

# **New York State Alternate Assessment (NYSAA) Technical Report 2008–09**

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# Chapter 1. INTRODUCTION AND OVERVIEW

## 1.1 Purpose of Assessment

The Individuals with Disabilities Education Act of 1997 (IDEA 1997) requires that students with disabilities be included in each state’s system of accountability and that students with disabilities have access to the general curriculum. The federal reauthorization of the Elementary and Secondary Education Act, known as the No Child Left Behind Act (NCLB), also speaks to the inclusion of all children in a state’s accountability system by requiring states to report achievement for all students, as well as for groups of students on a disaggregated basis. These federal laws reflect an ongoing concern about equity: All students need to be academically challenged and taught to high standards. It is also necessary that all students be involved in the educational accountability system.

IDEA 1997 and NCLB clearly outline that all students, regardless of disability, participate in a statewide assessment system and be held accountable to the state standards. The New York State Alternate Assessment (NYSAA) was developed to meet the requirements of these federal mandates; to provide a technically sound method to observe and record student achievement; to represent the breadth and depth of statewide content; to promote access to the general curriculum; to provide critical information to the Committees on Special Education (CSE) for use in the development of Individualized Education Programs (IEPs); and to meet criteria for alignment, access, burden, bias, sensitivity, and age appropriateness for students with severe cognitive disabilities. In response to a 2005–06 review of the New York State Testing Program by the U.S. Education Department, NYSAA was restructured in 2006–07. The 2008–09 administration was the second full year of implementation under the redesigned assessment program.

NYSAA measures the achievement of students with severe cognitive disabilities relative to the New York State (NYS) learning standards using alternate achievement levels based on a datafolio approach (as described in the next section). To ensure that this student population has access to the general education curriculum, the New York State Education Department (the Department) aligned Alternate Grade Level Indicators (AGLIs—discussed in the following section) with the core curriculums in English language arts (ELA), mathematics, science, and social studies for the NYSAA administration. The content area matter assessed by NYSAA is clearly linked to grade level content. Though the content is reduced in scope and complexity, students with severe cognitive disabilities are held to the high expectations of the NYS learning standards.

NYSAA is, in part, designed to raise expectations for students’ academic achievement. Experience has shown that students with severe cognitive disabilities, when given appropriate instruction and access to the general education curriculum, demonstrate unanticipated progress in their knowledge, skills, and understanding in academic content areas. Previously, access to the general education curriculum was not necessarily part of instructional programs for students with severe cognitive disabilities. In a recent survey of

teachers who administered NYSAA in 2008–09, 67.6% agreed that the AGLIs assessed in NYSAA made the grade level core curriculums more accessible and said the AGLIs are used in planning daily instruction.

The process for assessing the academic achievement of students who have severe cognitive disabilities and who are eligible for NYSAA is outlined through structured guidelines and steps in the 2008–09 NYSAA Administration Manual (accessible at [www.emsc.nysed.gov/osa/nysaa/home.shtml](http://www.emsc.nysed.gov/osa/nysaa/home.shtml)). The process for datafolio development (see Chapter 2) maintains the procedural validity for assessing students with severe cognitive disabilities, while being flexible enough to meet each individual student’s learning needs and modalities.

## **1.2 Test Use and Decisions Based on Assessment**

New York State conducts a statewide testing program on an annual basis for all students in Grades 3 through 8 and high school. NYSAA ensures that students with severe cognitive disabilities are included in the State Assessment Program and that their results are included in all Adequate Yearly Progress (AYP) determinations.

Assessment based on AGLIs is accomplished via datafolios. A datafolio is a collection of evidence of a student’s academic performance that is compiled by the student’s instructional team and scored by qualified Scorers. By gathering these data, the instructional team can provide parents/families/guardians and the CSE with an understanding of the student’s knowledge, skills, and understanding as they relate to the NYS learning standards. The CSE can use the datafolio to understand the student’s achievement relative to the NYS learning standards and to contribute to the development of the student’s IEP. Datafolios are scored during a standardized scoring period each spring. NYSAA student reports are generally available in the fall following administration.

Performance levels, based on alternate academic achievement standards, were developed through a rigorous standard setting process in summer 2008. Alternate Performance Level Descriptors (APLDs) that describe the knowledge, skills, and understanding that a student may demonstrate within each grade and content area were edited and refined by panelists during the standard setting process. APLDs, along with datafolios, provide information to parents/families/guardians, the CSE, and the instructional team regarding potential modifications or adjustments to the student’s instructional program.

## **1.3 Target Population**

The target population for NYSAA is extremely specific, and participation is limited to students with severe cognitive disabilities. The eligibility and participation criteria provide a definition of a student with a severe disability following section 100.1 of the Regulations of the Commissioner of Education. This information is provided on the Department’s web site for reference.

“Students with severe disabilities” refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social,

psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

The process of determining eligibility begins with the CSE. The CSE determines on an individual basis whether the student will participate in

- the State’s general assessment with or without accommodations;
- the State’s alternate assessment with or without accommodations; or
- a combination of the State’s general assessment for some content areas and the State’s alternate assessment for other content areas.

