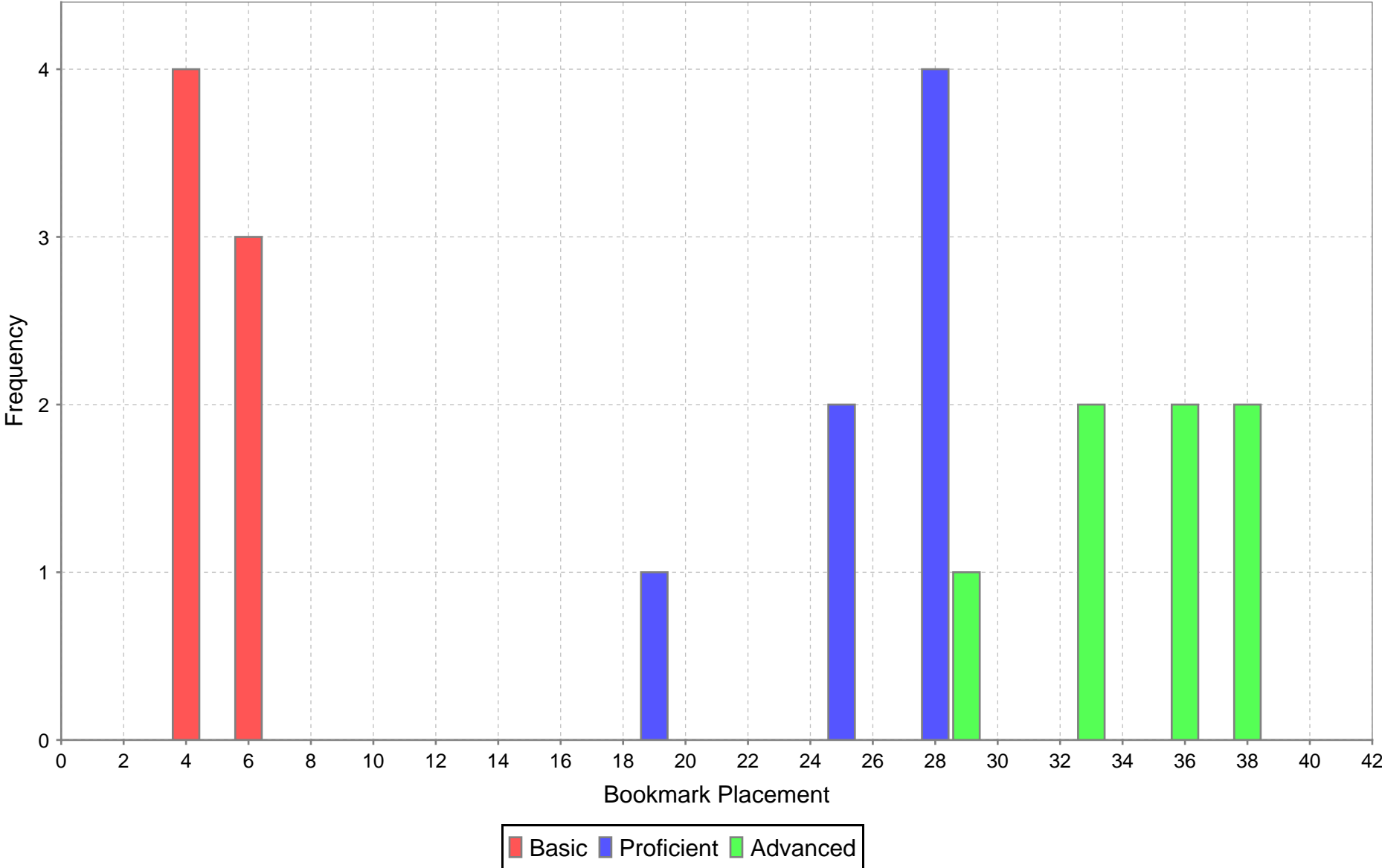


Basic Proficient Advanced

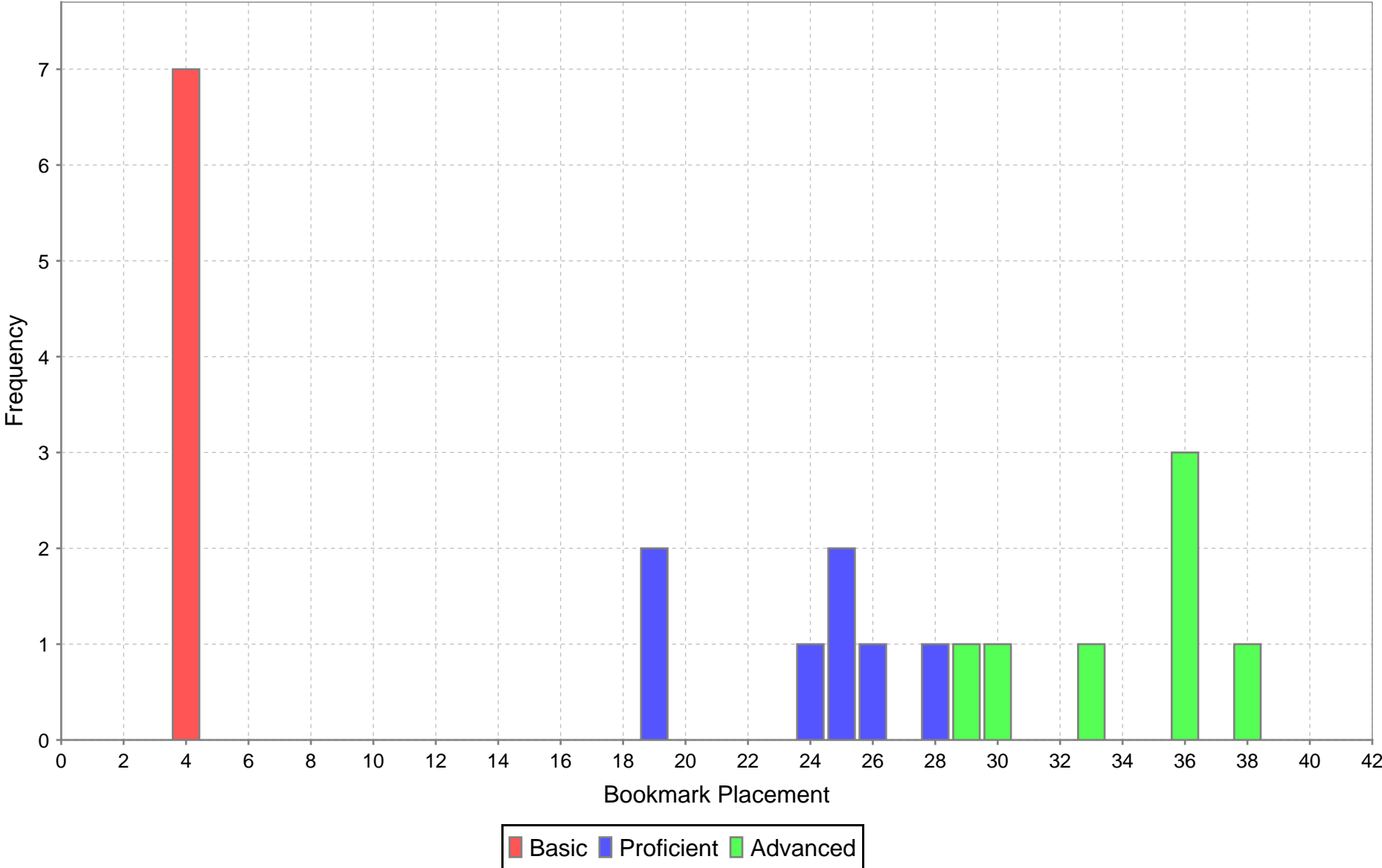
WI Social Studies Grade 8 SS Frequency of Bookmark Placements Round 1



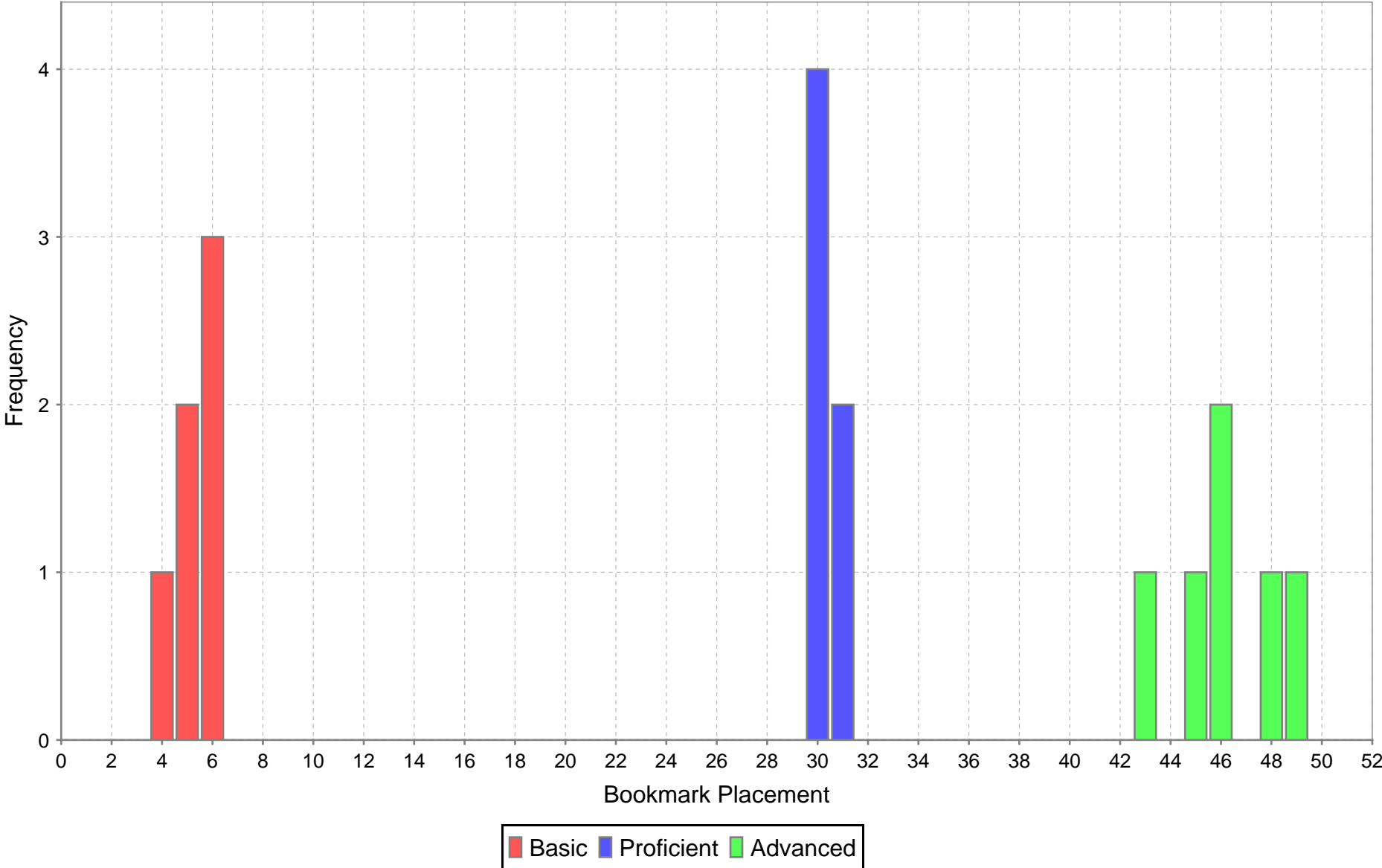
WI Social Studies Grade 8 SS Frequency of Bookmark Placements Round 2



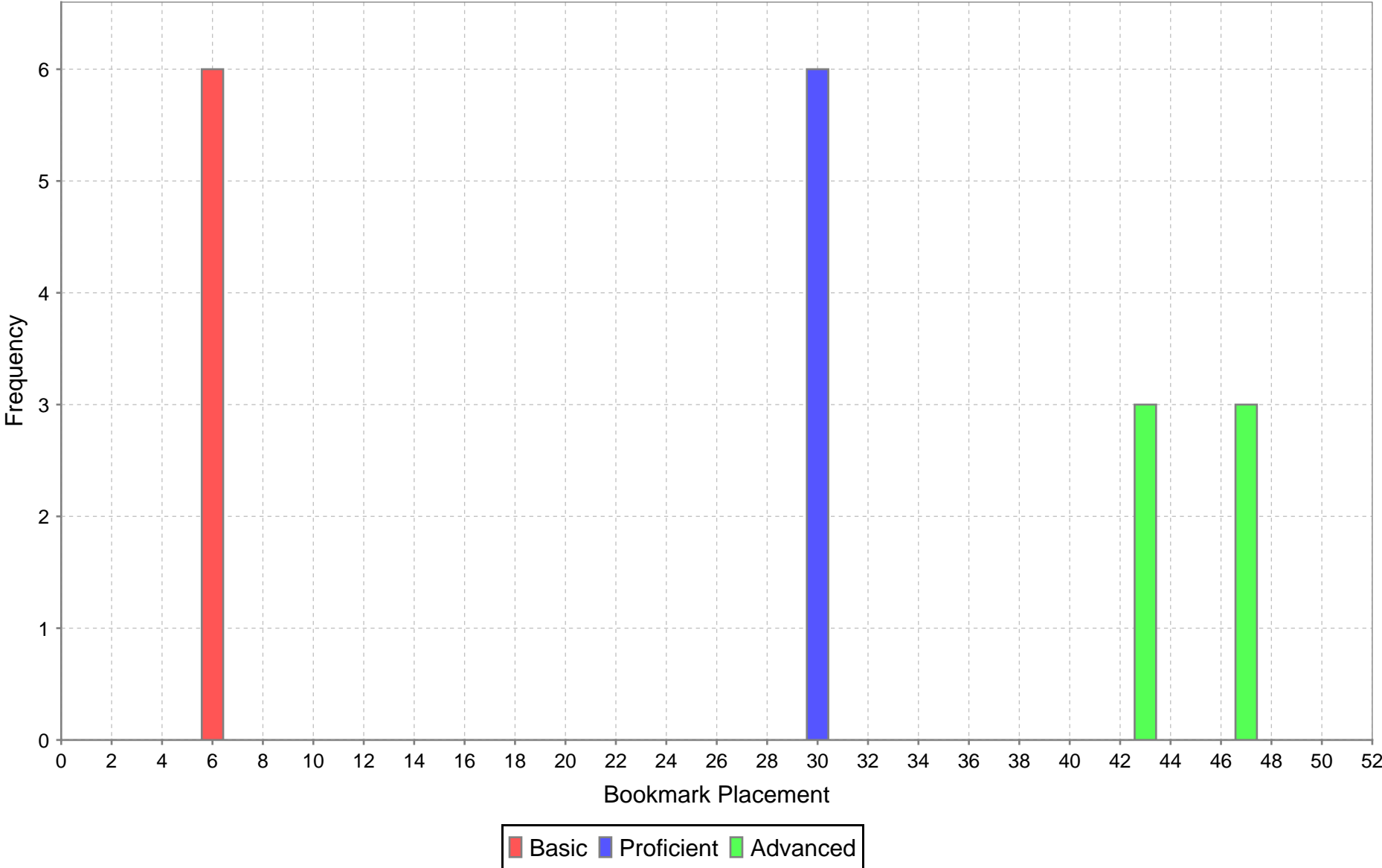
WI Social Studies Grade 8 SS Frequency of Bookmark Placements Round 3



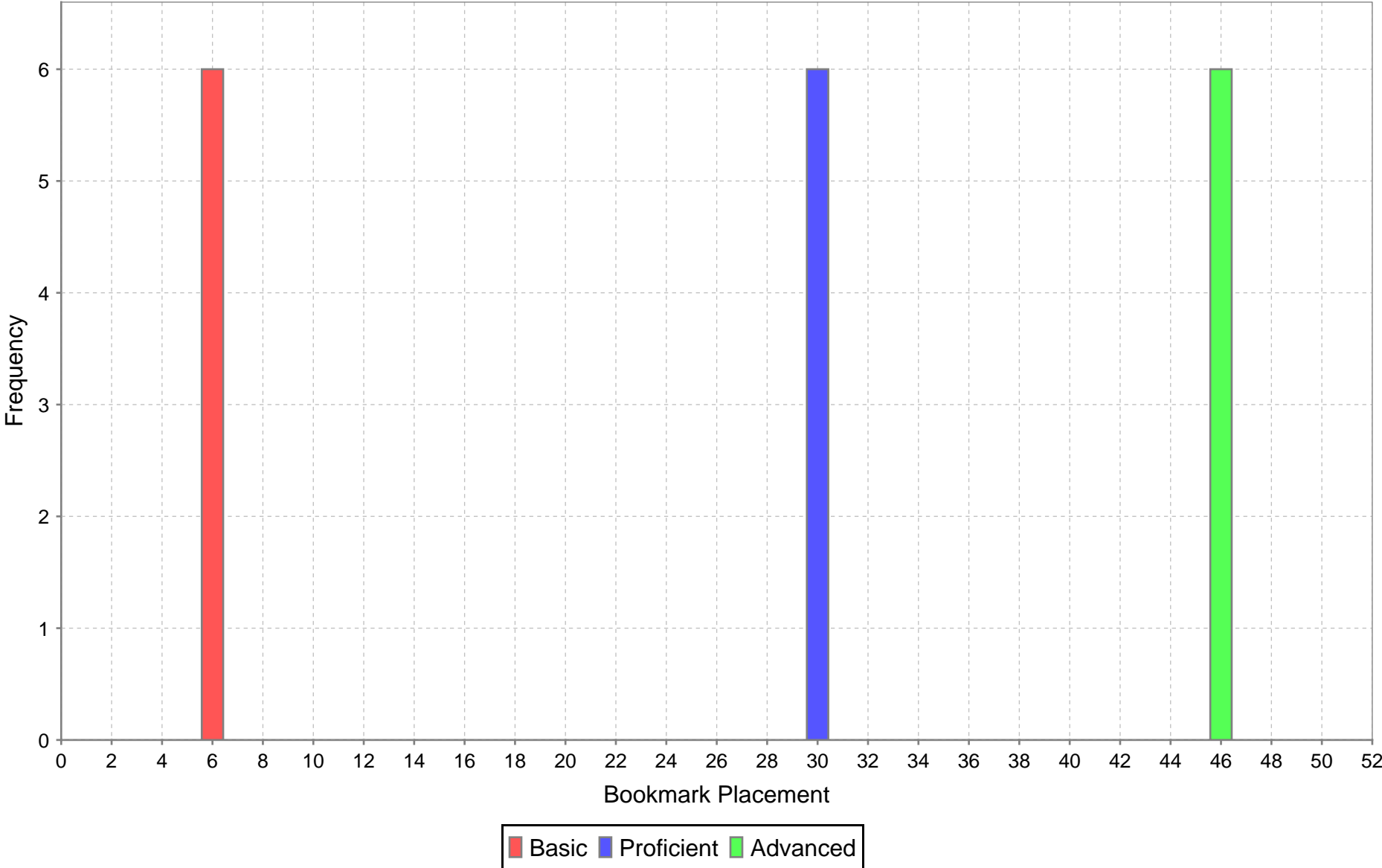
WI Social Studies Grade 10 SS Frequency of Bookmark Placements Round 1