The CSE ensures that decisions regarding participation in the State testing program are *not* based on

- category of disability,
- language differences,
- excessive or extended absences, or
- cultural or environmental factors.

The CSE also ensures that each student has a personalized system of communication that addresses his or her needs regarding disability, culture, and native language so the student can demonstrate his or her present level of performance.

Tests and other assessment procedures are conducted according to the requirements of section 200.4(b)(6) of the Regulations of the Commissioner of Education and section 300.320(a)(6) of the Code of Federal Regulations.

Only students with severe cognitive disabilities are eligible for NYSAA. The CSE determines whether or not a student with a severe cognitive disability is eligible to take NYSAA based on the following criteria:

- the student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior; and
- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); and
- the student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

While the New York State Testing Program provides full access to all students, 1% of Grades 3–8 and high school students with severe cognitive disabilities who were alternately assessed are counted as proficient for purposes of accountability.

In accordance with 34 CFR 200.13 Adequate Yearly Progress in General, there is a 1% cap on the number of proficient and advanced scores on the alternate assessment that may be included in AYP calculations at both the state and district levels.

## **1.4 Test Accommodations**

The CSE determines whether a student will participate in the alternate assessment with or without accommodations. Guidelines regarding accommodations are provided in the NYSAA Administration Manual as follows.

The CSE determines which test accommodations are required based on the student’s documented needs. Test accommodations

- are consistent with the student’s IEP;
- are designed to allow the student to demonstrate his or her knowledge, skills, and understanding with greater independence;
- do not change the level of the assessment, the construct of the assessment, or the criteria of the assessment task; and
- are provided to the student during instruction and not just for assessment.

For more information on test accommodations, refer to *Test Access and Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation* (May 2006) at [www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm](http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm).

Frequently asked questions about test accommodations and NYSAA can be found at [www.emsc.nysed.gov/osa/nysaa/home.shtml](http://www.emsc.nysed.gov/osa/nysaa/home.shtml).

## **Chapter 2. TEST DESIGN AND DEVELOPMENT**

### **2.1 Framework of Testing Program**

The New York State (NYS) learning standards provide the framework for all New York State testing programs. The grade level core curriculums expand the priorities of the NYS learning standards into grade level expectations. Each testing program has a test blueprint that outlines the priorities to be assessed based on the grade level core curriculums. The redesign made in response to the U.S. Education Department's *2005–2006 Review of the New York State Testing Program* (discussed in Chapter 1) required that New York State Alternate Assessment (NYSAA) be aligned to grade level core curriculums. The general education assessment blueprints were used as the basis for the development of the alternate assessment test blueprints, which in turn would drive the alternate assessment content. There is one alternate assessment blueprint for each of the four content areas assessed (see Appendix A).

In fall 2006, the New York State Education Department (the Department) assembled stakeholders to review the core curriculum and general education assessment blueprints for English language arts (ELA), mathematics, science, and social studies. This group's goal was to determine academic content priorities for NYSAA based on the core curriculum, general education assessment blueprints, and, most importantly, applicability for students with severe cognitive disabilities. The process was designed to ensure alignment with general education grade level content and to promote higher expectations for students taking NYSAA.

The stakeholders' discussions focused on the actual depth and breadth of the alternate assessment requirements. Throughout the review, psychometricians from the Department and Measured Progress provided direction for maintaining a valid and reliable assessment. The resulting work by the stakeholders expanded the core curriculum grade level expectations to Alternate Grade Level Indicators (AGLIs) for students with severe cognitive disabilities. The AGLIs now provide an entry point to the grade level content of the core curriculum so that a student's level can be gauged in terms of the core curriculum established for all students by the New York State Board of Regents.

### **2.2 Test Format**

NYSAA is a collection of student work in the form of a datafolio. The NYSAA test blueprints outline for teachers the content to be assessed at each grade and content area combination. Two components are required for each content area within a grade. Within the required components, two "choice" components give the teacher flexibility to assess the student based on specific academic content that was part of the student's instructional program. This flexibility allows individualization while maintaining the content consistency of the alternate assessment. Consistency is further ensured across grade levels and content areas by adherence to strict administration requirements for datafolios.

Tables 2-1 and 2-2 show examples of the required and choice components from the test blueprint for English language arts.

**Table 2-1. 2008–09 NYSAA: ELA  
Required Components (2 per Grade Level)**

<i>English Language Arts Key Idea</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>High School</i>
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening Speaking <sup>a</sup>	X		X		X		

<sup>a</sup>Speaking is not assessed on the general education state assessments.

**Table 2-2. 2008–09 NYSAA: ELA Choice  
Components (1 Standard Each per 2 Key Ideas per Grade)**

<i>Standard</i>	<i>Key Idea</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>High School</i>
1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

A datafolio is the resulting body of evidence across required and choice components of a student’s academic performance, as compiled by the student’s instructional team and scored by qualified Scorers. Student performance is rated by the student’s instructional team according to the student’s levels of *accuracy* and *independence* in performing each assessment task. This is done on three separate dates within the administration period. To verify this documentation, each datafolio must include the following: student work products, Data Collection Sheets, photographs, and/or video tape or audio tape recordings for two of the three dates of documented performance. Teachers complete the required forms and submit all documentation and evidence in a three-ring binder or fastened folder for regional scoring. Detailed information about the content of and procedures for developing the datafolio are presented in the 2008–09 NYSAA Administration Manual (September 2008).

## 2.3 AGLIs Mapped to NYS Learning Standards and Core Curriculum by Grade

The AGLIs are aligned to the NYS learning standards and reflect high expectations for students with severe cognitive disabilities. This alignment is graphically illustrated in Figure 2-1.

Stakeholder meetings were held during the summer and early fall of 2006 in order to gather input on aligning NYSAA requirements with grade level expectations and on developing AGLIs. Additionally, stakeholder meetings were held in spring 2007 and 2008 to further refine the AGLIs and to develop additional sample assessment tasks for teachers to use in the alternate assessment.

The NYS Board of Regents approved a set of learning standards to guide instruction and assessment. The learning standards serve as the basis of the core curriculums in ELA, mathematics, science, and social studies. The curriculum of each content area is divided into the following components:

- English language arts: key ideas and standards
- Mathematics: strands and bands
- Science: standards and key ideas
- Social studies: standards and units

Each component in a content area lists grade level expectations for student performance. These expectations are called *grade level performance indicators* or *content understandings*.

Grade level expectations are further distilled into essences. Essences are the “big ideas” of the grade level expectations for a grade. Assessment is based on the essences for each component of each content area. AGLIs are aligned to the essences in terms of three different levels of *complexity*. The test blueprints, grade level expectations, essences, AGLIs, and sample assessment tasks for each grade can be found in the 2008–09 NYSAA Administration Manual: Appendix H—NYSAA Frameworks (September 2008).