WI Social Studies Grade 10 SS Frequency of Bookmark Placements Round 2



WI Social Studies Grade 10 SS Frequency of Bookmark Placements Round 3



G

Standard Errors Associated with Cut Scores

English Language Arts

Wisconsin Grade 3 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		2.23	1.46	1.94	
Recommended Cut Point* + 3 SE		542	580	630	+ 3 SE
Percent of Students in Each Level	35.5	28.8	28.7	6.9	
Recommended Cut Point* + 2 SE		540	578	628	+ 2 SE
Percent of Students in Each Level	34.1	28.8	29.7	7.5	
Recommended Cut Point* + 1 SE		538	577	626	+ 1 SE
Percent of Students in Each Level	32.6	29.5	29.8	8.2	
Recommended Cut Point*		535	575	624	Recommended Cut Points*
Percent of Students in Each Level	30.5	30.1	30.6	8.9	
Recommended Cut Point* -1 SE		533	574	622	-1 SE
Percent of Students in Each Level	29.1	30.7	30.5	9.6	
Recommended Cut Point* -2 SE		531	572	620	-2 SE
Percent of Students in Each Level	27.7	30.5	31.3	10.5	
Recommended Cut Point* -3 SE		529	571	618	-3 SE
Percent of Students in Each Level	26.3	31.2	31.2	11.3	

* Participants' Large Group Medians

Wisconsin Grade 3 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		13.00	13.00	17.00	
Recommended Cut Point* + 3 SE		574	614	675	+ 3 SE
Percent of Students in Each Level	59.8	27.0	12.4	0.8	
Recommended Cut Point* + 2 SE		561	601	658	+ 2 SE
Percent of Students in Each Level	49.7	29.7	18.7	2.0	
Recommended Cut Point* + 1 SE		548	588	641	+ 1 SE
Percent of Students in Each Level	39.9	30.5	25.3	4.3	
Recommended Cut Point*		535	575	624	Recommended Cut Points*
Percent of Students in Each Level	30.5	30.1	30.6	8.9	
Recommended Cut Point* -1 SE		522	562	607	-1 SE
Percent of Students in Each Level	21.8	28.6	32.6	17.0	
Recommended Cut Point* -2 SE		509	549	590	-2 SE
Percent of Students in Each Level	14.3	26.3	31.2	28.2	
Recommended Cut Point* -3 SE		496	536	573	-3 SE
Percent of Students in Each Level	8.2	22.9	27.9	41.0	

* Participants' Large Group Medians

Wisconsin Grade 3 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		13.19	13.08	17.11	
Recommended Cut Point* + 3 SE		575	615	675	+ 3 SE
Percent of Students in Each Level	60.6	26.7	11.9	0.8	
Recommended Cut Point* + 2 SE		562	602	658	+ 2 SE
Percent of Students in Each Level	50.4	29.5	18.1	2.0	
Recommended Cut Point* + 1 SE		549	588	641	+ 1 SE
Percent of Students in Each Level	40.6	29.8	25.3	4.3	
Recommended Cut Point*		535	575	624	Recommended Cut Points*
Percent of Students in Each Level	30.5	30.1	30.6	8.9	
Recommended Cut Point* -1 SE		522	562	607	-1 SE
Percent of Students in Each Level	21.8	28.6	32.6	17.0	
Recommended Cut Point* -2 SE		509	549	590	-2 SE
Percent of Students in Each Level	14.3	26.3	31.2	28.2	
Recommended Cut Point* -3 SE		496	536	573	-3 SE
Percent of Students in Each Level	8.2	22.9	27.9	41.0	

* Participants' Large Group Medians

Wisconsin Grade 4 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		3.67	6.45	3.15	
Recommended Cut Point* + 3 SE		557	621	659	+ 3 SE
Percent of Students in Each Level	29.8	48.1	16.0	6.0	
Recommended Cut Point* + 2 SE		554	615	656	+ 2 SE
Percent of Students in Each Level	27.9	46.2	19.0	6.8	
Recommended Cut Point* + 1 SE		550	608	653	+ 1 SE
Percent of Students in Each Level	25.4	43.8	23.1	7.6	
Recommended Cut Point*		546	602	650	Recommended Cut Points*
Percent of Students in Each Level	23.0	41.8	26.6	8.6	
Recommended Cut Point* -1 SE		543	595	647	-1 SE
Percent of Students in Each Level	21.4	37.8	31.3	9.5	
Recommended Cut Point* -2 SE		539	589	643	-2 SE
Percent of Students in Each Level	19.3	35.0	34.8	10.9	
Recommended Cut Point* -3 SE		535	582	640	-3 SE
Percent of Students in Each Level	17.3	31.3	39.2	12.2	

* Participants' Large Group Medians

Wisconsin Grade 4 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		15.00	14.00	19.00	
Recommended Cut Point* + 3 SE		591	644	707	+ 3 SE
Percent of Students in Each Level	55.9	33.5	9.9	0.6	
Recommended Cut Point* + 2 SE		576	630	688	+ 2 SE
Percent of Students in Each Level	43.8	39.4	14.9	1.9	
Recommended Cut Point* + 1 SE		561	616	669	+ 1 SE
Percent of Students in Each Level	32.5	42.3	21.1	4.1	
Recommended Cut Point*		546	602	650	Recommended Cut Points*
Percent of Students in Each Level	23.0	41.8	26.6	8.6	
Recommended Cut Point* -1 SE		531	588	631	-1 SE
Percent of Students in Each Level	15.5	38.0	30.3	16.2	
Recommended Cut Point* -2 SE		516	574	612	-2 SE
Percent of Students in Each Level	9.7	32.4	29.9	27.9	
Recommended Cut Point* -3 SE		501	560	593	-3 SE
Percent of Students in Each Level	5.5	26.3	25.7	42.5	

* Participants' Large Group Medians

Wisconsin Grade 4 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		15.44	15.41	19.26	
Recommended Cut Point* + 3 SE		593	648	707	+ 3 SE
Percent of Students in Each Level	57.5	33.3	8.5	0.6	
Recommended Cut Point* + 2 SE		577	632	688	+ 2 SE
Percent of Students in Each Level	44.5	39.8	13.8	1.9	
Recommended Cut Point* + 1 SE		562	617	669	+ 1 SE
Percent of Students in Each Level	33.2	42.3	20.4	4.1	
Recommended Cut Point*		546	602	650	Recommended Cut Points*
Percent of Students in Each Level	23.0	41.8	26.6	8.6	
Recommended Cut Point* -1 SE		531	586	630	-1 SE
Percent of Students in Each Level	15.5	36.3	31.4	16.8	
Recommended Cut Point* -2 SE		515	571	611	-2 SE
Percent of Students in Each Level	9.4	30.5	31.5	28.6	
Recommended Cut Point* -3 SE		500	555	592	-3 SE
Percent of Students in Each Level	5.3	23.3	28.2	43.3	

* Participants' Large Group Medians

Wisconsin Grade 5 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		5.17	17.29	38.74	
Recommended Cut Point* + 3 SE		598	671	796	+ 3 SE
Percent of Students in Each Level	47.7	44.7	7.6	0.1	
Recommended Cut Point* + 2 SE		593	654	757	+ 2 SE
Percent of Students in Each Level	43.7	42.7	13.3	0.3	
Recommended Cut Point* + 1 SE		588	637	718	+ 1 SE
Percent of Students in Each Level	39.6	37.8	21.3	1.3	
Recommended Cut Point*		583	620	679	Recommended Cut Points*
Percent of Students in Each Level	35.7	29.7	28.8	5.7	
Recommended Cut Point* -1 SE		577	602	641	-1 SE
Percent of Students in Each Level	31.4	19.6	28.8	20.2	
Recommended Cut Point* -2 SE		572	585	602	-2 SE
Percent of Students in Each Level	28.1	9.2	13.7	49.0	

* Participants' Large Group Medians

Wisconsin Grade 5 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		14.00	15.00	21.00	
Recommended Cut Point* + 3 SE		625	665	742	+ 3 SE
Percent of Students in Each Level	69.1	21.4	8.9	0.5	
Recommended Cut Point* + 2 SE		611	650	721	+ 2 SE
Percent of Students in Each Level	58.2	26.3	14.4	1.1	
Recommended Cut Point* + 1 SE		597	635	700	+ 1 SE
Percent of Students in Each Level	46.9	29.3	21.3	2.5	
Recommended Cut Point*		583	620	679	Recommended Cut Points*
Percent of Students in Each Level	35.7	29.7	28.8	5.7	
Recommended Cut Point* -1 SE		569	605	658	-1 SE
Percent of Students in Each Level	26.1	27.3	34.7	11.9	
Recommended Cut Point* -2 SE		555	590	637	-2 SE
Percent of Students in Each Level	18.1	23.1	36.2	22.6	
Recommended Cut Point* -3 SE		541	575	616	-3 SE
Percent of Students in Each Level	12.0	18.1	32.2	37.8	

* Participants' Large Group Medians

Wisconsin Grade 5 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		14.92	22.89	44.07	
Recommended Cut Point* + 3 SE		627	688	812	+ 3 SE
Percent of Students in Each Level	70.6	25.3	4.1	0.0	
Recommended Cut Point* + 2 SE		612	665	767	+ 2 SE
Percent of Students in Each Level	59.0	31.5	9.2	0.2	
Recommended Cut Point* + 1 SE		597	642	723	+ 1 SE
Percent of Students in Each Level	46.9	33.5	18.6	1.0	
Recommended Cut Point*		583	620	679	Recommended Cut Points*
Percent of Students in Each Level	35.7	29.7	28.8	5.7	
Recommended Cut Point* -1 SE		568	597	635	-1 SE
Percent of Students in Each Level	25.5	21.4	29.3	23.9	
Recommended Cut Point* -2 SE		553	574	591	-2 SE
Percent of Students in Each Level	17.1	12.3	12.6	58.0	

* Participants' Large Group Medians

Wisconsin Grade 6 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		0.00	0.00	17.56	
Recommended Cut Point* + 3 SE		566	618	716	+ 3 SE
Percent of Students in Each Level	17.8	36.2	44.2	1.8	
Recommended Cut Point* + 2 SE		566	618	699	+ 2 SE
Percent of Students in Each Level	17.8	36.2	42.3	3.7	
Recommended Cut Point* + 1 SE		566	618	681	+ 1 SE
Percent of Students in Each Level	17.8	36.2	38.4	7.5	
Recommended Cut Point*		566	618	664	Recommended Cut Points*
Percent of Students in Each Level	17.8	36.2	32.0	14.0	
Recommended Cut Point* -1 SE		566	618	646	-1 SE
Percent of Students in Each Level	17.8	36.2	21.5	24.5	
Recommended Cut Point* -2 SE		566	618	628	-2 SE
Percent of Students in Each Level	17.8	36.2	8.1	37.9	

* Participants' Large Group Medians

Wisconsin Grade 6 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		16.00	14.00	17.00	
Recommended Cut Point* + 3 SE		614	660	715	+ 3 SE
Percent of Students in Each Level	50.5	33.5	14.1	1.9	
Recommended Cut Point* + 2 SE		598	646	698	+ 2 SE
Percent of Students in Each Level	37.9	37.6	20.7	3.8	
Recommended Cut Point* + 1 SE		582	632	681	+ 1 SE
Percent of Students in Each Level	26.8	38.5	27.1	7.5	
Recommended Cut Point*		566	618	664	Recommended Cut Points*
Percent of Students in Each Level	17.8	36.2	32.0	14.0	
Recommended Cut Point* -1 SE		550	604	647	-1 SE
Percent of Students in Each Level	11.3	31.2	33.7	23.8	
Recommended Cut Point* -2 SE		534	590	630	-2 SE
Percent of Students in Each Level	6.8	25.4	31.6	36.2	
Recommended Cut Point* -3 SE		518	576	613	-3 SE
Percent of Students in Each Level	3.9	19.2	26.6	50.3	

* Participants' Large Group Medians

Wisconsin Grade 6 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		16.00	14.00	24.44	
Recommended Cut Point* + 3 SE		614	660	737	+ 3 SE
Percent of Students in Each Level	50.5	33.5	15.2	0.8	
Recommended Cut Point* + 2 SE		598	646	712	+ 2 SE
Percent of Students in Each Level	37.9	37.6	22.3	2.2	
Recommended Cut Point* + 1 SE		582	632	688	+ 1 SE
Percent of Students in Each Level	26.8	38.5	28.9	5.8	
Recommended Cut Point*		566	618	664	Recommended Cut Points*
Percent of Students in Each Level	17.8	36.2	32.0	14.0	
Recommended Cut Point* -1 SE		550	604	639	-1 SE
Percent of Students in Each Level	11.3	31.2	28.1	29.5	
Recommended Cut Point* -2 SE		534	590	615	-2 SE
Percent of Students in Each Level	6.8	25.4	19.3	48.6	
Recommended Cut Point* -3 SE		518	576	590	-3 SE
Percent of Students in Each Level	3.9	19.2	9.0	67.9	

* Participants' Large Group Medians

Wisconsin Grade 7 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		0.00	0.07	3.14	
Recommended Cut Point* + 3 SE		585	638	706	+ 3 SE
Percent of Students in Each Level	22.8	35.0	36.5	5.7	
Recommended Cut Point* + 2 SE		585	638	703	+ 2 SE
Percent of Students in Each Level	22.8	35.0	35.8	6.4	
Recommended Cut Point* + 1 SE		585	638	700	+ 1 SE
Percent of Students in Each Level	22.8	35.0	35.0	7.1	
Recommended Cut Point*		585	638	697	Recommended Cut Points*
Percent of Students in Each Level	22.8	35.0	34.2	7.9	
Recommended Cut Point* -1 SE		585	638	694	-1 SE
Percent of Students in Each Level	22.8	35.0	33.3	8.9	
Recommended Cut Point* -2 SE		585	638	691	-2 SE
Percent of Students in Each Level	22.8	35.0	32.3	9.9	
Recommended Cut Point* -3 SE		585	638	687	-3 SE
Percent of Students in Each Level	22.8	35.0	30.7	11.4	

* Participants' Large Group Medians

Wisconsin Grade 7 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		15.00	15.00	19.00	
Recommended Cut Point* + 3 SE		630	683	754	+ 3 SE
Percent of Students in Each Level	52.0	34.9	12.3	0.9	
Recommended Cut Point* + 2 SE		615	668	735	+ 2 SE
Percent of Students in Each Level	41.2	37.6	19.5	1.7	
Recommended Cut Point* + 1 SE		600	653	716	+ 1 SE
Percent of Students in Each Level	31.4	37.4	27.3	3.9	
Recommended Cut Point*		585	638	697	Recommended Cut Points*
Percent of Students in Each Level	22.8	35.0	34.2	7.9	
Recommended Cut Point* -1 SE		570	623	678	-1 SE
Percent of Students in Each Level	16.0	30.9	37.4	15.6	
Recommended Cut Point* -2 SE		555	608	659	-2 SE
Percent of Students in Each Level	10.8	25.7	36.4	27.0	
Recommended Cut Point* -3 SE		540	593	640	-3 SE
Percent of Students in Each Level	6.8	20.4	32.1	40.7	

* Participants' Large Group Medians

Wisconsin Grade 7 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		15.00	15.00	19.26	
Recommended Cut Point* + 3 SE		630	683	755	+ 3 SE
Percent of Students in Each Level	52.0	34.9	12.3	0.8	
Recommended Cut Point* + 2 SE		615	668	735	+ 2 SE
Percent of Students in Each Level	41.2	37.6	19.5	1.7	
Recommended Cut Point* + 1 SE		600	653	716	+ 1 SE
Percent of Students in Each Level	31.4	37.4	27.3	3.9	
Recommended Cut Point*		585	638	697	Recommended Cut Points*
Percent of Students in Each Level	22.8	35.0	34.2	7.9	
Recommended Cut Point* -1 SE		570	623	678	-1 SE
Percent of Students in Each Level	16.0	30.9	37.4	15.6	
Recommended Cut Point* -2 SE		555	608	658	-2 SE
Percent of Students in Each Level	10.8	25.7	35.8	27.7	
Recommended Cut Point* -3 SE		540	593	639	-3 SE
Percent of Students in Each Level	6.8	20.4	31.4	41.4	

* Participants' Large Group Medians

Wisconsin Grade 8 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		1.53	0.88	0.25	
Recommended Cut Point* + 3 SE		596	654	709	+ 3 SE
Percent of Students in Each Level	22.9	36.8	30.3	10.0	
Recommended Cut Point* + 2 SE		595	653	709	+ 2 SE
Percent of Students in Each Level	22.4	36.6	31.0	10.0	
Recommended Cut Point* + 1 SE		593	653	709	+ 1 SE
Percent of Students in Each Level	21.4	37.6	31.0	10.0	
Recommended Cut Point*		592	652	708	Recommended Cut Points*
Percent of Students in Each Level	20.9	37.3	31.4	10.4	
Recommended Cut Point* -1 SE		590	651	708	-1 SE
Percent of Students in Each Level	20.0	37.5	32.1	10.4	
Recommended Cut Point* -2 SE		589	650	708	-2 SE
Percent of Students in Each Level	19.6	37.2	32.8	10.4	
Recommended Cut Point* -3 SE		587	649	708	-3 SE
Percent of Students in Each Level	18.7	37.4	33.5	10.4	

* Participants' Large Group Medians

Wisconsin Grade 8 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		15.00	15.00	17.00	
Recommended Cut Point* + 3 SE		637	697	759	+ 3 SE
Percent of Students in Each Level	47.9	37.2	13.6	1.3	
Recommended Cut Point* + 2 SE		622	682	742	+ 2 SE
Percent of Students in Each Level	37.8	39.7	19.8	2.7	
Recommended Cut Point* + 1 SE		607	667	725	+ 1 SE
Percent of Students in Each Level	28.7	39.6	26.1	5.5	
Recommended Cut Point*		592	652	708	Recommended Cut Points*
Percent of Students in Each Level	20.9	37.3	31.4	10.4	
Recommended Cut Point* -1 SE		577	637	691	-1 SE
Percent of Students in Each Level	14.8	33.2	34.4	17.7	
Recommended Cut Point* -2 SE		562	622	674	-2 SE
Percent of Students in Each Level	9.7	28.1	35.0	27.1	
Recommended Cut Point* -3 SE		547	607	657	-3 SE
Percent of Students in Each Level	5.9	22.8	33.0	38.2	

* Participants' Large Group Medians

Wisconsin Grade 8 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		15.08	15.03	17.00	
Recommended Cut Point* + 3 SE		637	697	759	+ 3 SE
Percent of Students in Each Level	47.9	37.2	13.6	1.3	
Recommended Cut Point* + 2 SE		622	682	742	+ 2 SE
Percent of Students in Each Level	37.8	39.7	19.8	2.7	
Recommended Cut Point* + 1 SE		607	667	725	+ 1 SE
Percent of Students in Each Level	28.7	39.6	26.1	5.5	
Recommended Cut Point*		592	652	708	Recommended Cut Points*
Percent of Students in Each Level	20.9	37.3	31.4	10.4	
Recommended Cut Point* -1 SE		577	637	691	-1 SE
Percent of Students in Each Level	14.8	33.2	34.4	17.7	
Recommended Cut Point* -2 SE		562	622	674	-2 SE
Percent of Students in Each Level	9.7	28.1	35.0	27.1	
Recommended Cut Point* -3 SE		547	607	657	-3 SE
Percent of Students in Each Level	5.9	22.8	33.0	38.2	

* Participants' Large Group Medians

Mathematics

WI Mathematics Grade 3 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		4.05	1.26	1.90	
Recommended Cut Point* + 3 SE		530	564	608	+ 3 SE
Percent of Students in Each Level	26.5	29.5	33.6	10.4	
Recommended Cut Point* + 2 SE		526	563	606	+ 2 SE
Percent of Students in Each Level	23.8	31.0	33.7	11.4	
Recommended Cut Point* + 1 SE		521	562	605	+ 1 SE
Percent of Students in Each Level	20.7	33.2	34.2	11.9	
Recommended Cut Point*		517	560	603	Recommended Cut Points*
Percent of Students in Each Level	18.5	33.4	35.2	12.9	
Recommended Cut Point* -1 SE		513	559	601	-1 SE
Percent of Students in Each Level	16.4	34.5	35.0	14.0	
Recommended Cut Point* -2 SE		509	558	599	-2 SE
Percent of Students in Each Level	14.6	35.5	34.8	15.2	
Recommended Cut Point* -3 SE		505	557	597	-3 SE
Percent of Students in Each Level	12.8	36.3	34.4	16.5	