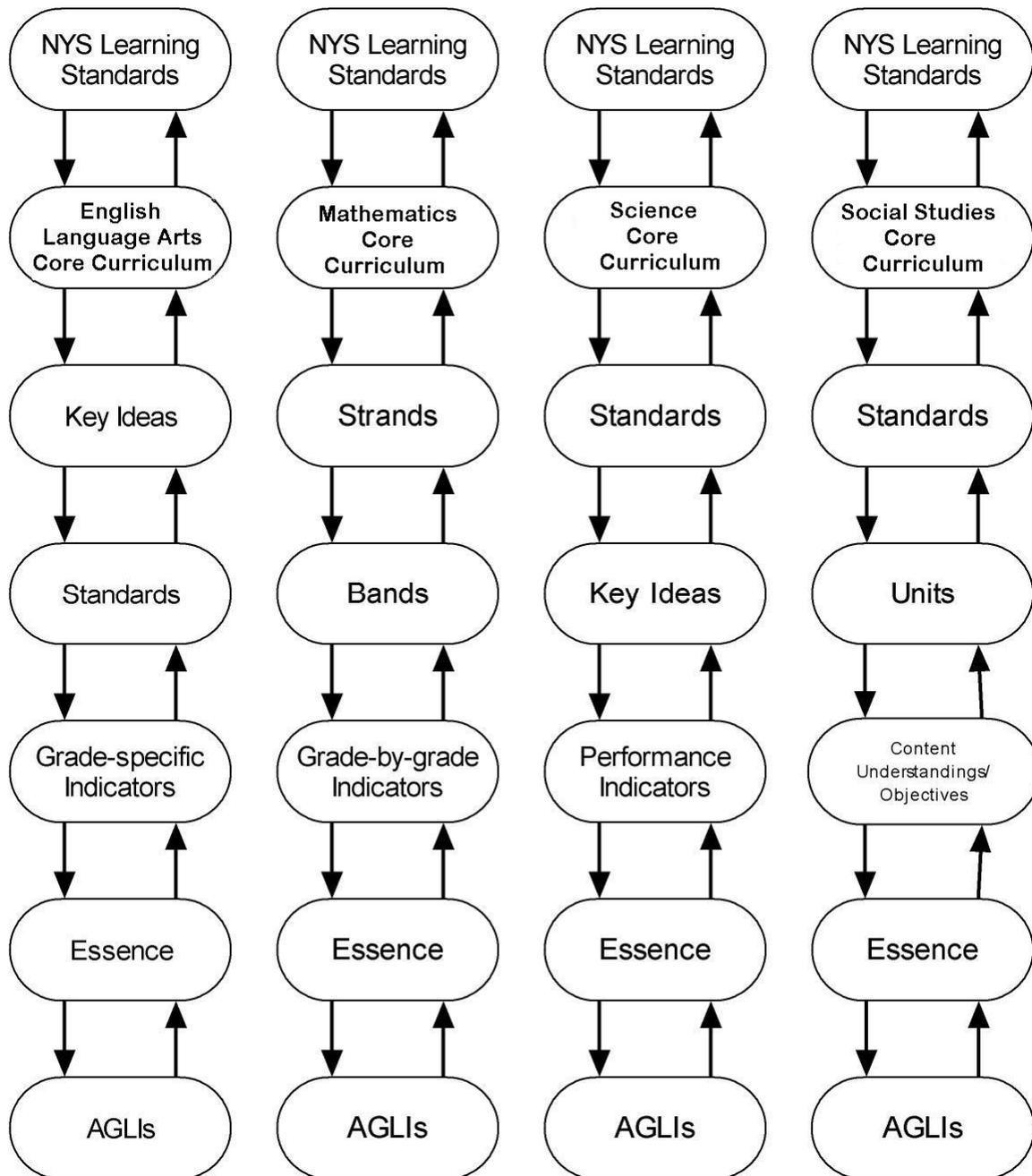


Figure 2-1. 2008–09 NYSAA: Mapping of AGLIs to the NYS Learning Standards

## 2.4 AGLI Selection Criteria and Process

The stakeholder groups who met in 2006, 2007, and 2008 were named the NYSAA Revision Workgroup (NRWG). The participants who were chosen for the initial group remained throughout all the NRWG meetings, which ensured consistency in the overall process and content interpretation.

The purposes of the spring 2008 meeting were to use the existing AGLIs to edit sample assessment tasks from the 2007–08 Administration Manual, to develop additional sample assessment tasks, and to edit and expand the content area glossaries. Test blueprints, grade level expectations, essences, and the intent of

the AGLIs for each content area, however, were not to be edited. The NRWG process was consistent across each of the four content areas. For each content area, three steps were followed by the participants, and the fourth step was completed afterward by the content developers.

***Step 1: Present the expected outcomes for the workgroup.***

The group was welcomed and thanked for participating in the revision of the NYSAA Frameworks. The participants introduced themselves and indicated where they were from and in which content area they were participating. The presentation then consisted of directing the groups through the materials they would be working with and explaining the specific tasks for the content area workgroups, as well as other logistical information. The group was given time for questions and then released into their content area workgroups, which they were in for the remainder of the day and the following day.

***Step 2: Review the Frameworks and other materials.***

In order to complete the tasks required in the time allotted, each content area facilitator divided participants into groups by grade level and distributed the materials for review. The groups were divided as follows:

English Language Arts	Group 1: Grades 3, 4, 5 Group 2: Grades 6, 7 Group 3: Grade 8, HS
Mathematics	Group 1: Grades 3, 4, 5, 6 Group 2: Grades 7, 8, HS
Science	Group 1: Grade 4 Group 2: Grade 8 Group 3: HS
Social Studies	Group 1: Grade 5 Group 2: Grade 8, HS

***Step 3: Complete the work process.***

In the ELA, mathematics, science, and social studies groups, the participants reviewed and edited existing sample assessment tasks and then worked to add new sample assessment tasks. The process for adding new sample assessment tasks was as follows: The groups first focused on AGLIs that did not have a sample assessment task. Then they developed additional sample assessment tasks for AGLIs that already had at least one sample assessment task. Throughout the editing and developing of sample assessment tasks, each group worked to ensure alignment to the AGLIs. During the editing process, the groups also identified words they felt should be added to the glossary for each content area. The work tasks within each content area focused around each of the identified outcomes for the revision of the NYSAA Frameworks.

***Step 4: Review the group work as a further check on core curriculum alignment.***

Each facilitator gathered each group's work and reviewed all edits and suggestions as another check on content alignment. The edited NYSAA Frameworks then went to the Department for an additional content alignment check and for finalization of each content area for the 2008–09 administration of NYSAA.

## **2.5 Task Development**

As part of the redesign process, assessment tasks for the AGLIs were developed, edited, and refined. An assessment task describes an observable student action related to the specific knowledge, skills, and understanding aligned to the AGLI and, in turn, to the core curriculum. The stakeholder groups in each content area provided input on assessment tasks aligned to the AGLIs. See the following section for more information on task development, and refer to the 2008–09 NYSAA Administration Manual (September 2008) for information provided to teachers regarding assessment task requirements.

## **2.6 AGLI and Task Review Process**

The NRWG participants were tasked with conducting a review of each assessment task during the spring 2008 meeting. Each task was reviewed to confirm that it aligned to the AGLI for which it was developed. Revisions were made to existing tasks to better align them to the AGLIs. New tasks were developed to provide additional samples from which teachers could choose. Each task was assigned a code that indicated to which AGLI it aligned. The final AGLIs and tasks can be found in the 2008–09 NYSAA Administration Manual: Appendix H—NYSAA Frameworks (September 2008).

## **2.7 Alternate Performance Level Descriptors (APLDs)**

The Alternate Performance Level Descriptors (APLDs) previously developed during standard setting were used for the 2008–09 administration and reporting. Standard setting was conducted in June 2008 to establish cut scores for each alternate performance level in ELA and mathematics, Grades 3–8 and high school; in science, Grades 4, 8, and high school; and in social studies, Grades 5, 8, and high school.

The June 2007 standard setting process developed the original APLDs, which were used by the standard setting groups in June 2008. The APLDs provided panelists with an idea of the knowledge, skills, and understanding related to the core curriculum that a student at each of the four performance levels might demonstrate. A final activity during standard setting was for each group to provide suggestions for edits to the APLDs. The Department used the input to refine the APLDs for reporting. The APLDs are included in the NYSAA reports for districts, schools, parents/guardians, and educators to better explain each performance level.

## Chapter 3. SCORING METHODS

### 3.1 Scoring of Operational Tests

The scoring of New York State Alternate Assessment (NYSAA) datafolios occurs during the spring following the close of the administration period. Scoring is a decentralized process carried out at regional scoring institutes. The New York State Education Department (the Department) provides a scoring window within which the institutes conduct their scoring sessions. The purpose of the scoring institute is to provide a forum in which educators individually score NYSAA student datafolios. Each scoring institute is overseen by a Score Site Coordinator (SSC) and an Alternate Assessment Training Network Specialist (AATN). These individuals are thoroughly trained and participate in a qualifying process conducted by the Department and Measured Progress. They are each given a duplicate set of training materials that are to be used during turn-key training at their own scoring institutes. They are required to follow the model of the training process demonstrated by the Department and Measured Progress.

There are a variety of processes involved in the scoring institute. The basic outline for the review of student datafolios can be simplified as three major steps. Scorers review student datafolios, confirm that the connection to grade level content is satisfied, and confirm the percentages and ratings for accuracy and independence documented by the teacher for each Alternate Grade Level Indicator (AGLI) assessed. Any questions that arise during scoring are directed to a Table Leader. Scorers use the *Steps for Scoring 2008–09 NYSAA Datafolios* as the main reference sheet while scoring each datafolio. Table Leaders use the *Decision Rules for Scoring 2008–09 NYSAA Datafolios* as a reference document for any questions that are not addressed in the *Steps for Scoring 2008–09 NYSAA Datafolios*. Both documents are included in this report, as Appendices B and C.

A Scorer records on a worksheet the AGLI code, connection to grade level content questions, ratings for accuracy and independence, and Scorer comments. Part of this worksheet is returned to the school district along with the datafolio for review by the instructional team and administrators.

Once a datafolio has been reviewed completely, the Scorer is directed to transcribe the AGLI codes, connection to grade level content questions, ratings, and other information onto a scannable score document. The score document is scanned by the Regional Information Center (RIC) and the Big Five City Scan Centers (the school districts of Buffalo, New York City, Rochester, Syracuse, and Yonkers).

## 3.2 Scoring Rubric

The Scoring Rubric is the initial guide that drives the model used to score NYSAA datafolios. The Scoring Rubric is provided in the 2008–09 NYSAA Administration Manual (September 2008), along with guidance on the process that teachers must follow in order to meet the scoring requirements. The rubric is broken into two parts. The first part outlines the content and grade level required components. The second part is the rating summary. The rating is based on the connection to grade level content and student performance. The connection to grade level content is explained on the Scoring Rubric as follows: “AGLIs are the expansion of the academic content for students with severe cognitive disabilities. The assessment task must connect to the AGLI and the verifying evidence must demonstrate the task. If these connections are not clear, the AGLI will not be scored.” For each assessment task documented, the ratings for level of accuracy and level of independence (relative to the student’s demonstration of skills, in relation to the AGLI), combine to give the performance dimension. The Scoring Rubric is presented in Table 3-1.

**Table 3-1. 2008–09 NYSAA: Scoring Rubric**

*For each content area at each grade, two AGLIs must be assessed on three dates within the administration period.  
Charted below are the two Required Components for each grade and content area.*

<i>Content</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>High School</i>
English Language Arts	<ul style="list-style-type: none"> <li>• Key Idea Reading</li> <li>• Key Idea Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Key Idea Reading</li> <li>• Key Idea Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Key Idea Reading</li> <li>• Key Idea Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Key Idea Reading</li> <li>• Key Idea Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Key Idea Reading</li> <li>• Key Idea Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Key Idea Reading</li> <li>• Key Idea Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Key Idea Reading</li> <li>• Key Idea Writing</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Strand Number Sense &amp; Operations</li> <li>• Strand Measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Strand Number Sense &amp; Operations</li> <li>• Strand Measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Strand Number Sense &amp; Operations</li> <li>• Strand Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Strand Number Sense &amp; Operations</li> <li>• Strand Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Strand Number Sense &amp; Operations</li> <li>• Strand Statistics &amp; Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Strand Geometry</li> <li>• Strand Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Strand Algebra</li> <li>• Strand Statistics &amp; Probability</li> </ul>
Science		<ul style="list-style-type: none"> <li>• Standard 1 Scientific Inquiry</li> <li>• Standard 4 Living Environment &amp; Physical Setting/ Earth Science</li> </ul>				<ul style="list-style-type: none"> <li>• Standard 1 Scientific Inquiry</li> <li>• Standard 4 Living Environment &amp; Physical Setting/Earth Science</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 4 Living Environment</li> <li>• Standard 4 Physical Setting/ Earth Science</li> </ul>
Social Studies			<ul style="list-style-type: none"> <li>• Standard 1 U.S. and NYS History</li> <li>• Standard 5 Civics, Citizenship and Government</li> </ul>			<ul style="list-style-type: none"> <li>• Standard 1 U.S. and NYS History</li> <li>• Standard 5 Civics, Citizenship and Government</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 1 U.S. History</li> <li>• Standard 2 Global History</li> </ul>