* Participants' Large Group Medians

WI Mathematics Grade 3 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		14.00	11.00	12.00	
Recommended Cut Point* + 3 SE		559	593	639	+ 3 SE
Percent of Students in Each Level	51.0	30.0	16.7	2.4	
Recommended Cut Point* + 2 SE		545	582	627	+ 2 SE
Percent of Students in Each Level	38.2	34.3	23.3	4.3	
Recommended Cut Point* + 1 SE		531	571	615	+ 1 SE
Percent of Students in Each Level	27.1	35.6	29.6	7.6	
Recommended Cut Point*		517	560	603	Recommended Cut Points*
Percent of Students in Each Level	18.5	33.4	35.2	12.9	
Recommended Cut Point* -1 SE		503	549	591	-1 SE
Percent of Students in Each Level	12.0	29.7	37.8	20.5	
Recommended Cut Point* -2 SE		489	538	579	-2 SE
Percent of Students in Each Level	7.4	24.8	37.6	30.1	
Recommended Cut Point* -3 SE		475	527	567	-3 SE
Percent of Students in Each Level	4.4	20.0	34.4	41.2	

* Participants' Large Group Medians

WI Mathematics Grade 3 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		14.57	11.07	12.15	
Recommended Cut Point* + 3 SE		561	594	639	+ 3 SE
Percent of Students in Each Level	52.9	28.7	16.0	2.4	
Recommended Cut Point* + 2 SE		547	583	627	+ 2 SE
Percent of Students in Each Level	39.9	33.4	22.4	4.3	
Recommended Cut Point* + 1 SE		532	572	615	+ 1 SE
Percent of Students in Each Level	27.8	35.8	28.7	7.6	
Recommended Cut Point*		517	560	603	Recommended Cut Points*
Percent of Students in Each Level	18.5	33.4	35.2	12.9	
Recommended Cut Point* -1 SE		503	549	591	-1 SE
Percent of Students in Each Level	12.0	29.7	37.8	20.5	
Recommended Cut Point* -2 SE		488	538	578	-2 SE
Percent of Students in Each Level	7.2	25.1	36.7	31.0	
Recommended Cut Point* -3 SE		474	527	566	-3 SE
Percent of Students in Each Level	4.3	20.2	33.4	42.2	

* Participants' Large Group Medians

WI Mathematics Grade 4 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		0.39	0.46	1.88	
Recommended Cut Point* + 3 SE		564	599	636	+ 3 SE
Percent of Students in Each Level	35.6	29.8	25.1	9.6	
Recommended Cut Point* + 2 SE		564	599	634	+ 2 SE
Percent of Students in Each Level	35.6	29.8	24.2	10.4	
Recommended Cut Point* + 1 SE		563	598	632	+ 1 SE
Percent of Students in Each Level	34.9	29.6	24.2	11.3	
Recommended Cut Point*		563	598	630	Recommended Cut Points*
Percent of Students in Each Level	34.9	29.6	23.2	12.3	
Recommended Cut Point* -1 SE		563	597	628	-1 SE
Percent of Students in Each Level	34.9	28.7	23.1	13.3	
Recommended Cut Point* -2 SE		562	597	626	-2 SE
Percent of Students in Each Level	34.1	29.4	22.0	14.4	
Recommended Cut Point* -3 SE		562	596	624	-3 SE
Percent of Students in Each Level	34.1	28.5	21.8	15.5	

* Participants' Large Group Medians

WI Mathematics Grade 4 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		13.00	9.00	10.00	
Recommended Cut Point* + 3 SE		602	625	660	+ 3 SE
Percent of Students in Each Level	68.1	17.0	12.0	3.0	
Recommended Cut Point* + 2 SE		589	616	650	+ 2 SE
Percent of Students in Each Level	56.6	22.7	15.8	5.0	
Recommended Cut Point* + 1 SE		576	607	640	+ 1 SE
Percent of Students in Each Level	44.9	27.4	19.7	8.0	
Recommended Cut Point*		563	598	630	Recommended Cut Points*
Percent of Students in Each Level	34.9	29.6	23.2	12.3	
Recommended Cut Point* -1 SE		550	589	620	-1 SE
Percent of Students in Each Level	26.4	30.2	25.4	18.0	
Recommended Cut Point* -2 SE		537	580	610	-2 SE
Percent of Students in Each Level	19.9	28.3	26.5	25.3	
Recommended Cut Point* -3 SE		524	571	600	-3 SE
Percent of Students in Each Level	14.9	26.0	25.3	33.7	

* Participants' Large Group Medians

WI Mathematics Grade 4 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		13.01	9.01	10.18	
Recommended Cut Point* + 3 SE		602	625	661	+ 3 SE
Percent of Students in Each Level	68.1	17.0	12.2	2.8	
Recommended Cut Point* + 2 SE		589	616	650	+ 2 SE
Percent of Students in Each Level	56.6	22.7	15.8	5.0	
Recommended Cut Point* + 1 SE		576	607	640	+ 1 SE
Percent of Students in Each Level	44.9	27.4	19.7	8.0	
Recommended Cut Point*		563	598	630	Recommended Cut Points*
Percent of Students in Each Level	34.9	29.6	23.2	12.3	
Recommended Cut Point* -1 SE		550	589	620	-1 SE
Percent of Students in Each Level	26.4	30.2	25.4	18.0	
Recommended Cut Point* -2 SE		537	580	610	-2 SE
Percent of Students in Each Level	19.9	28.3	26.5	25.3	
Recommended Cut Point* -3 SE		524	571	600	-3 SE
Percent of Students in Each Level	14.9	26.0	25.3	33.7	

* Participants' Large Group Medians

WI Mathematics Grade 5 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		5.75	0.43	1.28	
Recommended Cut Point* + 3 SE		606	620	662	+ 3 SE
Percent of Students in Each Level	51.1	12.9	27.7	8.3	
Recommended Cut Point* + 2 SE		601	619	661	+ 2 SE
Percent of Students in Each Level	46.7	16.4	28.2	8.7	
Recommended Cut Point* + 1 SE		595	619	659	+ 1 SE
Percent of Students in Each Level	41.4	21.6	27.5	9.5	
Recommended Cut Point*		589	618	658	Recommended Cut Points*
Percent of Students in Each Level	36.4	25.8	27.8	10.0	
Recommended Cut Point* -1 SE		583	618	657	-1 SE
Percent of Students in Each Level	31.8	30.3	27.4	10.4	
Recommended Cut Point* -2 SE		578	618	655	-2 SE
Percent of Students in Each Level	28.3	33.8	26.5	11.4	
Recommended Cut Point* -3 SE		572	617	654	-3 SE
Percent of Students in Each Level	24.6	36.6	26.9	11.8	

* Participants' Large Group Medians

WI Mathematics Grade 5 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		12.00	10.00	10.00	
Recommended Cut Point* + 3 SE		625	648	688	+ 3 SE
Percent of Students in Each Level	68.4	16.6	12.8	2.2	
Recommended Cut Point* + 2 SE		613	638	678	+ 2 SE
Percent of Students in Each Level	57.6	21.0	17.6	3.8	
Recommended Cut Point* + 1 SE		601	628	668	+ 1 SE
Percent of Students in Each Level	46.7	24.2	22.9	6.2	
Recommended Cut Point*		589	618	658	Recommended Cut Points*
Percent of Students in Each Level	36.4	25.8	27.8	10.0	
Recommended Cut Point* -1 SE		577	608	648	-1 SE
Percent of Students in Each Level	27.7	25.2	32.1	15.0	
Recommended Cut Point* -2 SE		565	598	638	-2 SE
Percent of Students in Each Level	20.7	23.3	34.7	21.4	
Recommended Cut Point* -3 SE		553	588	628	-3 SE
Percent of Students in Each Level	15.1	20.6	35.2	29.2	

* Participants' Large Group Medians

WI Mathematics Grade 5 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		13.31	10.01	10.08	
Recommended Cut Point* + 3 SE		629	648	688	+ 3 SE
Percent of Students in Each Level	71.7	13.3	12.8	2.2	
Recommended Cut Point* + 2 SE		616	638	678	+ 2 SE
Percent of Students in Each Level	60.3	18.3	17.6	3.8	
Recommended Cut Point* + 1 SE		603	628	668	+ 1 SE
Percent of Students in Each Level	48.4	22.4	22.9	6.2	
Recommended Cut Point*		589	618	658	Recommended Cut Points*
Percent of Students in Each Level	36.4	25.8	27.8	10.0	
Recommended Cut Point* -1 SE		576	608	648	-1 SE
Percent of Students in Each Level	27.1	25.8	32.1	15.0	
Recommended Cut Point* -2 SE		563	598	638	-2 SE
Percent of Students in Each Level	19.6	24.4	34.7	21.4	
Recommended Cut Point* -3 SE		549	588	628	-3 SE
Percent of Students in Each Level	13.5	22.2	35.2	29.2	

* Participants' Large Group Medians

WI Mathematics Grade 6 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		4.82	1.68	2.81	
Recommended Cut Point* + 3 SE		596	632	697	+ 3 SE
Percent of Students in Each Level	33.8	28.0	34.4	3.8	
Recommended Cut Point* + 2 SE		592	630	694	+ 2 SE
Percent of Students in Each Level	31.1	29.1	35.3	4.5	
Recommended Cut Point* + 1 SE		587	628	691	+ 1 SE
Percent of Students in Each Level	28.1	30.4	36.2	5.2	
Recommended Cut Point*		582	626	688	Recommended Cut Points*
Percent of Students in Each Level	25.2	31.7	37.0	6.1	
Recommended Cut Point* -1 SE		577	625	685	-1 SE
Percent of Students in Each Level	22.6	33.5	36.9	7.0	
Recommended Cut Point* -2 SE		572	623	682	-2 SE
Percent of Students in Each Level	20.2	34.4	37.5	7.9	
Recommended Cut Point* -3 SE		567	621	680	-3 SE
Percent of Students in Each Level	17.8	35.2	38.4	8.6	

* Participants' Large Group Medians

WI Mathematics Grade 6 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		17.00	12.00	11.00	
Recommended Cut Point* + 3 SE		633	662	721	+ 3 SE
Percent of Students in Each Level	62.5	20.4	16.1	1.0	
Recommended Cut Point* + 2 SE		616	650	710	+ 2 SE
Percent of Students in Each Level	49.0	26.3	22.9	1.8	
Recommended Cut Point* + 1 SE		599	638	699	+ 1 SE
Percent of Students in Each Level	35.8	30.8	30.0	3.4	
Recommended Cut Point*		582	626	688	Recommended Cut Points*
Percent of Students in Each Level	25.2	31.7	37.0	6.1	
Recommended Cut Point* -1 SE		565	614	677	-1 SE
Percent of Students in Each Level	16.9	30.3	43.0	9.8	
Recommended Cut Point* -2 SE		548	602	666	-2 SE
Percent of Students in Each Level	10.5	27.5	47.1	14.9	
Recommended Cut Point* -3 SE		531	590	655	-3 SE
Percent of Students in Each Level	6.2	23.7	48.8	21.2	

* Participants' Large Group Medians

WI Mathematics Grade 6 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		17.67	12.12	11.35	
Recommended Cut Point* + 3 SE		635	663	722	+ 3 SE
Percent of Students in Each Level	64.1	19.3	15.6	0.9	
Recommended Cut Point* + 2 SE		617	651	711	+ 2 SE
Percent of Students in Each Level	49.8	26.3	22.2	1.7	
Recommended Cut Point* + 1 SE		600	639	699	+ 1 SE
Percent of Students in Each Level	36.6	30.8	29.2	3.4	
Recommended Cut Point*		582	626	688	Recommended Cut Points*
Percent of Students in Each Level	25.2	31.7	37.0	6.1	
Recommended Cut Point* -1 SE		564	614	677	-1 SE
Percent of Students in Each Level	16.5	30.8	43.0	9.8	
Recommended Cut Point* -2 SE		547	602	665	-2 SE
Percent of Students in Each Level	10.2	27.8	46.5	15.4	
Recommended Cut Point* -3 SE		529	590	654	-3 SE
Percent of Students in Each Level	5.9	24.1	48.2	21.9	

* Participants' Large Group Medians

WI Math Grade 7 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		1.03	2.12	0.00	
Recommended Cut Point* + 3 SE		635	660	712	+ 3 SE
Percent of Students in Each Level	51.2	19.3	25.0	4.5	
Recommended Cut Point* + 2 SE		634	658	712	+ 2 SE
Percent of Students in Each Level	50.4	18.6	26.5	4.5	
Recommended Cut Point* + 1 SE		633	655	712	+ 1 SE
Percent of Students in Each Level	49.6	17.1	28.9	4.5	
Recommended Cut Point*		632	653	712	Recommended Cut Points*
Percent of Students in Each Level	48.8	16.3	30.4	4.5	
Recommended Cut Point* -1 SE		631	651	712	-1 SE
Percent of Students in Each Level	48.0	15.6	31.9	4.5	
Recommended Cut Point* -2 SE		630	649	712	-2 SE
Percent of Students in Each Level	47.3	14.8	33.4	4.5	
Recommended Cut Point* -3 SE		629	647	712	-3 SE
Percent of Students in Each Level	46.5	14.0	34.9	4.5	

* Participants' Large Group Medians

WI Math Grade 7 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		13.00	11.00	11.00	
Recommended Cut Point* + 3 SE		671	686	745	+ 3 SE
Percent of Students in Each Level	78.0	8.6	12.7	0.7	
Recommended Cut Point* + 2 SE		658	675	734	+ 2 SE
Percent of Students in Each Level	69.0	11.6	18.1	1.4	
Recommended Cut Point* + 1 SE		645	664	723	+ 1 SE
Percent of Students in Each Level	59.0	14.3	24.2	2.5	
Recommended Cut Point*		632	653	712	Recommended Cut Points*
Percent of Students in Each Level	48.8	16.3	30.4	4.5	
Recommended Cut Point* -1 SE		619	642	701	-1 SE
Percent of Students in Each Level	38.9	17.8	35.8	7.5	
Recommended Cut Point* -2 SE		606	631	690	-2 SE
Percent of Students in Each Level	30.2	17.8	40.4	11.6	
Recommended Cut Point* -3 SE		593	620	679	-3 SE
Percent of Students in Each Level	22.5	17.1	43.3	17.1	

* Participants' Large Group Medians

WI Math Grade 7 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		13.04	11.20	11.00	
Recommended Cut Point* + 3 SE		671	687	745	+ 3 SE
Percent of Students in Each Level	78.0	9.1	12.2	0.7	
Recommended Cut Point* + 2 SE		658	676	734	+ 2 SE
Percent of Students in Each Level	69.0	12.1	17.5	1.4	
Recommended Cut Point* + 1 SE		645	664	723	+ 1 SE
Percent of Students in Each Level	59.0	14.3	24.2	2.5	
Recommended Cut Point*		632	653	712	Recommended Cut Points*
Percent of Students in Each Level	48.8	16.3	30.4	4.5	
Recommended Cut Point* -1 SE		619	642	701	-1 SE
Percent of Students in Each Level	38.9	17.8	35.8	7.5	
Recommended Cut Point* -2 SE		606	631	690	-2 SE
Percent of Students in Each Level	30.2	17.8	40.4	11.6	
Recommended Cut Point* -3 SE		593	620	679	-3 SE
Percent of Students in Each Level	22.5	17.1	43.3	17.1	

* Participants' Large Group Medians

WI Math Grade 8 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		6.04	2.18	3.28	
Recommended Cut Point* + 3 SE		652	685	728	+ 3 SE
Percent of Students in Each Level	53.2	25.9	17.5	3.4	
Recommended Cut Point* + 2 SE		646	683	725	+ 2 SE
Percent of Students in Each Level	48.0	29.9	18.1	4.0	
Recommended Cut Point* + 1 SE		640	680	722	+ 1 SE
Percent of Students in Each Level	42.9	32.9	19.5	4.7	
Recommended Cut Point*		634	678	718	Recommended Cut Points*
Percent of Students in Each Level	38.1	36.3	19.8	5.8	
Recommended Cut Point* -1 SE		628	676	715	-1 SE
Percent of Students in Each Level	33.6	39.4	20.3	6.6	
Recommended Cut Point* -2 SE		622	674	712	-2 SE
Percent of Students in Each Level	29.6	41.9	20.8	7.7	
Recommended Cut Point* -3 SE		616	672	709	-3 SE
Percent of Students in Each Level	25.9	44.1	21.2	8.8	

* Participants' Large Group Medians

WI Math Grade 8 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		14.00	11.00	11.00	
Recommended Cut Point* + 3 SE		676	711	751	+ 3 SE
Percent of Students in Each Level	73.0	18.9	7.1	0.9	
Recommended Cut Point* + 2 SE		662	700	740	+ 2 SE
Percent of Students in Each Level	61.8	25.6	10.8	1.7	
Recommended Cut Point* + 1 SE		648	689	729	+ 1 SE
Percent of Students in Each Level	49.7	31.8	15.2	3.2	
Recommended Cut Point*		634	678	718	Recommended Cut Points*
Percent of Students in Each Level	38.1	36.3	19.8	5.8	
Recommended Cut Point* -1 SE		620	667	707	-1 SE
Percent of Students in Each Level	28.3	37.6	24.5	9.6	
Recommended Cut Point* -2 SE		606	656	696	-2 SE
Percent of Students in Each Level	20.8	36.0	28.7	14.5	
Recommended Cut Point* -3 SE		592	645	685	-3 SE
Percent of Students in Each Level	15.2	32.0	32.0	20.9	

* Participants' Large Group Medians

WI Math Grade 8 MA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		15.25	11.21	11.48	
Recommended Cut Point* + 3 SE		680	712	753	+ 3 SE
Percent of Students in Each Level	75.9	16.5	6.9	0.8	
Recommended Cut Point* + 2 SE		665	701	741	+ 2 SE
Percent of Students in Each Level	64.3	23.6	10.5	1.6	
Recommended Cut Point* + 1 SE		649	689	730	+ 1 SE
Percent of Students in Each Level	50.6	30.9	15.4	3.1	
Recommended Cut Point*		634	678	718	Recommended Cut Points*
Percent of Students in Each Level	38.1	36.3	19.8	5.8	
Recommended Cut Point* -1 SE		619	667	707	-1 SE
Percent of Students in Each Level	27.7	38.3	24.5	9.6	
Recommended Cut Point* -2 SE		604	656	696	-2 SE
Percent of Students in Each Level	19.8	37.0	28.7	14.5	
Recommended Cut Point* -3 SE		588	645	684	-3 SE
Percent of Students in Each Level	13.8	33.3	31.4	21.5	

* Participants' Large Group Medians

Science

WI Science Grade 4 SC

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		3.60	3.33	7.48	
Recommended Cut Point* + 3 SE		359	409	470	+ 3 SE
Percent of Students in Each Level	19.9	37.1	35.9	7.2	
Recommended Cut Point* + 2 SE		355	406	462	+ 2 SE
Percent of Students in Each Level	17.9	36.5	36.0	9.6	
Recommended Cut Point* + 1 SE		351	403	455	+ 1 SE
Percent of Students in Each Level	16.1	35.8	36.0	12.1	
Recommended Cut Point*		348	399	447	Recommended Cut Points*
Percent of Students in Each Level	14.7	33.7	35.7	15.8	
Recommended Cut Point* -1 SE		344	396	440	-1 SE
Percent of Students in Each Level	13.1	32.9	34.3	19.7	
Recommended Cut Point* -2 SE		341	393	432	-2 SE
Percent of Students in Each Level	11.9	31.7	31.5	24.9	
Recommended Cut Point* -3 SE		337	389	425	-3 SE
Percent of Students in Each Level	10.6	29.9	29.6	29.9	