**CONNECTION TO GRADE LEVEL CONTENT + PERFORMANCE = RATING**

*Connection to Grade Level Content - AGLIs are the expansion of the academic content for students with severe cognitive disabilities.*

*The assessment task must connect to the AGLI and the verifying evidence must demonstrate the task. If these connections are not clear, the AGLI will not be scored.*

Performance = Level of Accuracy + Level of Independence

<i>RATING</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>No Score (NS)</i>
Level of Accuracy	The student demonstrates skills based on AGLIs with an average of 80–100% accuracy.	The student demonstrates skills based on AGLIs with an average of 60–79% accuracy.	The student demonstrates skills based on AGLIs with an average of 30–59% accuracy.	The student demonstrates skills based on AGLIs with an average of 0–29% accuracy.	Required evidence of student performance was not submitted. OR Scorer was unable to determine a score based on the submitted evidence.
Level of Independence	The student seldom requires cues or prompts when demonstrating skills based on the documented AGLIs. (80–100% Independence)	The student requires limited cues or prompts to demonstrate skills based on the documented AGLIs. (60–79% Independence)	The student requires extensive cues or prompts to demonstrate skills based on the documented AGLIs. (30–59% Independence)	The student requires constant cues or prompts to demonstrate skills based on the documented AGLIs. (0–29% Independence)	Required evidence of student performance was not submitted. OR Scorer was unable to determine a score based on the submitted evidence.

## **3.3 Scoring Process and Reliability Monitoring Review**

### **3.3.1 Scoring Process**

Scorers, who are all New York State teachers or other licensed and/or certified professionals, are directed to objectively review and document the ratings for student performance data contained in the datafolio. During the scoring training, it is explained that the data provide an opportunity for students to demonstrate their knowledge, skills, and understanding of the grade level content. Scoring procedures are consistent from one grade level to the next. The same procedures and decision rules apply to all grade levels and content areas, which is critical to the procedural validity of this assessment.

Scorer training includes a video presentation, a series of practice samples, and final Scorer qualification. (These are described in further detail in the next section.)

The actual scoring process involves reviewing the datafolio compiled by the teacher. The review is meant to ensure that all requirements are met. The Scorer records the rubric rating for each AGLI assessed. If the connection to grade level content is satisfied, it is given a rating of 4, 3, 2, or 1. If the connection to grade level content is not met, a rating of No Score (NS) is recorded. After the scoring institute, the Scorer ratings are converted to the alternate assessment performance levels, which appear on NYSAA reports.

In order for Scorers to complete their review of the datafolios, a set of standardized tools is provided to each scoring institute. These tools include the 2008–09 NYSAA Administration Manual (September 2008), scoring procedures, and scoring decision rules. Student performance ratings are documented on a Scorer Worksheet with a Menu of Comments and a scannable score document. The Menu of Comments, located on the back of the last page of the Scorer Worksheet, includes information that a Scorer is to record when an AGLI has a No Score rating and allows the Scorer to provide additional constructive feedback to a teacher about the datafolio.

There are 15 steps involved in the scoring process. The step-by-step procedures outlined in the *Steps for Scoring 2008–09 NYSAA Datafolios* are implemented statewide and ensure scoring reliability across all scoring institutes. Table 3-2 presents a quick review of the steps.

**Table 3-2. 2008–09 NYSAA: Scoring Steps Quick Reference**

<i>Step</i>		<i>Step</i>	
1	Student demographics, Scorer ID, scoring institute code	10b	Student Work Product: Original
2	Confirm student's date of birth and grade assessed	10c	Photographs: Minimum sequence of three, captioned, and dated
3	Collegial review and test accommodations	10d	Video/audio tape: Maximum 90 seconds and recorded markers
4	Table of contents and P/F/G Survey	10e	Data Collection Sheet (DCS): Minimum of three dates, supporting evidence, and staff initials
5a & b	Two Data Summary Sheets (DSSs) present and in order (one for each Required Component)	10f	If verifying evidence is DCS, supporting evidence is present and valid
6a & b	Demographic and Choice Component information complete on DSS	11	Confirm ratings level accuracy and independence
7a & b	Connection: AGLI from grade level	12	Record Procedural Error Comments and additional Scorer Comments
8a & b	Connection: Task connects to AGLI	13	Score the second AGLI (Steps 6–12)
8c, d, & e	Connection: Verifying evidence connects to task	14	Score mathematics, science, and social studies (Steps 5–13)
9a, b, & c	Dates on DSS: Three separate dates, in chronological order, correspond to dates on verifying evidence	15	Complete the Scannable Score Document
10a	Required elements clearly documented (7)		

The procedures are broken into two major sections: preparing to score, and reviewing and scoring a datafolio. Each step asks the Scorer a question or directs the Scorer to confirm a certain requirement. The steps are presented in a yes/no format to assist the Scorer in moving from one step to another. If a Scorer encounters a “no” or an issue outside the directions provided in the scoring procedures, he or she is to consult with the Table Leader. The Table Leader refers to the *Decision Rules for Scoring 2008–09 NYSAA Datafolios* if the information on how to proceed in scoring the datafolio is not already provided in the scoring procedures.

The scoring decision rules have their own segment in the Table Leader segment of the training video. There is also a brief overview of the decision rules within the Scorer Procedures segment of the training video. Decision rules serve as guidance for Table Leaders when a Scorer encounters an issue that is outside the direction provided in the scoring procedures document. The rules are organized by topic, beginning with “Old Forms Were Used to Complete Datafolio (forms prior to 2006–07),” “Verifying Evidence,” “Assessment Tasks,” and “Dates.” Twenty-four decision rules were developed based on actual datafolio issues found during a benchmarking review of datafolios in progress. In the training video, each scoring decision rule is presented by number as found in the decision rules chart. If possible, an example is provided,

highlighting the point of the decision rule, and a description is provided regarding how the rules are to be consistently applied statewide at each scoring institute.

### **3.3.2 Reliability Monitoring Review**

The purpose of the Reliability Monitoring Review (RMR) is to ensure scoring consistency and reliability across scoring institutes.

At the end of the scoring institute, 20% of the scored datafolios from each scoring site are randomly collected by the SSC for RMR. Measured Progress conducts a scoring institute in which the random datafolios are scored by highly experienced and qualified Scorers. RMR Scorers complete the same NYSAA training and qualification process that is used statewide.

RMR scores are compared with the original scores from the regional scoring institutes. The original score remains the score of record; the RMR score does not change or affect the original score in any way. The 2008–09 RMR results are presented in Chapter 5.

## **3.4 Scorer Qualification and Training**

A standardized statewide process for Scorer training and qualification is observed. Each Board of Cooperative Educational Services (BOCES) and Big Five City School District conducts at least one two-day scoring institute during the scoring period. For 2008–09, the scoring period was March 16–May 8, 2009. The same process, procedures, and decision rules were applied and implemented statewide.

The video presentation portion of the training includes a welcome and introduction, which briefly outlines the video segments and documents used during training. The video then outlines the scoring tools, the step-by-step process for reviewing the datafolios and documenting student scores, and the practice scoring that is done while following along with the video segment.

After the first two video segments, Scorers practice scoring—first as a group, then in pairs, and, finally, individually. Each practice is reviewed to ensure that Scorers are following the procedures accurately. The final video segment details the subsequent steps in Scorer training and explains how student scores are reported.

After the video, Scorers participate in an activity that reinforces what they have learned about the scoring procedures. Then they are given an opportunity for final questions. Training ends with Scorers completing three calibrated qualifiers. The qualifiers are actual student datafolios in a content area. The qualifiers were identified by a group of stakeholders during a benchmarking process. Each Scorer must earn a score of 80% or higher to become qualified. Scorers who do not qualify on the first sample receive additional training and must complete an additional qualification sample. After the initial set, Scorers have three opportunities to receive retraining and to qualify. If a Scorer does not qualify after additional attempts, he or she is reassigned to another role in the scoring institute.

### 3.5 Quality Control Process

The quality control process at each scoring institute is handled by the SSC, Floor Managers (usually AATNs), and Table Leaders. The SSC is mainly responsible for planning and managing the regional scoring institute. Each BOCES or Big Five City School District designates at least one individual to assume the role of SSC.

SSC responsibilities include

- ensuring that the scoring procedures, decision rules, and other scoring related guidelines are implemented consistently per the Department’s prescribed model;
- ensuring the security of all datafolios during transit, storage, and scoring;
- gathering NYSAA student registration information from the Regional Information Centers (RIC) and Big City Scan Centers to assist in planning the scoring institute;
- planning, coordinating, and conducting the scoring institute for each BOCES/Big Five City School District;
- coordinating the selection of sample datafolios as requested by the Department for RMR;
- ensuring that scoring documentation is completed and provided to RIC/Big City Scan Centers; and
- returning datafolios following scoring.

AATNs are designated by each BOCES and Big Five City School District to conduct information sessions and NYSAA training and to assist with scoring.

For NYSAA scoring, AATNs

- assist SSCs in the planning of the scoring institute as needed;
- conduct training sessions and facilitate qualification sessions for Table Leaders and Scorers;
- act as Floor Managers during the scoring process;
- resolve Table Leader questions using scoring guidelines and resources;
- participate in the Read Behind process; and
- provide feedback to SSCs and the Department about the scoring processes, procedures, and documentation.

Table Leaders are integral to making sure that the processes and procedures outlined by the Department in the scoring training are followed at each scoring station at each scoring institute. There is one Table Leader for every five Scorers.