* Participants' Large Group Medians

WI Science Grade 4 SC

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		15.00	15.00	19.00	
Recommended Cut Point* + 3 SE		393	444	504	+ 3 SE
Percent of Students in Each Level	43.6	38.9	15.3	2.1	
Recommended Cut Point* + 2 SE		378	429	485	+ 2 SE
Percent of Students in Each Level	32.0	41.0	22.9	4.1	
Recommended Cut Point* + 1 SE		363	414	466	+ 1 SE
Percent of Students in Each Level	22.0	39.3	30.3	8.3	
Recommended Cut Point*		348	399	447	Recommended Cut Points*
Percent of Students in Each Level	14.7	33.7	35.7	15.8	
Recommended Cut Point* -1 SE		333	384	428	-1 SE
Percent of Students in Each Level	9.4	27.2	35.7	27.7	
Recommended Cut Point* -2 SE		318	369	409	-2 SE
Percent of Students in Each Level	5.6	20.1	31.2	43.0	
Recommended Cut Point* -3 SE		303	354	390	-3 SE
Percent of Students in Each Level	3.3	14.2	23.8	58.8	

* Participants' Large Group Medians

WI Science Grade 4 SC

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		15.43	15.37	20.42	
Recommended Cut Point* + 3 SE		394	446	509	+ 3 SE
Percent of Students in Each Level	44.4	39.3	14.5	1.8	
Recommended Cut Point* + 2 SE		379	430	488	+ 2 SE
Percent of Students in Each Level	32.7	40.9	22.6	3.8	
Recommended Cut Point* + 1 SE		363	415	468	+ 1 SE
Percent of Students in Each Level	22.0	40.1	30.2	7.7	
Recommended Cut Point*		348	399	447	Recommended Cut Points*
Percent of Students in Each Level	14.7	33.7	35.7	15.8	
Recommended Cut Point* -1 SE		332	384	427	-1 SE
Percent of Students in Each Level	9.1	27.5	35.0	28.5	
Recommended Cut Point* -2 SE		317	369	407	-2 SE
Percent of Students in Each Level	5.5	20.3	29.5	44.7	
Recommended Cut Point* -3 SE		301	353	386	-3 SE
Percent of Students in Each Level	3.0	14.0	21.1	61.9	

* Participants' Large Group Medians

WI Science Grade 8 SC

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		3.45	10.82	0.00	
Recommended Cut Point* + 3 SE		562	637	659	+ 3 SE
Percent of Students in Each Level	21.1	59.1	10.1	9.8	
Recommended Cut Point* + 2 SE		558	626	659	+ 2 SE
Percent of Students in Each Level	18.9	53.8	17.4	9.8	
Recommended Cut Point* + 1 SE		555	615	659	+ 1 SE
Percent of Students in Each Level	17.5	46.3	26.4	9.8	
Recommended Cut Point*		552	605	659	Recommended Cut Points*
Percent of Students in Each Level	16.0	38.8	35.4	9.8	
Recommended Cut Point* -1 SE		548	594	659	-1 SE
Percent of Students in Each Level	14.2	30.4	45.5	9.8	
Recommended Cut Point* -2 SE		545	583	659	-2 SE
Percent of Students in Each Level	13.0	22.4	54.8	9.8	
Recommended Cut Point* -3 SE		541	572	659	-3 SE
Percent of Students in Each Level	11.6	15.6	63.0	9.8	

* Participants' Large Group Medians

WI Science Grade 8 SC

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		14.00	15.00	27.00	
Recommended Cut Point* + 3 SE		594	650	740	+ 3 SE
Percent of Students in Each Level	44.7	42.0	12.1	1.2	
Recommended Cut Point* + 2 SE		580	635	713	+ 2 SE
Percent of Students in Each Level	33.1	45.9	19.2	1.8	
Recommended Cut Point* + 1 SE		566	620	686	+ 1 SE
Percent of Students in Each Level	23.4	44.5	27.8	4.3	
Recommended Cut Point*		552	605	659	Recommended Cut Points*
Percent of Students in Each Level	16.0	38.8	35.4	9.8	
Recommended Cut Point* -1 SE		538	590	632	-1 SE
Percent of Students in Each Level	10.6	30.6	35.9	23.0	
Recommended Cut Point* -2 SE		524	575	605	-2 SE
Percent of Students in Each Level	6.9	22.4	25.5	45.2	
Recommended Cut Point* -3 SE		510	560	578	-3 SE
Percent of Students in Each Level	4.5	15.5	11.6	68.4	

* Participants' Large Group Medians

WI Science Grade 8 SC

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		14.42	18.50	27.00	
Recommended Cut Point* + 3 SE		595	660	740	+ 3 SE
Percent of Students in Each Level	45.6	44.9	8.3	1.2	
Recommended Cut Point* + 2 SE		580	642	713	+ 2 SE
Percent of Students in Each Level	33.1	50.0	15.2	1.8	
Recommended Cut Point* + 1 SE		566	623	686	+ 1 SE
Percent of Students in Each Level	23.4	46.9	25.4	4.3	
Recommended Cut Point*		552	605	659	Recommended Cut Points*
Percent of Students in Each Level	16.0	38.8	35.4	9.8	
Recommended Cut Point* -1 SE		537	586	632	-1 SE
Percent of Students in Each Level	10.2	27.6	39.2	23.0	
Recommended Cut Point* -2 SE		523	568	605	-2 SE
Percent of Students in Each Level	6.7	18.0	30.1	45.2	
Recommended Cut Point* -3 SE		508	549	578	-3 SE
Percent of Students in Each Level	4.2	10.4	16.9	68.4	

* Participants' Large Group Medians

Social Studies

WI Social Studies Grade 4 SS

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		5.84	1.53	5.32	
Recommended Cut Point* + 3 SE		380	401	452	+ 3 SE
Percent of Students in Each Level	34.1	17.3	36.4	12.2	
Recommended Cut Point* + 2 SE		374	399	447	+ 2 SE
Percent of Students in Each Level	29.6	20.0	35.9	14.4	
Recommended Cut Point* + 1 SE		368	397	441	+ 1 SE
Percent of Students in Each Level	25.6	22.2	34.5	17.7	
Recommended Cut Point*		363	396	436	Recommended Cut Points*
Percent of Students in Each Level	22.4	24.5	32.3	20.7	
Recommended Cut Point* -1 SE		357	394	431	-1 SE
Percent of Students in Each Level	19.0	26.3	30.4	24.2	
Recommended Cut Point* -2 SE		351	393	425	-2 SE
Percent of Students in Each Level	16.1	28.4	26.9	28.6	
Recommended Cut Point* -3 SE		345	391	420	-3 SE
Percent of Students in Each Level	13.4	29.5	24.7	32.4	

* Participants' Large Group Medians

WI Social Studies Grade 4 SS

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		13.00	13.00	16.00	
Recommended Cut Point* + 3 SE		402	435	484	+ 3 SE
Percent of Students in Each Level	52.4	26.2	17.3	4.1	
Recommended Cut Point* + 2 SE		389	422	468	+ 2 SE
Percent of Students in Each Level	41.3	27.9	23.9	6.9	
Recommended Cut Point* + 1 SE		376	409	452	+ 1 SE
Percent of Students in Each Level	31.0	27.4	29.4	12.2	
Recommended Cut Point*		363	396	436	Recommended Cut Points*
Percent of Students in Each Level	22.4	24.5	32.3	20.7	
Recommended Cut Point* -1 SE		350	383	420	-1 SE
Percent of Students in Each Level	15.6	20.8	31.2	32.4	
Recommended Cut Point* -2 SE		337	370	404	-2 SE
Percent of Students in Each Level	10.5	16.4	27.2	45.9	
Recommended Cut Point* -3 SE		324	357	388	-3 SE
Percent of Students in Each Level	6.6	12.4	21.4	59.5	

* Participants' Large Group Medians

WI Social Studies Grade 4 SS

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		14.25	13.09	16.86	
Recommended Cut Point* + 3 SE		405	435	486	+ 3 SE
Percent of Students in Each Level	55.0	23.5	17.5	4.0	
Recommended Cut Point* + 2 SE		391	422	470	+ 2 SE
Percent of Students in Each Level	42.9	26.3	24.5	6.4	
Recommended Cut Point* + 1 SE		377	409	453	+ 1 SE
Percent of Students in Each Level	31.8	26.6	29.8	11.8	
Recommended Cut Point*		363	396	436	Recommended Cut Points*
Percent of Students in Each Level	22.4	24.5	32.3	20.7	
Recommended Cut Point* -1 SE		348	383	419	-1 SE
Percent of Students in Each Level	14.7	21.7	30.4	33.2	
Recommended Cut Point* -2 SE		334	370	402	-2 SE
Percent of Students in Each Level	9.4	17.5	25.5	47.6	
Recommended Cut Point* -3 SE		320	357	385	-3 SE
Percent of Students in Each Level	5.7	13.4	18.9	62.0	

* Participants' Large Group Medians

WI Social Studies Grade 8 SS

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		1.36	6.36	9.82	
Recommended Cut Point* + 3 SE		561	618	669	+ 3 SE
Percent of Students in Each Level	21.3	44.5	27.0	7.3	
Recommended Cut Point* + 2 SE		559	612	659	+ 2 SE
Percent of Students in Each Level	20.2	40.7	28.9	10.2	
Recommended Cut Point* + 1 SE		558	605	650	+ 1 SE
Percent of Students in Each Level	19.6	35.4	31.1	13.9	
Recommended Cut Point*		557	599	640	Recommended Cut Points*
Percent of Students in Each Level	19.1	30.9	30.9	19.0	
Recommended Cut Point* -1 SE		555	593	630	-1 SE
Percent of Students in Each Level	18.0	26.8	29.7	25.4	
Recommended Cut Point* -2 SE		554	586	620	-2 SE
Percent of Students in Each Level	17.5	21.5	28.4	32.6	
Recommended Cut Point* -3 SE		552	580	610	-3 SE
Percent of Students in Each Level	16.5	17.6	25.1	40.8	

* Participants' Large Group Medians

WI Social Studies Grade 8 SS

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		13.00	12.00	17.00	
Recommended Cut Point* + 3 SE		596	635	691	+ 3 SE
Percent of Students in Each Level	47.5	30.4	18.7	3.5	
Recommended Cut Point* + 2 SE		583	623	674	+ 2 SE
Percent of Students in Each Level	36.5	33.1	24.2	6.3	
Recommended Cut Point* + 1 SE		570	611	657	+ 1 SE
Percent of Students in Each Level	26.9	33.1	28.9	11.0	
Recommended Cut Point*		557	599	640	Recommended Cut Points*
Percent of Students in Each Level	19.1	30.9	30.9	19.0	
Recommended Cut Point* -1 SE		544	587	623	-1 SE
Percent of Students in Each Level	12.9	26.9	29.7	30.4	
Recommended Cut Point* -2 SE		531	575	606	-2 SE
Percent of Students in Each Level	8.2	22.1	25.5	44.1	
Recommended Cut Point* -3 SE		518	563	589	-3 SE
Percent of Students in Each Level	5.1	17.4	19.0	58.5	

* Participants' Large Group Medians

WI Social Studies Grade 8 SS

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		13.07	13.58	19.63	
Recommended Cut Point* + 3 SE		596	640	699	+ 3 SE
Percent of Students in Each Level	47.5	33.5	16.5	2.5	
Recommended Cut Point* + 2 SE		583	626	679	+ 2 SE
Percent of Students in Each Level	36.5	35.4	23.2	5.0	
Recommended Cut Point* + 1 SE		570	613	659	+ 1 SE
Percent of Students in Each Level	26.9	34.8	28.1	10.2	
Recommended Cut Point*		557	599	640	Recommended Cut Points*
Percent of Students in Each Level	19.1	30.9	30.9	19.0	
Recommended Cut Point* -1 SE		543	585	620	-1 SE
Percent of Students in Each Level	12.5	25.7	29.2	32.6	
Recommended Cut Point* -2 SE		530	572	600	-2 SE
Percent of Students in Each Level	7.9	20.3	22.5	49.2	
Recommended Cut Point* -3 SE		517	558	581	-3 SE
Percent of Students in Each Level	4.9	14.8	15.1	65.2	

* Participants' Large Group Medians

WI Social Studies Grade 10 SS

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		0.00	0.00	7.35	
Recommended Cut Point* + 3 SE		670	715	773	+ 3 SE
Percent of Students in Each Level	25.7	35.5	32.6	6.3	
Recommended Cut Point* + 2 SE		670	715	766	+ 2 SE
Percent of Students in Each Level	25.7	35.5	30.7	8.2	
Recommended Cut Point* + 1 SE		670	715	759	+ 1 SE
Percent of Students in Each Level	25.7	35.5	28.3	10.6	
Recommended Cut Point*		670	715	751	Recommended Cut Points*
Percent of Students in Each Level	25.7	35.5	24.6	14.3	
Recommended Cut Point* -1 SE		670	715	744	-1 SE
Percent of Students in Each Level	25.7	35.5	20.8	18.1	
Recommended Cut Point* -2 SE		670	715	737	-2 SE
Percent of Students in Each Level	25.7	35.5	16.4	22.5	
Recommended Cut Point* -3 SE		670	715	729	-3 SE
Percent of Students in Each Level	25.7	35.5	10.8	28.0	

* Participants' Large Group Medians

WI Social Studies Grade 10 SS

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement		12.00	12.00	14.00	
Recommended Cut Point* + 3 SE		706	751	793	+ 3 SE
Percent of Students in Each Level	53.7	32.1	11.3	3.0	
Recommended Cut Point* + 2 SE		694	739	779	+ 2 SE
Percent of Students in Each Level	43.3	35.5	16.1	5.0	
Recommended Cut Point* + 1 SE		682	727	765	+ 1 SE
Percent of Students in Each Level	34.0	36.5	21.0	8.5	
Recommended Cut Point*		670	715	751	Recommended Cut Points*
Percent of Students in Each Level	25.7	35.5	24.6	14.3	
Recommended Cut Point* -1 SE		658	703	737	-1 SE
Percent of Students in Each Level	18.8	32.2	26.5	22.5	
Recommended Cut Point* -2 SE		646	691	723	-2 SE
Percent of Students in Each Level	13.3	27.6	26.5	32.5	
Recommended Cut Point* -3 SE		634	679	709	-3 SE
Percent of Students in Each Level	9.3	22.4	24.5	43.8	

* Participants' Large Group Medians

WI Social Studies Grade 10 SS

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
Standard Error (SE) measurement + cutscore		12.00	12.00	15.81	
Recommended Cut Point* + 3 SE		706	751	799	+ 3 SE
Percent of Students in Each Level	53.7	32.1	11.9	2.3	
Recommended Cut Point* + 2 SE		694	739	783	+ 2 SE
Percent of Students in Each Level	43.3	35.5	16.9	4.3	
Recommended Cut Point* + 1 SE		682	727	767	+ 1 SE
Percent of Students in Each Level	34.0	36.5	21.6	7.9	
Recommended Cut Point*		670	715	751	Recommended Cut Points*
Percent of Students in Each Level	25.7	35.5	24.6	14.3	
Recommended Cut Point* -1 SE		658	703	736	-1 SE
Percent of Students in Each Level	18.8	32.2	25.8	23.1	
Recommended Cut Point* -2 SE		646	691	720	-2 SE
Percent of Students in Each Level	13.3	27.6	24.2	34.9	
Recommended Cut Point* -3 SE		634	679	704	-3 SE
Percent of Students in Each Level	9.3	22.4	20.2	48.1	

* Participants' Large Group Medians

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Participant Evaluations of the Workshop

Participant Survey

Thank you for completing this survey. We gather this information to demonstrate the level of expertise of the participants at our standard setting events. When done, please return your survey to a facilitator.

1. What is your gender?	2. What is your ethnicity?	3. What is your current assignment?
<input type="radio"/> Female <input type="radio"/> Male	<input type="radio"/> American Indian/Alaska Native <input type="radio"/> Asian <input type="radio"/> Hawaiian or Pacific Islander <input type="radio"/> Black <input type="radio"/> Hispanic <input type="radio"/> Mixed (Two or more races) <input type="radio"/> Caucasian	<input type="radio"/> Classroom teacher <input type="radio"/> Educator, non-teacher <input type="radio"/> Higher education <input type="radio"/> Other (please describe): _____
4. What is your work setting?	5. How many years, in total, have you been teaching?	6. What is your highest level of education?
<input type="radio"/> Urban <input type="radio"/> Suburban <input type="radio"/> Rural	<input type="radio"/> Fewer than 5 years <input type="radio"/> 5–10 years <input type="radio"/> 11–15 years <input type="radio"/> 16–20 years <input type="radio"/> 21–25 years <input type="radio"/> More than 25 years	<input type="radio"/> High school diploma <input type="radio"/> Bachelor’s degree <input type="radio"/> Master’s degree <input type="radio"/> Doctoral degree
7. What is the name of your school district?	8. Which of these groups do you have experience teaching?	
_____	<input type="radio"/> Special education (in a self-contained classroom) <input type="radio"/> Special education (in a mainstream classroom) <input type="radio"/> English language learners <input type="radio"/> Vocational education <input type="radio"/> Alternative education	
9. In what group did you participate in this workshop?	10. In which grades and subjects (and for how many years) have you taught?	11. What professional development have you taken or experienced in the last two years?
<input type="radio"/> ELA, Grades 3–5 <input type="radio"/> ELA, Grades 6–8 <input type="radio"/> Mathematics, Grades 3–5 <input type="radio"/> Mathematics, Grades 6–8 <input type="radio"/> Science, Grade 4 <input type="radio"/> Science, Grade 8 <input type="radio"/> Social Studies, Grade 4 <input type="radio"/> Social Studies, Grade 8 <input type="radio"/> Social Studies, Grade 10	<i>Example: Grade 8 Math (5 years)</i> _____ _____ _____ _____ _____	_____ _____ _____ _____ _____

1 What is your gender?

Response	Frequency	Percent	Mean: 1.14
Female	51	86.44	
Male	8	13.56	

2 What is your ethnicity?

Response	Frequency	Percent	Mean: 6.86
American Indian/Alaska Native	0	0.00	
Asian	1	1.69	
Hawaiian or Pacific Islander	0	0.00	
Black	1	1.69	
Hispanic	0	0.00	
Mixed -Two or more races	0	0.00	
Caucasian	56	94.92	
No Response	1	1.69	

3 What is your current assignment?

Response	Frequency	Percent	Mean: 1.67
Classroom teacher	38	64.41	
Educator non-teacher	8	13.56	
Higher education	3	5.08	
Other	8	13.56	
No Response	1	1.69	
Invalid	1	1.69	

4 What is your work setting?

Response	Frequency	Percent	Mean: 2.03
Urban	22	37.29	
Suburban	12	20.34	
Rural	24	40.68	
No Response	1	1.69	

5 How many years in total have you been teaching?

Response	Frequency	Percent	Mean: 3.69
Fewer than 5 years	7	11.86	
5-10 years	7	11.86	
11-15 years	13	22.03	
16-20 years	11	18.64	
21-25 years	10	16.95	
More than 25 years	10	16.95	
No Response	1	1.69	

6 What is your highest level of education?

Response	Frequency	Percent	Mean: 2.85
High school diploma	0	0.00	
Bachelor's degree	13	22.03	
Master's degree	42	71.19	
Doctoral degree	4	6.78	

8 Which of these groups do you have experience teaching?

Response	Frequency	Percent	Mean: -
Special education -in a self-contained classroom	9	15.25	
Special education -in a mainstream classroom	45	76.27	
English language learners	31	52.54	
Vocational education	3	5.08	
Alternative education	11	18.64	
No Response	8	13.56	

9 In what group did you participate in this workshop?

Response	Frequency	Percent	Mean: 4.91
ELA Grades 3-5	8	13.56	
ELA Grades 6-8	5	8.47	
Mathematics Grades 3-5	5	8.47	
Mathematics Grades 6-8	9	15.25	
Science Grade 4	5	8.47	
Science Grade 6	6	10.17	
Science Grade 8	6	10.17	
Social Studies Grade 4	5	8.47	
Social Studies Grade 8	7	11.86	
Social Studies Grade 10	6	10.17	
No Response	3	5.08	

Wisconsin Forward Exam Standard Setting Evaluation

The purpose of this evaluation is to help document the process that DPI used to develop recommended achievement standards for the Wisconsin Forward Exam. Your opinions and comments are important, as they will provide a basis for judging the quality of this process.

Please do not put your name on this form. While we need the information to examine the success of the various steps in the process, we want your comments to remain anonymous. This information will be reported only in the aggregate.

When you have completed the evaluation, please give it to a facilitator. Thank you!

Part 1: ABOUT THE STANDARD SETTING		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Please <i>consider the statements below</i> and mark the level of agreement or disagreement you have with each statement. Please bubble only one of the five options for each statement.						
Training & Materials	1. The Bookmark Standard Setting Procedure was well described.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. The opening session provided a clear overview of the standard setting process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. The opening session provided a clear explanation of the development of the tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. My role in the standard setting was well described.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. The training materials were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. The training on bookmark placement helped me understand what we were preparing to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. After the training, I felt confident I was prepared to complete the standard setting task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. The achievement level descriptors (ALDs) were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benchmarks	9. The purpose of the benchmarks was explained clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10. I knew what the benchmarks were for my assessment(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11. I understood how to consider the benchmarks as I made my recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12. I considered the benchmarks when I placed my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	13. I understood how to place my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14. I had adequate time to place my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15. I considered the threshold students when placing my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16. There was adequate time provided for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17. Discussing the threshold students helped me place my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18. I considered the Wisconsin Academic Standards when I placed my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19. The impact data helped me evaluate my group's recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20. I would defend the <i>Basic</i> cut scores against criticism that they are too high.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21. I would defend the <i>Basic</i> cut scores against criticism that they are too low.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22. I would defend the <i>Proficient</i> cut scores against criticism that they are too high.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	23. I would defend the <i>Proficient</i> cut scores against criticism that they are too low.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24. I would defend the <i>Advanced</i> cut scores against criticism that they are too high.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	25. I would defend the <i>Advanced</i> cut scores against criticism that they are too low.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	26. Generally, the cut scores form a reasonable pattern across grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	27. The final cut score recommendations reflect the work of my group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall	28. Overall, I believe my opinions were considered and valued by my group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	29. My group's work was reflected in the presentation of recommendations across grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	30. The group leader in my breakout room provided clear instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	31. Overall, I valued the workshop as a professional development experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rooms	32. The food and service at the facility met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	33. The breakout rooms had appropriate accommodations to facilitate our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* For questions 20–25, please use the space on the back of this form to describe your views on the cut scores if you *disagree* or *strongly disagree* with these statements.

Part 2: ABOUT YOU

34. In which group did you work?
- ELA, Grades 3–5
 - ELA, Grades 6–8
 - Math, Grades 3–5
 - Math, Grades 6–8
 - Science, Grade 4
 - Science, Grade 8
 - Social Studies, Grade 4
 - Social Studies, Grade 8
 - Social Studies, Grade 10

Part 3 is on the back of this form.

Part 3: YOUR TURN

In this box, please feel free to add comments about any of your responses, make suggestions to improve future workshops, or tell us what you liked and did not like about this workshop.

Thank you!

1 The Bookmark Standard Setting Procedure was well described

Response	Frequency	Percent	Mean: 4.56
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	1	1.75	
Agree	23	40.35	
Strongly Agree	33	57.89	

2 The opening session provided a clear overview of the standar

Response	Frequency	Percent	Mean: 4.49
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	2	3.51	
Agree	25	43.86	
Strongly Agree	30	52.63	

3 The opening session provided a clear explanation of the deve

Response	Frequency	Percent	Mean: 3.89
Strongly Disagree	0	0.00	
Disagree	6	10.53	
Neutral	11	19.30	
Agree	23	40.35	
Strongly Agree	17	29.82	

4 My role in the standard setting was well described

Response	Frequency	Percent	Mean: 4.43
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	3	5.26	
Agree	26	45.61	
Strongly Agree	27	47.37	
No Response	1	1.75	

5 The training materials were helpful

Response	Frequency	Percent	Mean: 4.32
Strongly Disagree	0	0.00	
Disagree	2	3.51	
Neutral	5	8.77	
Agree	22	38.60	
Strongly Agree	27	47.37	
No Response	1	1.75	

6 The training on bookmark placement helped me understand what

Response	Frequency	Percent	Mean: 4.54
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	4	7.02	
Agree	18	31.58	
Strongly Agree	35	61.40	

7 After the training I felt confident I was prepared to comple

Response	Frequency	Percent	Mean: 4.23
Strongly Disagree	0	0.00	
Disagree	4	7.02	
Neutral	4	7.02	
Agree	24	42.11	
Strongly Agree	25	43.86	

8 The achievement level descriptors ALDs were clear

Response	Frequency	Percent	Mean: 3.73
Strongly Disagree	2	3.51	
Disagree	6	10.53	
Neutral	7	12.28	
Agree	31	54.39	
Strongly Agree	10	17.54	
No Response	1	1.75	

9 The purpose of the benchmarks was explained clearly

Response	Frequency	Percent	Mean: 4.28
Strongly Disagree	1	1.75	
Disagree	1	1.75	
Neutral	0	0.00	
Agree	34	59.65	
Strongly Agree	21	36.84	

11 I understood how to consider the benchmarks as I made my re

Response	Frequency	Percent	Mean: 4.40
Strongly Disagree	0	0.00	
Disagree	1	1.75	
Neutral	0	0.00	
Agree	31	54.39	
Strongly Agree	25	43.86	

13 I understood how to place my bookmarks

Response	Frequency	Percent	Mean: 4.58
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	24	42.11	
Strongly Agree	33	57.89	

15 I considered the threshold students when placing my bookmar

Response	Frequency	Percent	Mean: 4.65
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	20	35.09	
Strongly Agree	37	64.91	

17 Discussing the threshold students helped me place my bookma

Response	Frequency	Percent	Mean: 4.72
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	1	1.75	
Agree	14	24.56	
Strongly Agree	42	73.68	

10 I knew what the benchmarks were for my assessments

Response	Frequency	Percent	Mean: 4.49
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	2	3.51	
Agree	25	43.86	
Strongly Agree	30	52.63	

12 I considered the benchmarks when I placed my bookmarks

Response	Frequency	Percent	Mean: 4.35
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	5	8.77	
Agree	27	47.37	
Strongly Agree	25	43.86	

14 I had adequate time to place my bookmarks

Response	Frequency	Percent	Mean: 4.65
Strongly Disagree	0	0.00	
Disagree	1	1.75	
Neutral	0	0.00	
Agree	17	29.82	
Strongly Agree	39	68.42	

16 There was adequate time provided for discussion

Response	Frequency	Percent	Mean: 4.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	12	21.05	
Strongly Agree	45	78.95	

18 I considered the Wisconsin Academic Standards when I placed

Response	Frequency	Percent	Mean: 4.77
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	13	22.81	
Strongly Agree	43	75.44	
No Response	1	1.75	

19 The impact data helped me evaluate my groups recommendation

Response	Frequency	Percent	Mean: 4.40
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	4	7.02	
Agree	26	45.61	
Strongly Agree	27	47.37	

20 I would defend the Basic cut scores against criticism that

Response	Frequency	Percent	Mean: 4.07
Strongly Disagree	1	1.75	
Disagree	4	7.02	
Neutral	5	8.77	
Agree	26	45.61	
Strongly Agree	20	35.09	
No Response	1	1.75	

21 I would defend the Basic cut scores against criticism that

Response	Frequency	Percent	Mean: 3.95
Strongly Disagree	3	5.26	
Disagree	2	3.51	
Neutral	10	17.54	
Agree	21	36.84	
Strongly Agree	20	35.09	
No Response	1	1.75	

22 I would defend the Proficient cut scores against criticism

Response	Frequency	Percent	Mean: 4.05
Strongly Disagree	0	0.00	
Disagree	4	7.02	
Neutral	10	17.54	
Agree	21	36.84	
Strongly Agree	21	36.84	
No Response	1	1.75	

23 I would defend the Proficient cut scores against criticism

Response	Frequency	Percent	Mean: 3.84
Strongly Disagree	2	3.51	
Disagree	3	5.26	
Neutral	12	21.05	
Agree	24	42.11	
Strongly Agree	15	26.32	
No Response	1	1.75	

24 I would defend the Advanced cut scores against criticism th

Response	Frequency	Percent	Mean: 4.14
Strongly Disagree	1	1.75	
Disagree	2	3.51	
Neutral	9	15.79	
Agree	20	35.09	
Strongly Agree	24	42.11	
No Response	1	1.75	

25 I would defend the Advanced cut scores against criticism th

Response	Frequency	Percent	Mean: 3.95
Strongly Disagree	3	5.26	
Disagree	1	1.75	
Neutral	10	17.54	
Agree	24	42.11	
Strongly Agree	18	31.58	
No Response	1	1.75	

26 Generally the cut scores form a reasonable pattern across g

Response	Frequency	Percent	Mean: 4.21
Strongly Disagree	1	1.75	
Disagree	1	1.75	
Neutral	3	5.26	
Agree	31	54.39	
Strongly Agree	20	35.09	
No Response	1	1.75	

27 The final cut score recommendations reflect the work of my

Response	Frequency	Percent	Mean: 4.57
Strongly Disagree	1	1.75	
Disagree	0	0.00	
Neutral	1	1.75	
Agree	18	31.58	
Strongly Agree	36	63.16	
No Response	1	1.75	

29 My groups work was reflected in the presentation of recomme

Response	Frequency	Percent	Mean: 4.65
Strongly Disagree	0	0.00	
Disagree	1	1.75	
Neutral	0	0.00	
Agree	15	26.32	
Strongly Agree	35	61.40	
No Response	6	10.53	

31 Overall I valued the workshop as a professional development

Response	Frequency	Percent	Mean: 4.61
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	21	36.84	
Strongly Agree	33	57.89	
No Response	3	5.26	

28 Overall I believe my opinions were considered and valued by

Response	Frequency	Percent	Mean: 4.61
Strongly Disagree	1	1.75	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	18	31.58	
Strongly Agree	37	64.91	
No Response	1	1.75	

30 The group leader in my breakout room provided clear instruc

Response	Frequency	Percent	Mean: 4.48
Strongly Disagree	0	0.00	
Disagree	1	1.75	
Neutral	1	1.75	
Agree	24	42.11	
Strongly Agree	30	52.63	
No Response	1	1.75	

32 The food and service at the facility met my expectations

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	1	1.75	
Disagree	5	8.77	
Neutral	10	17.54	
Agree	22	38.60	
Strongly Agree	19	33.33	

33 The breakout rooms had appropriate accommodations to facili

Response	Frequency	Percent	Mean: 4.37
Strongly Disagree	0	0.00	<input type="text"/>
Disagree	2	3.51	<input type="text"/>
Neutral	2	3.51	<input type="text"/>
Agree	26	45.61	<input type="text"/>
Strongly Agree	27	47.37	<input type="text"/>

34 In which group did you work?

Response	Frequency	Percent	Mean: 4.89
ELA Grades 3-5	7	12.28	<input type="text"/>
ELA Grades 6-8	6	10.53	<input type="text"/>
Math Grades 3-5	5	8.77	<input type="text"/>
Math Grades 6-8	9	15.79	<input type="text"/>
Science Grade 4	6	10.53	<input type="text"/>
Science Grade 8	6	10.53	<input type="text"/>
Social Studies Grade 4	4	7.02	<input type="text"/>
Social Studies Grade 8	7	12.28	<input type="text"/>
Social Studies Grade 10	6	10.53	<input type="text"/>
No Response	1	1.75	<input type="text"/>

I

Achievement Level Descriptors (ALDs)

Grade 3 English Language Arts Performance Level Descriptors (PLDs)

	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standards	Reading	Reading	Reading	Reading
Reading: Literature	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 3 text. The student attempts to ask and answer questions about a text, recount stories, determine explicit central messages, and identify point of view. The student attempts to determine meanings of basic words and phrases, including nonliteral language. The student attempts to describe literary elements and text structures, using explicit details in the text.</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 3 text. The student can ask and answer simplistic questions about a text, recount stories simplistically, determine explicit central messages, and identify point of view. The student can determine meanings of basic words and phrases, including nonliteral language. The student can simplistically describe literary elements and text structures, using explicit details in the text.</p>	<p>A student at this level</p> <p>can read and comprehend grade 3 text. The student can ask and answer questions about a text, recount stories, determine central messages, and distinguish point of view. The student can determine meanings of unknown words and phrases as well as complex nonliteral language. The student can describe literary elements and text structures in depth, including providing connections between these features.</p>	<p>A student at this level</p> <p>can read and comprehend grade 3 text. The student can ask and answer complex questions about a text, recount stories, determine implied central messages, and distinguish point of view. The student can determine meanings of unknown words and phrases as well as complex nonliteral language. The student can describe literary elements and text structures in depth, including providing connections between these features.</p>
Reading: Informational Text	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 3 text. The student attempts to ask and answer questions about a text, determine explicit main ideas and details, describe basic relationships between concepts, and identify point of</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 3 text. The student can ask and answer simplistic questions about a text, determine explicit main ideas and details, describe basic relationships between concepts, and identify point of view. The</p>	<p>A student at this level</p> <p>can read and comprehend grade 3 text. The student can ask and answer complex questions about a text, determine implied main ideas, recount key details, and distinguish point of view. The student can determine meanings of unknown general academic and</p>	<p>A student at this level</p> <p>can read and comprehend grade 3 text. The student can ask and answer complex questions about a text, determine implied main ideas, recount key details, and distinguish point of view. The student can determine meanings of unknown general academic and</p>

	<p>view. The student attempts to determine meanings of basic general academic and domain-specific words and phrases. The student attempts to use basic text features to locate information and demonstrate minimal understanding of a text, and identify basic text structures. The student attempts to compare or contrast explicit details in texts.</p>	<p>student can determine meanings of basic general academic and domain-specific words and phrases. The student can use basic text features to locate information and demonstrate partial understanding of a text, describe basic text structures, and compare or contrast explicit details in texts.</p>	<p>specific words and phrases. The student can use text features to locate information and demonstrate understanding of text, describe text structures, and compare and contrast details in texts.</p>	<p>domain-specific words and phrases. The student can use text features to locate information and demonstrate thorough understanding of a text, describe text structures in depth, as well as compare and contrast in depth details in texts.</p>
	<p>Writing</p>			
<p>Writing</p>	<p>A student at this level</p> <p>attempts to write simple opinion, informative, and narrative pieces that are basic for task and purpose and that have simplistic organization, details, and precise language. The student attempts to revise text by using basic language, conventions, and techniques. The student attempts to conduct simple, short research projects to investigate a topic. The student attempts to gather some information from sources.</p>	<p>A student at this level</p> <p>can write simple opinion, informative, and narrative pieces that are basic for task and purpose and that have simplistic organization, some details, and some precise language. The student can partially revise text by using basic language, conventions, and techniques. The student can conduct simple, short research projects to investigate a topic. The student can gather some information from sources.</p>	<p>A student at this level</p> <p>can write coherent opinion, informative, and narrative pieces that are appropriate for task and purpose and that have logical organization, clear and relevant supporting details, and precise language. The student can revise text using grade-appropriate language, conventions, and techniques. The student can conduct short research projects that build knowledge about a topic. The student can gather relevant information from sources.</p>	<p>A student at this level</p> <p>can write complex and skillful opinion, informative, and narrative pieces that are appropriate for task and purpose and that have consistently logical organization, clear and relevant supporting details, and precise language. The student can thoroughly revise text by using grade-appropriate language, conventions, and techniques. The student can conduct short research projects to build knowledge about a topic. The student can consistently gather relevant information from sources.</p>

Language	<p>Language</p> <p>A student at this level</p> <p>attempts to demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student attempts to determine or clarify the meaning of some unknown and multiple-meaning words and phrases, some basic and familiar figurative language, word relationships, and nuances in meaning. The student attempts to use basic grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>
<p>Language</p> <p>A student at this level</p> <p>can demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of some unknown and multiple-meaning words and phrases, basic and familiar figurative language, word relationships, and nuances in meaning. The student can use basic grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>A student at this level</p> <p>can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student can accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>
<p>Language</p> <p>A student at this level</p> <p>can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as complex figurative language, word relationships, and nuances in meaning. The student can accurately use unfamiliar, grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>A student at this level</p> <p>can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as complex figurative language, word relationships, and nuances in meaning. The student can accurately use unfamiliar, grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>

Grade 4 English Language Arts Performance Level Descriptors (PLDs)

	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standards	Reading			
Reading: Literature	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 4 text. The student attempts to make inferences, summarize, identify explicit themes. The student attempts to determine meanings of basic words and phrases, including simplistic figurative language. The student attempts to describe literary elements and attempts to explain basic differences between genres, referring to simplistic structural elements. The student attempts to compare and contrast points of view and similar explicit themes and topics in different texts.</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 4 text. The student can make simplistic inferences, summarize simplistically, and identify explicit themes and details. The student can determine meanings of basic words and phrases, including figurative language. The student can describe literary elements by using details from the text and explain basic differences between genres, referring to structural elements simplistically. The student can compare and contrast points of view and the treatment of similar explicit themes and topics in different texts.</p>	<p>A student at this level</p> <p>can read and comprehend grade 4 text. The student can make inferences, summarize, and determine themes. The student can determine meanings of words and phrases and figurative language. The student can describe in depth literary elements by using specific details from the text and explain major differences between genres, referring to structural elements. The student can compare and contrast points of view and the treatment of similar themes and topics in different texts.</p>	<p>A student at this level</p> <p>can read and comprehend grade 4 text. The student can make complex inferences, summarize, determine implied themes. The student can determine meanings of unknown words and phrases and complex figurative language. The student can describe in depth literary elements and explain major differences between genres, referring to structural elements. The student can compare and contrast points of view and the treatment of similar themes and topics in different texts in depth.</p>
Reading: Informational Text	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 4 text. The student attempts to make inferences, summarize, identify</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 4 text. The student can make simplistic inferences, summarize</p>	<p>A student at this level</p> <p>can read and comprehend grade 4 text. The student can make inferences, summarize, determine</p>	<p>A student at this level</p> <p>can read and comprehend grade 4 text. The student can make complex inferences, summarize, determine implied main ideas,</p>

	<p>explicit main ideas and details, and attempts to explain concepts or events in texts. The student attempts to determine meanings of basic general academic and domain-specific words and phrases. The student attempts to identify basic text structures, interpret basic information presented in different ways, compare and contrast points of view of different accounts, and integrate basic information from more than one text. The student attempts to explain how authors use reasons and evidence to support particular points.</p>	<p>simplistically, identify explicit main ideas and details, and explain concepts or events in texts simplistically. The student can determine meanings of basic general academic and domain-specific words and phrases. The student can identify basic text structures, interpret basic information presented in different ways, simplistically compare and contrast points of view of different accounts, and integrate some information from more than one text. The student can explain how authors use basic reasons and evidence to support particular points.</p>	<p>or events in texts. The student can determine meanings of general academic and domain-specific words and phrases. The student can describe the overall structure of texts, interpret information presented in different ways, compare and contrast points of view of different accounts, as well as integrate information from more than one text. The student can explain how authors use reasons and evidence to support particular points.</p>	<p>and explain concepts or events in texts in depth. The student can determine meanings of unknown general academic and domain-specific words and phrases. The student can describe how the overall text structure contributes to meaning in texts, thoroughly interpret information presented in different ways, compare and contrast points of view of different accounts, and thoroughly integrate information from more than one text. The student can thoroughly explain how authors use reasons and evidence to support particular points.</p>
	Writing			
Writing	<p>A student at this level</p> <p>attempts to write simple opinion, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have simplistic organization, details, and precise language. The student attempts to revise text by using basic language, conventions, and techniques. The student attempts to conduct simple, short research projects that build knowledge.</p> <p>The student attempts to gather</p>	<p>A student at this level</p> <p>can write simple opinion, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have simplistic organization, some details, and some precise language. The student can partially revise text by using grade-appropriate language, conventions, and techniques. The student can conduct simple, short research projects that build knowledge. The student can gather some relevant information from sources.</p>	<p>A student at this level</p> <p>can write coherent opinion, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have logical organization, clear and relevant supporting details, and precise language. The student can revise text by using grade-appropriate language, conventions, and techniques. The student can conduct short research projects that build knowledge. The student can gather relevant information from sources.</p>	<p>A student at this level</p> <p>can write complex and skillful opinion, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have consistently logical organization, clear and relevant supporting details, and precise language. The student can thoroughly revise text by using grade-appropriate language, conventions, and techniques. The student can conduct well-developed, short research projects that build knowledge. The student can</p>

	some relevant information from sources.			consistently gather relevant information from sources.
	Language			
Language	<p>A student at this level</p> <p>attempts to demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student attempts to determine or clarify the meaning of some unknown and multiple-meaning words and phrases as well as some basic familiar figurative language, word relationships, and nuances in meaning.</p>	<p>A student at this level</p> <p>can demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of some unknown and multiple-meaning words and phrases and basic familiar figurative language, word relationships, and nuances in meaning.</p>	<p>A student at this level</p> <p>can demonstrate command of the conventions of standard English grammar, usage, capitalization, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases, figurative language, word relationships, and nuances in meaning.</p>	<p>A student at this level</p> <p>can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases, complex figurative language, word relationships, and nuances in meaning.</p>

Grade 5 English Language Arts Performance Level Descriptors (PLDs)

	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standards	Reading	Reading	Reading	Reading
Reading: Literature	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 5 text. The student attempts to make inferences, summarize, identify explicit themes and details, and describe how a point of view influences events in a text. The student attempts to determine meanings of basic words and phrases, including figurative language. The student attempts to explain text features and structures used to organize a text and attempts to compare and contrast literary elements by using explicit details in the text.</p> <p>A student at this level</p> <p>attempts to read and minimally comprehend grade 5 text. The student attempts to make inferences, summarize, identify explicit main ideas and details,</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 5 text. The student can make simplistic inferences, summarize simplistically, identify explicit themes and details, and describe simplistically how a point of view influences events in a text. The student can determine meanings of basic words and phrases, including literal and figurative language. The student can simplistically explain text features and structures used to organize a text and can simplistically compare and contrast literary elements by using explicit details in the text.</p> <p>A student at this level</p> <p>can read and partially comprehend grade 5 text. The student can make simplistic inferences, summarize simplistically, identify explicit</p>	<p>A student at this level</p> <p>can read and comprehend grade 5 text. The student can make inferences, summarize, determine themes, and describe how a point of view influences events in a text. The student can determine meanings of words and phrases and figurative language. The student can compare and contrast literary elements and text structures and connections between these features.</p> <p>A student at this level</p> <p>can read and comprehend grade 5 text. The student can make inferences, summarize, determine themes, and describe how a point of view influences events in a text. The student can determine meanings of unknown words and phrases and complex figurative language. The student can compare and contrast literary elements and text structures in depth, including explaining connections between these features.</p>	<p>A student at this level</p> <p>can read and comprehend grade 5 text. The student can make complex inferences, summarize, and determine implied themes, and describe in depth how a point of view influences events in a text. The student can determine meanings of unknown words and phrases and complex figurative language. The student can compare and contrast literary elements and text structures in depth, including explaining connections between these features.</p> <p>A student at this level</p> <p>can read and comprehend grade 5 text. The student can make complex inferences, summarize, determine implied main ideas, and determine meanings of</p>
Reading: Informational Text	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 5 text. The student attempts to make inferences, summarize, identify explicit main ideas and details,</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 5 text. The student can make simplistic inferences, summarize simplistically, identify explicit</p>	<p>A student at this level</p> <p>can read and comprehend grade 5 text. The student can make inferences, summarize, determine main ideas, and determine meanings of general academic and</p>	<p>A student at this level</p> <p>can read and comprehend grade 5 text. The student can make complex inferences, summarize, determine implied main ideas, and determine meanings of</p>

	and determine meanings of basic general academic and domain-specific words and phrases. The student attempts to compare or contrast text structures and points of view, integrate basic information from texts, explain simple relationships between concepts, and explain how authors use reasons or evidence to support particular points.	main ideas and details, determine meanings of basic general academic and domain-specific words and phrases. The student can simplistically compare or contrast text structures and points of view, simplistically integrate some information from texts, explain simple relationships between concepts, and explain simplistically how authors use reasons or evidence to support particular points.	domain-specific words and phrases. The student can compare and contrast text structures and points of view, integrate information from several texts, explain relationships between concepts, and explain how authors use reasons and evidence to support particular points.	unknown general academic and domain-specific words and phrases. The student can compare and contrast text structures and points of view in depth, integrate information from several texts in an in-depth way, explain complex relationships between concepts, and explain in depth how authors use reasons and evidence to support particular points.
	Writing			
Writing	A student at this level attempts to write simple opinion, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have simplistic organization, details, and precise language. The student attempts to revise text by using basic language, conventions, and techniques. The student attempts to conduct simple, short research projects that use several sources to investigate a topic. The student attempts to gather relevant information from sources.	A student at this level can write simple opinion, informative, and narrative pieces that are basic for task, purpose, and audience and that have simplistic organization, some details, and some precise language. The student can partially revise text by using basic language, conventions, and techniques. The student can conduct simple, short research projects, use several sources to investigate a topic. The student can gather some relevant information from sources.	A student at this level can write coherent opinion, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have logical organization, clear and relevant supporting details, and precise language. The student can revise text by using grade-appropriate language, conventions, and techniques. The student can conduct short research projects that use several sources to build knowledge. The student can gather relevant information from sources.	A student at this level can write complex and skillful opinion, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have consistently logical organization, clear and relevant supporting details, and effective precise language. The student can thoroughly revise text by using grade-appropriate language, conventions, and techniques. The student can conduct well-developed, short research projects that use several sources to build knowledge. The student can consistently gather relevant information from several sources.

Language	<p>Language</p> <p>A student at this level</p> <p>attempts to demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student attempts to determine or clarify the meaning of some unknown and multiple-meaning words as well as basic and familiar figurative language, word relationships, and nuances in meaning. The student attempts to use some grade-appropriate general academic and domain-specific words and phrases.</p>	<p>A student at this level</p> <p>can demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of some unknown and multiple-meaning words and phrases as well as basic and familiar figurative language, word relationships, and nuances in meaning. The student can accurately use some grade-appropriate general academic and domain-specific words and phrases.</p>	<p>A student at this level</p> <p>can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student can accurately use grade-appropriate general academic and domain-specific words and phrases.</p>	<p>A student at this level</p> <p>can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as complex figurative language, word relationships, and nuances in meaning. The student accurately uses unfamiliar grade-appropriate general academic and domain-specific words and phrases.</p>
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Grade 6 English Language Arts Performance Level Descriptors (PLDs)

	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standards	Reading	Reading	Reading	Reading
Reading: Literature	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 6 text. The student attempts to make inferences, summarize, identify explicit themes and details, and explain how an author develops point of view. The student attempts to determine meanings of basic words and phrases, including simple figurative language, and attempts to analyze the impact of word choice on meaning and tone. The student attempts to describe literary elements and text structures and compare and contrast texts in different genres.</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 6 text. The student can make simplistic inferences, summarize simplistically, identify explicit themes and details, and explain simplistically how an author develops point of view. The student can determine meanings of basic words and phrases, including simple figurative language, and can analyze simplistically the impact of word choice on meaning and tone. The student can simplistically describe literary elements, simplistically describe text structures, and simplistically compare and contrast texts in different genres.</p>	<p>A student at this level</p> <p>can read and comprehend grade 6 text. The student can make inferences, summarize objectively, determine themes, and explain in depth how an author develops point of view. The student can determine meanings of unknown words and phrases, including complex figurative language, and analyze thoroughly the impact of word choice on meaning and tone. The student can describe literary elements in depth, analyze text structures, and compare and contrast texts in different genres in depth.</p>	<p>A student at this level</p> <p>can read and comprehend grade 6 text. The student can make complex inferences, thoroughly summarize objectively, determine implied themes, and explain in depth how an author develops point of view. The student can determine meanings of unknown words and phrases, including complex figurative language, and analyze thoroughly the impact of word choice on meaning and tone. The student can describe literary elements in depth, analyze text structures, and compare and contrast texts in different genres in depth.</p>
Reading: Informational Text	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 6 text. The student attempts to make inferences, summarize, identify</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 6 text. The student can make simplistic inferences, summarize, identify</p>	<p>A student at this level</p> <p>can read and comprehend grade 6 text. The student can make inferences, summarize objectively, determine</p>	<p>A student at this level</p> <p>can read and comprehend grade 6 text. The student can make complex inferences, thoroughly summarize objectively, determine</p>

	<p>inferences, summarize, identify explicit main ideas and details, and determine meanings of basic words and phrases, including simple figurative and technical language. The student can determine point of view or purpose, and explain in depth how key events or ideas are introduced or developed in text. The student attempts to analyze text structure and integrate basic information presented in different formats. The student attempts to trace and evaluate arguments and claims, and compare and contrast authors' presentations of events.</p>	<p>explicit main ideas and details, and determine meanings of basic words and phrases, including simple figurative and technical language. The student can determine point of view or purpose, and explain how key events or ideas are introduced or developed in text. The student can trace and evaluate arguments and claims in text, distinguishing claims supported by evidence from those that are not as well as compare and contrast authors' presentations of events.</p>	<p>meanings of words and phrases, including figurative and technical language. The student can determine point of view or purpose and explain how it is conveyed as well as analyze how key events or ideas are introduced or developed in text. The student can analyze text structure and integrate information presented in different formats. The student can trace and evaluate arguments and claims in text, distinguishing claims supported by evidence from those that are not as well as compare and contrast authors' presentations of events.</p>	<p>implied main ideas, and determine meanings of unknown words and phrases, including complex figurative and technical language. The student can determine point of view or purpose and explain in depth how it is conveyed, and analyze in depth how key events or ideas are introduced or developed in text. The student can analyze in depth text structure and thoroughly integrate information presented in different formats. The student can trace and evaluate in depth arguments and claims in text, distinguishing claims supported by evidence from those that are not, and compare and contrast in depth authors' presentations of events.</p>
	Writing			
Writing	<p>A student at this level</p> <p>attempts to write simple argumentative, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have organization, details, precise language, and appropriate style. The student attempts to revise text by using basic language, conventions, and techniques. The student attempts to conduct simple, short research projects using</p>	<p>A student at this level</p> <p>can write simple argumentative, informative, and narrative pieces that are basic for task, purpose and audience and that have simplistic organization, some details, some precise language, and inconsistently appropriate style. The student can partially revise text by using basic language, conventions, and techniques. The student can conduct simple, short research projects, using sources to answer</p>	<p>A student at this level</p> <p>can write coherent argumentative, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have logical organization, clear and relevant supporting details, precise language, and appropriate style. The student can revise text by using grade-appropriate language, conventions, and techniques. The student can conduct short research projects, using several</p>	<p>A student at this level</p> <p>can write complex and skillful argumentative, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have consistently logical organization, clear and relevant supporting details, effective precise language, and consistently appropriate style. The student can revise text thoroughly by using grade-appropriate language, conventions, and techniques. The</p>

	sources to answer a question. The student attempts to gather relevant information from sources, assess credibility of sources, and paraphrase information.	a question. The student can gather some relevant information from sources, assess credibility of some sources, and paraphrase some information.	sources to answer a question. The student can gather relevant information from sources, assess credibility of sources, and paraphrase information.	student can conduct well-developed, short research projects, using several sources to answer a question. The student can consistently gather relevant information from sources, consistently assess credibility of sources, and consistently paraphrase information.
	Language			
Language	A student at this level attempts to demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student attempts to determine or clarify the meaning of some unknown and multiple-meaning words as well as basic and familiar figurative language, word relationships, and nuances in meaning. The student attempts to use some grade-appropriate general academic and domain-specific words and phrases.	A student at this level can demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of some unknown and multiple-meaning words and phrases as well as basic and familiar figurative language, word relationships, and nuances in meaning. The student can accurately use some grade-appropriate general academic and domain-specific words and phrases.	A student at this level can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student can accurately use grade-appropriate general academic and domain-specific words and phrases.	A student at this level can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as complex figurative language, word relationships, and nuances in meaning. The student can accurately use unfamiliar grade-appropriate general academic and domain-specific words and phrases.

Grade 7 English Language Arts Performance Level Descriptors (PLDs)

	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standards	Reading	Reading	Reading	Reading
Reading: Literature	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 7 text. The student attempts to make inferences, summarize, identify explicit themes and details, and analyze how an author develops points of view. The student attempts to determine meanings of basic words and phrases, including simple figurative language, and analyze the impact of certain words in texts. The student attempts to analyze how literary elements interact, how form or structure contributes to meaning, and compare and contrast fiction and nonfiction accounts.</p> <p>A student at this level</p> <p>attempts to read and minimally comprehend grade 7 text. The</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 7 text. The student can make simplistic inferences, summarize simplistically, identify explicit themes and details, and analyze simplistically how an author develops points of view. The student can determine meanings of basic words and phrases, including simple figurative language, and simplistically analyze the impact of certain words in texts. The student can simplistically analyze how literary elements interact, how text form or structure contributes to meaning, and simplistically compare and contrast fiction and nonfiction accounts.</p> <p>A student at this level</p> <p>can read and partially comprehend grade 7 text. The student can make simplistic</p>	<p>A student at this level</p> <p>can read and comprehend grade 7 text. The student can make inferences, summarize objectively, determine themes and how they are developed, and analyze how an author develops and contrasts points of view. The student can determine meanings of words and phrases, including figurative language, and analyze the impact of certain words in texts. The student can analyze how literary elements interact, analyze how text form or structure contributes to meaning, and compare and contrast fiction and nonfiction accounts.</p> <p>A student at this level</p> <p>can read and comprehend grade 7 text. The student can make inferences, summarize objectively, determine themes and how they are developed, and analyze in depth how an author develops and contrasts points of view. The student can determine meanings of unknown words and phrases, including complex figurative language, and analyze in depth the impact of certain words in texts. The student can analyze in depth how literary elements interact, analyze in depth how text form or structure contributes to meaning, and compare and contrast in depth fiction and nonfiction accounts.</p> <p>A student at this level</p> <p>can read and comprehend grade 7 text. The student can make complex inferences, thoroughly summarize objectively, determine implied themes and how they are developed, and analyze in depth how an author develops and contrasts points of view. The student can determine meanings of unknown words and phrases, including complex figurative language, and analyze in depth the impact of certain words in texts. The student can analyze in depth how literary elements interact, analyze in depth how text form or structure contributes to meaning, and compare and contrast in depth fiction and nonfiction accounts.</p>	
Reading: Informational Text	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 7 text. The</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 7 text. The student can make simplistic</p>	<p>A student at this level</p> <p>can read and comprehend grade 7 text. The student can make inferences, summarize objectively, determine themes and how they are developed, and analyze how an author develops and contrasts points of view. The student can determine meanings of words and phrases, including figurative language, and analyze the impact of certain words in texts. The student can analyze how literary elements interact, analyze how text form or structure contributes to meaning, and compare and contrast fiction and nonfiction accounts.</p> <p>A student at this level</p> <p>can read and comprehend grade 7 text. The student can make inferences, summarize objectively, determine themes and how they are developed, and analyze in depth how an author develops and contrasts points of view. The student can determine meanings of unknown words and phrases, including complex figurative language, and analyze in depth the impact of certain words in texts. The student can analyze in depth how literary elements interact, analyze in depth how text form or structure contributes to meaning, and compare and contrast in depth fiction and nonfiction accounts.</p>	

	<p>student attempts to make inferences, summarize, and identify explicit main ideas and details. The student attempts to determine meanings of basic words and phrases, including simple figurative and technical language, and analyze the impact of some words within texts. The student attempts to determine point of view or purpose and analyze the interactions between events and ideas in texts. The student attempts to analyze how text structures contribute to ideas. The student attempts to trace and evaluate arguments and claims in text. The student attempts to analyze how multiple authors shape their presentations of information.</p>	<p>inferences, summarize, and identify explicit main ideas and details. The student can determine meanings of basic words and phrases, including simple figurative and technical language and simplistically analyze the impact of some words within texts. The student can determine point of view or purpose and simplistically analyze the interactions between events and ideas in texts. The student can simplistically analyze how text structures contribute to ideas. and can The student can simplistically trace and evaluate arguments and claims in text, generally assessing evidence. The student can simplistically analyze how multiple authors shape their presentations of information.</p>	<p>and determine main ideas and how they are developed. The student can determine meanings of words and phrases, including figurative and technical language, and analyze the impact of word choice within texts. The student can determine point of view or purpose, analyze how the author distinguishes positions, and analyze the interactions between events and ideas in texts. The student can trace and evaluate arguments and claims in text, assessing evidence. The student can analyze how multiple authors shape their presentations of information.</p>	<p>summarize objectively, and determine implied main ideas and how they are developed. The student can determine meanings of unknown words and phrases, including complex figurative and technical language, and analyze in depth the impact of word choice within texts. The student can determine point of view or purpose, analyze in depth how the author distinguishes positions, and analyze thoroughly the interactions between events and ideas in texts. The student can analyze in depth how text structures contribute to ideas. The student can trace and thoroughly evaluate arguments and claims in texts, assessing evidence. The student can analyze in depth how multiple authors shape their presentations of information.</p>
	<p>Writing</p>			
<p>Writing</p>	<p>A student at this level</p> <p>attempts to write simple argumentative, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have organization, details, precise language, and appropriate style. The student attempts to revise text by using basic language, conventions, and techniques. The student</p>	<p>A student at this level</p> <p>can write simple argumentative, informative, and narrative pieces that are basic for task, purpose, and audience and that have simplistic organization, some details, some precise language, and inconsistently appropriate style. The student can partially revise text by using basic language, conventions, and techniques. The student can</p>	<p>A student at this level</p> <p>can write coherent argumentative, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have logical organization, clear and relevant supporting details, precise language, and appropriate style. The student can revise text by using grade-appropriate language, conventions, and techniques. The</p>	<p>A student at this level</p> <p>can write complex and skillful argumentative, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have consistently logical organization, clear and relevant supporting details, effective precise language, and consistently appropriate style. The student can revise text thoroughly using grade-</p>

	attempts to conduct simple, short research projects, using sources to answer a question. The student attempts to gather relevant information from sources, assess credibility and accuracy of sources, and paraphrase information.	conduct simple, short research projects, using sources to answer a question. The student can gather some relevant information from sources, assess the credibility and accuracy of some sources, and paraphrase some information.	student can conduct short research projects, using several sources to answer a question. The student can gather relevant information from sources, assess credibility and accuracy of sources, and paraphrase information.	appropriate language, conventions, and techniques. The student can conduct well-developed, short research projects, using several sources to answer a question. The student can consistently gather relevant information from sources, consistently assess credibility and accuracy of sources, and consistently paraphrase information.
	Language			
Language	A student at this level attempts to demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student attempts to determine or clarify the meaning of some unknown and multiple-meaning words and phrases, as well as basic and familiar figurative language, word relationships, and nuances in meaning. The student attempts to use some grade-appropriate general academic and domain-specific words and phrases.	A student at this level can demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of some unknown and multiple-meaning words and phrases as well as basic and familiar figurative language, word relationships, and nuances in meaning. The student can accurately use some grade-appropriate general academic and domain-specific words and phrases.	A student at this level can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student can accurately use grade-appropriate general academic and domain-specific words and phrases.	A student at this level can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as complex figurative language, word relationships, and nuances in meaning. The student can accurately use unfamiliar grade-appropriate general academic and domain-specific words and phrases.

Grade 8 English Language Arts Performance Level Descriptors (PLDs)				
	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standards	Reading			
Reading: Literature	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 8 text. The student attempts to make inferences, summarize, identify explicit themes and their development, and analyze how differences in points of view create effects. The student attempts to determine meanings of basic words and phrases, including simple figurative language, and analyze the impact of word choices on meaning. The student attempts to analyze how literary elements affect meaning and how modern works of fiction draw on literary elements from older works. The student attempts to compare and contrast text structures and analyze how those structures affect meaning.</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 8 text. The student can make simplistic inferences, summarize simplistically, identify explicit themes and their development, and analyze how differences in points of view create effects. The student can determine meanings of basic words and phrases, including simple figurative language, and simplistically analyze the impact of word choices on meaning. The student can simplistically analyze how literary elements affect meaning and how modern works of fiction draw on literary elements from older works. The student can simplistically compare and contrast text structures and simplistically analyze how those structures affect meaning.</p>	<p>A student at this level</p> <p>can read and comprehend grade 8 text. The student can make inferences, summarize objectively, determine themes and their development and relationships to literary elements, and analyze how differences in points of view create certain effects. The student can determine meanings of words and phrases, including figurative language, and analyze the impact of specific word choices on meaning. The student can analyze in depth how literary elements affect meaning, and how modern works of fiction draw on literary elements from older works. The student can compare and contrast in depth text structures and analyze in depth how those structures affect meaning.</p>	<p>A student at this level</p> <p>can read and comprehend grade 8 text. The student can make complex inferences, thoroughly summarize objectively, determine implied themes and their development and relationships to literary elements, and analyze in depth how differences in points of view can create certain effects. The student can determine meanings of unknown words and phrases, including complex figurative language, and analyze in depth the impact of specific word choices on meaning. The student can analyze in depth how literary elements affect meaning, and how modern works of fiction draw on literary elements from older works. The student can compare and contrast in depth text structures and analyze in depth how those structures affect meaning.</p>

<p>Reading: Informational Text</p>	<p>A student at this level</p> <p>attempts to read and minimally comprehend grade 8 text. The student attempts to make inferences, summarize, and identify explicit main ideas and details. The student attempts to determine meanings of basic words and phrases, including simple figurative and technical language, and analyze the impact of some word choices on meaning. The student attempts to determine an author's point of view and analyze how the author responds to conflicting information. The student attempts to analyze how a text makes connections among ideas or events. The student attempts to analyze the structure within texts and how parts help to develop key concepts. The student attempts to trace and evaluate arguments and claims in text. The student attempts to analyze how multiple texts provide conflicting information.</p>	<p>A student at this level</p> <p>can read and partially comprehend grade 8 text. The student can make simplistic inferences, summarize, and identify explicit main ideas and how they are developed. The student can determine meanings of basic words and phrases, including simple figurative and technical language, and simplify analyze the impact of some word choices on meaning. The student can determine an author's point of view and simplistically analyze how the author responds to conflicting information. The student can simplistically analyze how a text makes connections among ideas or events. The student can simplistically analyze the structure within texts and how parts help to develop key concepts. The student can simplistically evaluate arguments and claims in text, generally assessing whether evidence is relevant or irrelevant. The student can simplistically analyze how multiple texts provide conflicting information.</p>	<p>A student at this level</p> <p>can read and comprehend grade 8 text. The student can make inferences, summarize objectively, and determine main ideas and how they are developed, including their relationships to supporting ideas. The student can determine meanings of words and phrases, including figurative and technical language, and analyze the impact of word choices on meaning. The student can determine an author's point of view and analyze how the author responds to conflicting viewpoints. The student can analyze how a text makes connections among ideas or events. The student can analyze the structure within texts and how parts help to develop key concepts. The student can evaluate arguments and claims in text, assessing whether evidence is relevant or irrelevant. The student can analyze how multiple texts provide conflicting information.</p>	<p>A student at this level</p> <p>can read and comprehend grade 8 text. The student can make complex inferences, thoroughly summarize objectively, and determine implied main ideas and how they are developed, including their relationships to supporting ideas. The student can determine meanings of unknown words and phrases, including complex figurative and technical language, and analyze in depth the impact of word choices on meaning. The student can determine an author's point of view and analyze in depth how the author responds to conflicting viewpoints. The student can analyze how a text makes connections among ideas or events. The student can analyze in depth the structure within texts and how parts help to develop key concepts. The student can evaluate in depth arguments and claims in text, assessing whether evidence is relevant or irrelevant. The student can analyze in depth how multiple texts provide conflicting information.</p>
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	Writing			
Writing	<p>A student at this level</p> <p>attempts to write simple argumentative, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have organization, details, precise language, and appropriate style. The student attempts to revise text by using basic language, conventions, and techniques. The student attempts to conduct simple, short research projects, using sources to answer a question. The student attempts to gather relevant information from sources, assess credibility and accuracy of sources, and paraphrase information.</p>	<p>A student at this level</p> <p>can write simple argumentative, informative, and narrative pieces that are basic for task, purpose and audience and that have simplistic organization, some details, some precise language, and some appropriate style. The student can partially revise text by using basic language, conventions, and techniques. The student can conduct simple, short research projects, using sources to answer a question. The student can gather some relevant information from sources, assess credibility and accuracy of some sources, and paraphrase some information.</p>	<p>A student at this level</p> <p>can write coherent argumentative, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have logical organization, clear and relevant supporting details, precise language, and appropriate style. The student can revise text by using grade-appropriate language, conventions, and techniques. The student can conduct short research projects, using several sources to answer a question. The student can gather relevant information from sources, assess credibility and accuracy of sources, and paraphrase information.</p>	<p>A student at this level</p> <p>can write complex argumentative, informative, and narrative pieces that are appropriate for task, purpose, and audience and that have consistently logical organization, clear and relevant supporting details, effective precise language, and consistently appropriate style. The student can thoroughly revise text using grade-appropriate language, conventions, and techniques. The student can conduct well-developed, short research projects, using several sources to answer a question. The student can consistently gather relevant information from sources, assess credibility and accuracy of sources, and consistently paraphrase information.</p>
	Language			
Language	<p>A student at this level</p> <p>attempts to demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student attempts to determine or clarify the meaning of some unknown and multiple-meaning words and phrases as</p>	<p>A student at this level</p> <p>can demonstrate a basic command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of some unknown and multiple-meaning words and phrases as well as basic and familiar figurative language, word</p>	<p>A student at this level</p> <p>can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in</p>	<p>A student at this level</p> <p>can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as complex figurative language, word</p>

	well as basic and familiar figurative language, word relationships, and nuances in meaning. The student attempts to use some grade-appropriate general academic and domain-specific words and phrases.	relationships, and nuances in meaning. The student can accurately use some grade-appropriate general academic and domain-specific words and phrases.	meaning. The student can accurately use grade-appropriate general academic and domain-specific words and phrases.	relationships, and nuances in meaning. The student can accurately use unfamiliar grade-appropriate general academic and domain-specific words and phrases.
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Grade 3 Mathematics Performance Level Descriptors (PLDs)				
	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standard	Operations and Algebraic Thinking			
Operations and Algebraic Thinking	A student at this level attempts to solve one-step word problems by using addition and subtraction, attempts to calculate sums and differences of whole numbers, and attempts to find unknown terms in addition and subtraction equations.	A student at this level can solve one-step problems and calculate whole-number products and quotients. The student can find an unknown in a multiplication equation and extend the terms of an arithmetic pattern.	A student at this level can solve two-step word problems, apply a property of operations to multiply and divide, and calculate and interpret whole-number products and quotients. The student can fluently multiply and divide up to 100, find unknowns in multiplication and division equations, and identify rules for arithmetic patterns.	A student at this level can solve multistep word problems and apply multiple properties of operations to multiply and divide. The student can calculate, interpret, and create real-world problems involving whole-number products and quotients and explain rules for arithmetic patterns.
	Number and Operations in Base Ten			
Number and Operations in Base Ten	A student at this level attempts to identify the place values of digits in the ones, tens, and hundreds places. The student attempts to add or subtract whole numbers up to 100.	A student at this level can identify the place values of digits in the ones, tens, hundreds, and thousands places and multiply one-digit numbers. The student can add and subtract whole numbers up to 100.	A student at this level can round whole numbers to the nearest 10 or 100 and multiply one-digit whole numbers by multiples of 10. The student can add and subtract whole numbers fluently up to 1,000 by applying a variety of strategies.	A student at this level can round three- and four-digit whole numbers and multiply one-digit whole numbers by multiples of 100. The student can evaluate the most efficient strategy for solving a given addition or subtraction equation and identify errors in a solution strategy for a given addition or subtraction equation.

Number and Operations—Fractions				
Number and Operations—Fractions	A student at this level attempts to identify fractional parts of one whole and attempts to recognize unit fractions on a visual model.	A student at this level can understand a unit fraction as an equal part of one whole and represent unit fractions on a number line. The student can compare fractions with the same denominator.	A student at this level can understand fractions in terms of equal parts of one whole and intervals on a number line. The student can recognize fractional equivalence supported by visual models and compare fractions with the same numerator or the same denominator by using $<$, $>$, or $=$.	A student at this level can understand fractions, fractional equivalence, comparisons, unit fractions, and addition and subtraction of fractions in terms of equal partitions of one or more wholes and intervals on a number line.
Measurement and Data				
Measurement and Data	A student at this level attempts to tell and write time and attempts to recognize standard and metric units of volume. The student attempts to interpret a unit-scaled pictograph or bar graph and attempts to recognize the side lengths of polygons.	A student at this level can tell and write time and measure length. The student can draw and interpret unit-scaled pictographs, bar graphs, and line plots and find perimeters when given the side lengths of polygons.	A student at this level can tell and write time and measure time intervals in minutes. The student can measure length, liquid volume, and mass and draw and interpret scaled pictographs, bar graphs, and line plots. The student can solve problems related to perimeter and area and their relationship.	A student at this level can solve time interval problems and multistep problems involving interpreting scaled pictographs, bar graphs, and line plots. The student can recognize patterns involving the relationship between area and perimeter.
Geometry				
Geometry	A student at this level attempts to partition symmetrical shapes into halves. The student attempts to recognize quadrilaterals.	A student at this level can identify the fractions associated with shapes partitioned into equal areas. The student can recognize that shapes fit into different categories.	A student at this level can partition shapes into equal areas and relate the areas to unit fractions. The student can recognize that shapes fit into different categories and create examples and non-examples.	A student at this level can partition shapes into equal areas in a variety of ways and relate the areas to fractional parts.

Grade 4 Mathematics Performance Level Descriptors (PLDs)			
	Below Basic	Basic	Proficient
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standard	Operations and Algebraic Thinking		
Operations and Algebraic Thinking	<p>A student at this level</p> <p>attempts to solve one-step word problems by adding, subtracting, multiplying, and dividing. The student attempts to find all factor pairs to 24.</p>	<p>A student at this level</p> <p>can solve one-step word problems by multiplying and dividing with whole-number factors, products, dividends, divisors, and quotients. The student can recognize multiples of a given one-digit number, find all factor pairs to 48, and identify the next term in a number or shape pattern.</p>	<p>A student at this level</p> <p>can interpret multiplication equations as comparisons and use them to solve multistep word problems. The student can find factor pairs and identify multiples of a given one-digit number. The student can generate number and shape patterns that follow a given rule, determine whether a whole number up to 100 is prime or composite, and interpret remainders in context.</p>
	Number and Operations in Base Ten		
Number and Operations in Base Ten	<p>A student at this level</p> <p>attempts to add and subtract with up to three-digit addends, subtrahends, and minuends. The student attempts to use place value to read and write numbers to 1,000 in standard form.</p>	<p>A student at this level</p> <p>can add and subtract multi-digit whole numbers. The student can find whole-number quotients to two digits by using a whole-number dividend and divisor and multiply a two-digit whole number by a one-digit whole number. The student can read and write numbers in standard form, use place value to round</p>	<p>A student at this level</p> <p>can add and subtract fluently and multiply and divide multi-digit whole numbers. The student can represent place values by left and right positions as multiples or quotients of 10, 100, 1,000, or 10,000 and read and write multi-digit numbers in standard form and expanded notation. The student can</p>
	Advanced		
	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.		
	A student at this level		
	can interpret multiplication equations as comparisons and use them to solve multistep word problems, using the four operations and an unknown quantity as a variable. The student can find prime factors of a given number; generate the rules for given number and shape patterns, including rules expressed algebraically; and explain the difference between prime and composite numbers.		
	A student at this level		
	can identify efficient strategies for adding or subtracting multi-digit whole numbers and identify and correct errors in a given strategy for adding or subtracting multi-digit whole numbers. The student can use place value to explain and illustrate multiplication algorithms.		

		numbers to the greatest place value, and recognize whole-number patterns in base ten.	estimate and round numbers to specified place values and illustrate and explain calculations when multiplying and dividing.	
Number and Operations—Fractions				
Number and Operations—Fractions	<p>A student at this level</p> <p>attempts to compare fractions with like denominators and attempts to identify tenths, both as fractions and as decimals.</p>	<p>A student at this level</p> <p>can compare fractions with like numerators or like denominators and identify tenths and hundredths, both as fractions and as decimals, by using visual models. The student can add or subtract fractions with like denominators and solve word problems with addition or subtraction of fractions with like denominators.</p>	<p>A student at this level</p> <p>can understand and use fraction equivalence; compare fractions symbolically by using $<$, $>$, and $=$; and express and represent equivalence between fractions with denominators of 10 and 100. The student can identify unit fractions that compose fractions with numerators > 1, add and subtract fractions with like denominators, and solve two-step word problems with addition and subtraction of fractions with like denominators. The student can multiply fractions by whole numbers, solve word problems with multiplication of fractions by whole numbers, and compare and order decimals to hundredths.</p>	<p>A student at this level</p> <p>can understand, explain, and represent fraction equivalence; order more than two fractions; and represent and decompose fractions as a sum of unit fractions. The student can add and subtract fractions and mixed numbers with like denominators, solve multistep word problems with addition and subtraction of fractions with like denominators, and represent and explain multiplication of fractions by whole numbers. The student can solve multistep word problems with multiplication of fractions by whole numbers and order three or more decimals to hundredths from least to greatest or greatest to least.</p>

	Measurement and Data			
Measurement and Data	<p>A student at this level</p> <p>attempts to know that converting a measurement from larger units to smaller units increases the number of units. The student attempts to order angles by size.</p>	<p>A student at this level</p> <p>can convert measurements by using multiplication and identify data from line plots in fractional units. The student can solve addition and subtraction problems involving angles and find the areas and perimeters of rectangles.</p>	<p>A student at this level</p> <p>can solve one-step problems in measurement conversion by using the four operations and draw line plots to represent data in fractions of a unit. The student can solve two-step problems involving the interpretation of data on a line plot, measure and draw angles, and recognize that angles are fractions of a circle. The student can solve addition and subtraction word problems involving angles and find the areas and perimeters of rectangles in real-world and mathematical problems.</p>	<p>A student at this level</p> <p>can solve multistep problems in measurement conversion by using the four operations and draw line plots in fractions of a unit to represent data. The student can solve multistep problems involving the interpretation of data on a line plot and solve multistep addition and subtraction word problems involving angles.</p>
	Geometry			
Geometry	<p>A student at this level</p> <p>attempts to draw points and line segments. The student attempts to recognize symmetrical and nonsymmetrical figures.</p>	<p>A student at this level</p> <p>can draw points, lines, and angles and identify them in two-dimensional figures. The student can identify a line of symmetry.</p>	<p>A student at this level</p> <p>can draw points, lines, line segments, rays, angles, and parallel and perpendicular lines and identify them in two-dimensional figures. The student can identify right triangles, identify and draw lines of symmetry in two-dimensional figures, and classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.</p>	<p>A student at this level</p> <p>can draw, define, and interpret points, lines, line segments, rays, angles, and parallel and perpendicular lines and represent them in two-dimensional figures. The student can identify right triangles, interpret symmetry as a characteristic of two-dimensional figures, and provide examples of two-dimensional figures when given specific characteristics.</p>

Grade 5 Mathematics Performance Level Descriptors (PLDs)			
	Below Basic	Basic	Proficient
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standard	Operations and Algebraic Thinking		
Operations and Algebraic Thinking	<p>A student at this level</p> <p>attempts to evaluate a one-step numerical expression and attempts to identify the next term in a pattern. The student attempts to identify the coordinate plane.</p>	<p>A student at this level</p> <p>can write simple numerical expressions and apply a set of parentheses appropriately. The student can identify or generate a rule for a given pattern and identify ordered pairs on a coordinate plane.</p>	<p>A student at this level</p> <p>can write, evaluate, and interpret numerical expressions using multiple levels of grouping symbols. The student can generate and explain numerical patterns from rules and explain the corresponding relationships between two patterns. The student can translate numerical patterns into ordered pairs, plot the points on a coordinate plane, and explain data displayed on a coordinate plane.</p>

Number and Operations in Base Ten				
Number and Operations in Base Ten	A student at this level attempts to identify the place value name for a given digit or the decimal to the tenths. The student attempts to add and subtract decimals to the hundredths.	A student at this level can identify the place value name to the thousandths and compare decimals to the hundredths. The student can multiply multi-digit whole numbers and multiply decimals to the hundredths. The student can multiply and divide by powers of ten.	A student at this level can reason quantitatively about the directional characteristics of place value. The student can compare decimal numbers, round to thousandths, and evaluate powers of ten using whole-number exponents. The student can multiply and divide multi-digit whole numbers and multiply and divide decimals to the hundredths.	A student at this level can compare three or more decimals to the thousandths, including in expanded form, and evaluate powers of ten using whole-number exponents. The student can round decimals to any place and fluently multiply and divide multi-digit numbers. The student can fluently add, subtract, multiply, and divide decimals to the thousandths.
Number and Operations—Fractions				
Number and Operations—Fractions	A student at this level attempts to use models to add and subtract unit fractions with unlike denominators.	A student at this level can use models to add and subtract fractions with unlike denominators and solve one-step word problems with addition and subtraction of fractions with unlike denominators. The student can fluently multiply a fraction by a whole number.	A student at this level can solve word problems with fractions with unlike denominators by adding, subtracting, and multiplying. The student can fluently multiply fractions. The student can use models to represent and solve division problems involving fractions. The student can solve word problems that involve the division of whole numbers and that lead to answers in the form of fractions or mixed numbers.	A student at this level can solve multistep word problems with fractions with unlike denominators by adding, subtracting, and multiplying. The student can represent and solve division problems involving fractions without using models. The student can solve multistep word problems that involve the division of whole numbers and that lead to answers in the form of fractions or mixed numbers.

	Measurement and Data			
Measurement and Data	<p>A student at this level</p> <p>attempts to calculate one-step conversions of length and attempts to identify measures of volume. The student attempts to identify perimeter and area as attributes of two-dimensional objects.</p>	<p>A student at this level</p> <p>can calculate one-step conversions of length and mass and create line plots consisting of unit fractions. The student can find the volumes of right rectangular prisms by counting cubes.</p>	<p>A student at this level</p> <p>can calculate conversions of time, length, volume, and mass and create and interpret line plots consisting of unit fractions. The student can find the volumes of right rectangular prisms and distinguish between perimeter, area, and volume.</p>	<p>A student at this level</p> <p>can calculate multistep conversions of time, length, volume, and mass, create line plots, and interpret multiple characteristics of line plots. The student can find the volumes of right rectangular prisms and identify the appropriate application of perimeter, area, and volume.</p>
	Geometry			
Geometry	<p>A student at this level</p> <p>attempts to plot points in Quadrant I and attempts to identify attributes of two-dimensional figures.</p>	<p>A student at this level</p> <p>can identify ordered pairs in Quadrant I and classify two-dimensional figures according to their attributes.</p>	<p>A student at this level</p> <p>can use x/y-coordinate systems to graph and identify points in Quadrant I. The student can recognize two-dimensional figures by hierarchy.</p>	<p>A student at this level</p> <p>can use and apply x/y-coordinate systems to interpret and graph problems with real-world contexts in Quadrant I. The student can classify two-dimensional figures by hierarchy.</p>

Grade 6 Mathematics Performance Level Descriptors (PLDs)			
	Below Basic	Basic	Proficient
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standard	Ratios and Proportional Relationships		
Ratios and Proportional Relationships	A student at this level attempts to understand ratio concepts as part-to-part and numerator/denominator relationships and attempts to identify equivalent ratios.	A student at this level can understand ratio concepts as part-to-part, dividend/divisor relationships, equivalent fractions, and percentages.	A student at this level can understand ratio concepts as numerical and symbolic comparisons, equivalence and inequality of rates, unit rates, percentages and fractions of conversions.
The Number System	The Number System		
The Number System	A student at this level attempts to identify common multiples and attempts to order positive integers on a number line. The student attempts to identify integer coordinate pairs in Quadrant I.	A student at this level can solve problems involving division of fractions and identify common factors and common multiples. The student can add, subtract, and multiply whole numbers and order positive and negative integers on a number line. The student can identify the absolute values of positive and negative integers and identify integer points in all four quadrants.	A student at this level can interpret and apply understanding of multiplication and division to divide decimals by decimals and fractions by fractions. The student can apply previous understanding of numbers to the system of rational numbers in real-world contexts.

	Expressions and Equations				
Expressions and Equations	<p>A student at this level</p> <p>attempts to read and write expressions with variables and attempts to use trial and error to test one-step one-variable equations.</p>	<p>A student at this level</p> <p>can read, write, and evaluate expressions with variables and write equivalent expressions. The student can use trial and error to test inequalities and solve one-step one-variable equations.</p>	<p>A student at this level</p> <p>can read, write, and evaluate expressions with variables and whole-number exponents. The student can write inequalities, apply properties of operations to write equivalent expressions, and represent and model relationships between dependent and independent variables.</p>	<p>A student at this level</p> <p>can read, write, evaluate, and compare expressions with variables and whole-number exponents. The student can understand and interpret expressions, equations, and inequalities in real-world contexts. The student can interpret and analyze relationships between dependent and independent variables in real-world contexts and translate among graphs, tables, and equations.</p>	
	Geometry				
Geometry	<p>A student at this level</p> <p>attempts to solve word problems involving the areas of rectangles and involving the surface areas and volumes of cubes.</p>	<p>A student at this level</p> <p>can solve word problems involving the areas of rectangles and triangles and involving the surface areas and volumes of right rectangular prisms. The student can identify three-dimensional objects represented as nets and use previous understanding of packing unit cubes to understand the formula for the volume of a right rectangular prism.</p>	<p>A student at this level</p> <p>can solve word problems involving the areas of polygons and the surface areas and volumes of three-dimensional objects. The student can represent three-dimensional figures by using nets and find the lengths of polygonal sides drawn in a coordinate plane.</p>	<p>A student at this level</p> <p>can solve multistep real-world word problems involving the areas of polygons and involving the surface areas and volumes of three-dimensional objects. The student can extend the volume formula of a right rectangular prism to include right rectangular prisms with fractional edge lengths.</p>	

	Statistics and Probability			
Statistics and Probability	<p>A student at this level</p> <p>attempts to describe the difference between uniform and variable data.</p>	<p>A student at this level</p> <p>can find the mean, median, mode, range, maximum, and minimum of a data set.</p>	<p>A student at this level</p> <p>can describe the nature and distribution of data in terms of shape, center, spread, and number of observations. The student can find the first quartile, third quartile, and interquartile range of a data set and display data in line plots, histograms, and box plots.</p>	<p>A student at this level</p> <p>can determine and explain the most appropriate measure of center and the most appropriate measure of variability based on the shape of the data and the context of the problem.</p>

Grade 7 Mathematics Performance Level Descriptors (PLDs)				
	Below Basic	Basic	Proficient	
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standard	Ratios and Proportional Relationships			
Ratios and Proportional Relationships	<p>A student at this level</p> <p>attempts to identify proportional relationships between equivalent ratios and percentages.</p>	<p>A student at this level</p> <p>can determine proportional relationships by examining tables and graphs and compute unit rates.</p>	<p>A student at this level</p> <p>can analyze proportional relationships and use them to solve problems by computing and comparing unit rates and recognizing equivalent ratios. The student can solve problems with percentages. The student can identify specified points on the graph of a proportional relationship and interpret their meaning.</p>	<p>A student at this level</p> <p>can analyze and interpret numerical and symbolic proportional relationships and use them to solve complex multistep problems by comparing rates and ratios, determining and applying rates, and determining rates from graphs. The student can identify the points $(0, 0)$ and $(1, r)$ on the graph of a proportional relationship, where r is the unit rate.</p>

	The Number System			
The Number System	A student at this level attempts to use addition, subtraction, multiplication, and division to solve one-step word problems involving positive fractions and decimals.	A student at this level can add and subtract rational numbers and add, subtract, multiply, and divide integers. The student can convert a fraction to a decimal by using long division.	A student at this level can apply understanding of fractions and decimals to fluently use all four arithmetic operations with rational numbers. The student can recognize additive inverses, rules for signs, absolute values, and properties of operations and use them to solve real-world problems with rational numbers.	A student at this level can apply understanding of all four operations with rational numbers to solve multistep real-world problems, using fractions and decimals interchangeably, including translating among multiple representations of rational numbers.
	Expressions and Equations			
Expressions and Equations	A student at this level attempts to use one or more properties of operations to combine like terms in an expression. The student attempts to write one-step equations to solve problems.	A student at this level can use one property of operations, such as the distributive property, to generate equivalent linear expressions. The student can solve two-step problems with rational numbers.	A student at this level can use properties of operations to generate equivalent expressions and to solve multistep problems with rational coefficients. The student can use variables to represent quantities in multistep problems, solve multistep problems with equations and inequalities, and assess the reasonableness of answers.	A student at this level can use multiple properties of operations to generate equivalent expressions and to solve complex multistep problems with rational coefficients. The student can use variables to represent quantities in complex multistep word problems with equations and inequalities requiring multistep solutions. The student can interpret solutions in context, including graphs.

Geometry	<p>Geometry</p> <p>A student at this level</p> <p>attempts to identify the vertices, edges, and faces of a right rectangular prism. The student attempts to draw and describe specific polygons with labeled vertices and attempts to identify their sides and angles. The student attempts to identify the center, radius, diameter, and circumference of a circle.</p>	<p>A student at this level</p> <p>can describe the vertices, edges, and faces of a right rectangular prism and describe its surface area as the sum of the areas of its six rectangular faces. The student can construct triangles and use formulas to find the circumference of a circle.</p>	<p>A student at this level</p> <p>can construct triangles and special quadrilaterals and describe the relationship between their sides and angles. The student can write and solve mathematical problems involving angle measures, including intersecting lines and complementary, supplementary, vertical, and adjacent angles. The student can use formulas to find the area of a circle and to find the surface areas and volumes of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>	<p>A student at this level</p> <p>can create geometric figures and analyze and compare their general properties. The student can solve complex multistep problems involving the angle measures, areas, surface areas, and volumes of right rectangular prisms, right triangular prisms, and shapes composed of those prisms.</p>
	Statistics and Probability			
Statistics and Probability	<p>A student at this level</p> <p>attempts to distinguish between populations and samples and attempts to understand that samples can be used to gain information about a population. The student attempts to understand that probability is quantifiable between 0 and 1.</p>	<p>A student at this level</p> <p>can use random sampling and numerical measures of center and variability to describe a population. The student can calculate simple probability.</p>	<p>A student at this level</p> <p>can use random sampling and numerical measures to draw comparative inferences about two populations. The student can develop, use, and evaluate probability models. The student can compare theoretical and experimental probabilities and find probabilities of compound events, including simulations.</p>	<p>A student at this level</p> <p>can draw interpretive and comparative inferences about multiple populations and develop, use, and evaluate multiple probability models. The student can distinguish between uniform and nonuniform probability models and compare theoretical and experimental probabilities of compound events.</p>

Grade 8 Mathematics Performance Level Descriptors (PLDs)			
	Below Basic	Basic	Proficient
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Standard	The Number System		
The Number System	A student at this level attempts to recognize irrational numbers as a category distinct from rational numbers.	A student at this level can recognize examples of irrational numbers as square roots of non-perfect squares or cube roots of non-perfect cubes.	A student at this level can interpret irrational numbers as non-repeating and nonterminating decimals and write, order, or plot approximations of irrational numbers between two whole numbers.
	Expressions and Equations		
Expressions and Equations	A student at this level attempts to understand exponents as representing repeated multiplication. The student attempts to find the slope of a line by using a graph and attempts to represent whole-number multiples of ten in scientific notation.	A student at this level can rewrite expressions with negative exponents as fractions with positive exponents and calculate the value of a positive base with a negative integer exponent. The student can express quantities in scientific notation and understand the meaning of equations with two variables.	A student at this level can understand and apply the properties of integer exponents and scientific notation and understand and apply the connections between proportional relationships, the slope of a graph, and triangle similarity. The student can solve linear equations and systems of linear equations and solve word problems with two linear equations in two variables.
	A student at this level can understand and apply, and interpret the properties of integer exponents, scientific notation, and operations in scientific notation and understand and interpret the graphs of proportional relationships and the relationship between similar triangles and the slope of a graph. The student can interpret, analyze, graph, and solve linear equations in two variables, solve complex multistep word problems involving systems of linear equations, and identify systems with no solutions, one		

					solution, and infinitely many solutions.
Functions					
Functions	<p>A student at this level</p> <p>attempts to identify relations that are functions and relations that are not functions.</p>	<p>A student at this level</p> <p>can identify and define linear functions, distinguish between linear and nonlinear functions, and identify the slope and y-intercept of a linear function.</p>	<p>A student at this level</p> <p>can define, evaluate, compare, and use functions that model linear relationships between quantities in multiple representations. The student can use functions to model linear relationships between two quantities in slope-intercept form.</p>	<p>A student at this level</p> <p>can define, evaluate, compare, analyze, and use functions that model nonlinear relationships between quantities in multiple representations. The student can identify characteristics of different types of functions.</p>	
Geometry					
Geometry	<p>A student at this level</p> <p>attempts to recognize congruence and similarity and attempts to distinguish between them by using physical models. The student attempts to find the hypotenuse of a right triangle whose sides are Pythagorean triples and attempts to recognize single transformations.</p>	<p>A student at this level</p> <p>can recognize and identify congruence and similarity via multiple transformations. The student can apply the Pythagorean theorem in two dimensions and identify supplementary angles.</p>	<p>A student at this level</p> <p>can understand, analyze, and justify congruence and similarity through translations, reflections, rotations, and dilations. The student can apply the Pythagorean theorem and apply the formulas of volume of a cone, volume of a cylinder, volume of a sphere, and surface area of a cylinder. The student can understand and apply properties of triangles and of interior and exterior angles.</p>	<p>A student at this level</p> <p>can interpret and apply the Pythagorean theorem in three dimensions and justify or complete a proof of the Pythagorean theorem. The student can apply the formulas of volume of a prism, volume of a cone, volume of a cylinder, and volume of a sphere to real-world problems.</p>	

	Statistics and Probability			
Statistics and Probability	<p>A student at this level</p> <p>attempts to recognize associations in bivariate data.</p>	<p>A student at this level</p> <p>can recognize and describe associations in bivariate data and identify the line of best fit for a linear association.</p>	<p>A student at this level</p> <p>can construct and describe bivariate data and recognize, describe, and investigate patterns of association in bivariate data. The student can interpret the slope and y-intercept of the line of best fit and identify patterns of association between two categorical variables.</p>	<p>A student at this level</p> <p>can describe, analyze, and investigate patterns of association in bivariate categorical data in a two-way table.</p>

Wisconsin Achievement Level Descriptors (ALDs)

Science

Policy ALDs

Below Basic. Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Basic. Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Proficient. Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Advanced. Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Grade 4 Science

Below Basic. Students in the *Below Basic* level demonstrate minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Basic. Students at the *Basic* level can identify the basic needs of all living things; ask and answer general scientific questions; make claims but rarely provide limited explanations; make progress toward using evidence, models, or explanations to solve problems; show some knowledge of data to be collected and limited explanations; and understand the concept of change over time.

Proficient. Students at the *Proficient* level display all the skills of students in the previous achievement levels, plus they can sometimes use evidence, models and explanations to solve problems; decide what data should be collected and determine some explanations; define the relationship between science and technology; use scientific information to make decisions; make claims and provide some evidence and explanation; recognize that living things interact each other and with the environment; understand that different organisms have different needs; and recognize the nature of science as ongoing and evolving.

Advanced. Students at the *Advanced* level display all the skills of students in the previous achievement levels, plus they can analyze and evaluate scientific information; understand and integrate the unifying themes of science; evaluate the significance of information; apply

scientific knowledge to unfamiliar situations; demonstrate a detailed understanding of the relationship between science and technology; show a thorough understanding of the relationship between organisms and their environment; and analyze data and evaluate significance.

Grade 8 Science

Below Basic. Students in the *Below Basic* level demonstrate minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Basic. Students at the *Basic* level can define some commonly-used vocabulary but not necessarily in scientific terms; can identify a problem but are still working to develop problem-solving strategies; and can minimally describe connections between scientific concepts.

Proficient. Students at the *Proficient* level display all the skills of students in the previous achievement levels, plus they can identify variables and constants; demonstrate knowledge of the concept of change over time; use scientific terms appropriately, including vocabulary not part of everyday language; design and conduct investigations; and show how systems affect stability.

Advanced. Students at the *Advanced* level display all the skills of students in the previous achievement levels, plus they can apply content knowledge to new situations, real world contexts, or their own life; formulate questions and critically analyze these formulated problems; design follow-up investigations; and show how multiple systems affect stability.

Wisconsin Achievement Level Descriptors (ALDs)

Social Studies

Policy ALDs

Below Basic. Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Basic. Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Proficient. Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Advanced. Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Grade 4 Social Studies

Below Basic. Students in the *Below Basic* level demonstrate minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Basic. Students at the threshold of the *Basic* level can name parts of a map; know there are local, state, and national governments; recognize that events which happened in the past can recur in the present; and know there are different cultures and races. Within the *Basic* level, students can identify geographic features on a map; identify primary and secondary sources; recognize that an economy involves people using money to buy goods and services; and identify cultural influences.

Proficient. Students at the threshold of the *Proficient* level display all the skills of students in the previous achievement levels, plus they can identify and use a map; associate people and events with time periods; recognize the connection between jobs and specific duties; sequence cause and effect; and compare and contrast cultural influences. Within the *Proficient* level, students can use geographic knowledge to create and use maps; use geographic resources to identify connections and changes people experience locally and globally; use primary and secondary sources to examine people and their relationship to historical events; know the purpose and structure of government at the local, state, and national level; compare and

contrast cultures; identify examples of civic actions and their purpose; and describe needs and wants for goods and services and the effect they have on one's life.

Advanced. Students at the threshold of the *Advanced* level display all the skills of students in the previous achievement levels, plus they can use geographic knowledge to create and use more maps with greater details; begin to use information from primary and secondary sources to support the claims about the impacts of events on history; explain how governmental structures interact; and begin to use the contributions of different cultures. Within the *Advanced* level, students can use their geographic knowledge to create and use maps with specific features included; compare and contrast the purposes and structures of government at the local, state, and national level; explain the interactions of government at the local, state, and national level; use primary and secondary sources to support how technology and historical events have impacted people; and describe how goods and services can be selected based on the value of the product considering the resources available to obtain them.

Grade 8 Social Studies

Below Basic. Students in the *Below Basic* level demonstrate minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Basic. Students at the threshold of the *Basic* level can locate continents, land forms, and major bodies of water on a map; identify general timeframes of historical events and figures; explain basic government figures; define economic concepts; and list different cultural, societal, and religious groups. Within the *Basic* level, students can identify places, boundaries, and physical features using a variety of geographic tools; identify historical figures and events and their place in time; identify founding documents in formation of governmental systems; illustrate economic concepts; and explain how we are impacts what we do.

Proficient. Students at the threshold of the *Proficient* level display all the skills of students in the previous achievement levels, plus they can suggest ways geography impacts people, places, and resources; identify cause and effect of a historical event using one source; identify government concepts with founding documents (e.g., Constitution, Bill of Rights); name and explain the impact of supply, demand, and opportunity cost; and identify decision-making patterns of groups of people. Within the *Proficient* level, students can understand geographical impact on people, places, resources, and decision making; analyze a variety of sources to determine cause-and-effect relationships of historical events; analyze how founding documents impact government systems; apply economic concepts to economic decision making; and analyze how cultural, societal, and religious differences impact people.

Advanced. Students at the threshold of the *Advanced* level display all the skills of students in the previous achievement levels, plus they can identify examples of when geography impacted decision making; draw conclusions about how historical events impact the present and future; apply constitutional principles to current issues; analyze the impact of economic decisions on a personal level; and cite an example of how cultural, societal, and religious differences impacted our world. Within the *Advanced* level, students can analyze the impact of geography in historical and current-day decision making and policies; synthesize historical data to resolve current problems; know how civic responsibility impacts their life; analyze the impact of economic decisions on a local, state, national, and global scale; and hypothesize how current and proposed cultural, societal, and religious policies will impact future generations.

Grade 10 Social Studies

Below Basic. Students in the *Below Basic* level demonstrate minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Basic. Students at the threshold of the *Basic* level can identify a relationship between people and their environment using maps, charts, and graphs; recall past events and recognize primary and secondary sources; identify basic structures of founding documents; make and define basic economic decisions; identify a culture and its effects. Within the *Basic* level, students can recognize basic relationships between people and their environment by using maps, charts, and graphs; recall past events and identify primary and secondary sources; identify basic structures of government and recognize founding documents; define basic economic concepts; identify how culture influences individuals and societies.

Proficient. Students at the threshold of the *Proficient* level display all the skills of students in the previous achievement levels, plus they can recognize relationships between people and their environment by analyzing maps, charts, and graphs; use primary and secondary sources to understand past events; identify the actions of effective citizens by using founding documents; use basic economic concepts to understand the U.S. role in the economy; and compare ways of life within cultures. Within the *Proficient* level, students can evaluate the relationship between people and the environment by analyzing maps, graphs, and tables; understand and interpret how past events have shaped the world by analyzing primary and secondary sources; identify the actions of effective citizens through analyzing founding documents and other sources; understand the U.S. role in the world economy by applying basic economic concepts; and understand how culture influences individuals and society by comparing ways of life in the past and present.

Advanced. Students at the threshold of the *Advanced* level display all the skills of students in the previous achievement levels, plus they can apply geographic perspectives of the world by

addressing some of the implications; interpret past historical events and link them to the present; analyze primary and secondary sources and identify the author's opinion; use economic concepts to identify the U.S. participation in the global economy; and apply basic social concepts and identify some connections between societies and cultures. Within the *Advanced* level, students will apply geographic perspectives on the world by addressing various cultural, economic, social, and civic implications; reconstruct and interpret past historical events in order to interpret the present and to plan for the future; critique primary and secondary sources and can distinguish and evaluate the author's opinion and facts; use basic economic concepts to explain how the U.S. participates in the global economy; and apply basic social concepts to draw connections between societies and the cultures they represent.