For NYSAA, scoring Table Leaders must

- be experienced Scorers familiar with the 2008–09 NYSAA;
- complete scoring training, including the qualification process prior to the start of the scoring institute;
- manage scoring at their assigned scoring stations;
- resolve Scorer questions using scoring guidelines and resources;
- review all corrections and all NS ratings documented by Scorers;
- conduct quality control checks of scored datafolios;
- manage the Read Behind process;
- separate copies of the Scorer Worksheet as designated by the SSC;
- return scored datafolios to the appropriate box; and
- provide feedback to SSCs and the Department about the scoring processes, procedures, and documentation.

The Table Leaders are responsible for three main quality control checks. Their first responsibility is to resolve Scorer questions and to confirm NS ratings. When a Scorer questions the connection to grade level content or has a question about scoring a datafolio that may result in an NS, the datafolio must be reviewed with the Table Leader. If the issue cannot be readily resolved by the Table Leader using the scoring procedures and scoring decision rules, it must be brought by the Table Leader to the Floor Manager. If the issue cannot be readily resolved by the Floor Manager, the SSC will make the final decision.

The second responsibility of a Table Leader is to complete a standardized quality control check. A quality control check is conducted by the Table Leader once a datafolio has been scored and returned by a Scorer. The Scorer Worksheet is cross-checked against the scannable score document. Any corrections made to the ratings by the Scorer are double-checked and comments are confirmed as being appropriate. A blue dot is affixed by the Table Leader to confirm that the quality control check was conducted.

The third responsibility of a Table Leader is to manage the Read Behind process. The Read Behind process occurs throughout the scoring institute. This process ensures the integrity of scoring across scoring stations. Table Leaders select the first, third, and then every seventh datafolio from each Scorer for Read Behind. The scannable score document is pulled and held by the Table Leader and a red dot is placed on the datafolio. This indicates that it has been selected for Read Behind. The first Scorer scores the datafolio, completes the Scorer Worksheet, and returns the datafolio to the Table Leader. The Table Leader turns the Scorer Worksheet over, places it into the front pocket of the datafolio, and then routes the scored datafolio to a second Scorer at a different scoring station. The second Scorer scores the datafolio, completes a second Scorer Worksheet, and returns the datafolio to the original Table Leader. The Table Leader compares the two worksheets. If no discrepancy exists, the Table Leader at the first scoring station fills in his or her Scorer

Identification Number and completes the scannable score document. A quality control check is completed, a blue dot is affixed to the datafolio, and the datafolio is returned to the box. The second Scorer Worksheet is destroyed. If a discrepancy between the scores is found, the Table Leader highlights the discrepant areas and forwards the datafolio to the Floor Manager for resolution. The Floor Manager reviews the discrepant areas, enters his or her Scorer Identification Number, and completes the scannable score document. The Floor Manager returns the datafolio to the Table Leader at the first scoring station. After a datafolio has been through the Read Behind process, the Table Leader completes a quality control check. The Table Leader then works with the Scorer to review the discrepancy and provide any support that is needed. If the Scorer continues to have discrepant scores, the Table Leader is then directed to consult the Floor Manager and/or the SSC to discuss additional training or reassignment.

As an additional quality control check to confirm that the scoring institutes are following all the processes and procedures prescribed by the Department, a score site observation visit is conducted on a sample of scoring institutes. Each year, the Department designates a set of sites to be monitored during their scoring institutes. The observation visits are conducted by the Regional Lead Trainers (RLTs) assigned to the particular region. SSCs are notified if they are selected by the Department for observation. Observers cannot participate or assist in any part of the scoring institute. They cannot interact or provide technical assistance during the observation. An observation report and environmental checklist are completed during the visit and submitted to the Department along with a narrative report.



## Chapter 4. DESCRIPTIVE ANALYSIS FOR OPERATIONAL TEST

Tables 4-1 through 4-7 show the percentages of students earning scores at each level of accuracy and independence. A score of NS (No Score) is awarded to a student if his/her datafolio does not adhere to the administration guidelines. (Complete information can be found in the scoring documents, *Steps for Scoring 2008-09 NYSAA Datafolios* and *Decision Rules for Scoring 2008-09 NYSAA Datafolios*.)

The percentages are presented by grade, content area, AGLI, and level of complexity. While the percentages of students with scores at levels 3 and 4 for accuracy and independence tended to be somewhat higher at higher levels of complexity in many cases, there were a large number of exceptions. The percentages of students with scores at levels 3 and 4 tended to be higher for accuracy than for independence, but, again, there was quite a bit of variability. Furthermore, it is important to note that caution should be used in making such interpretations due to the relatively small number of students at the higher levels of complexity.

**Table 4-1. 2008–09 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 3**

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
3	English Language Arts	Reading	1	0.9	4.4	8.4	14.6	71.7	0.9	5.9	8.5	14.6	70.1	1,346
			2	0.9	1.7	7.9	18.1	71.5	0.9	2.7	8.2	13.0	75.3	709
			3	0.0	0.0	2.1	17.0	80.9	0.0	0.0	10.6	12.8	76.6	47
			All	1.0	3.4	8.1	15.8	71.7	1.0	4.7	8.5	14.0	71.8	2,106
	English Language Arts	Listening	1	1.4	4.3	11.3	16.8	66.1	1.4	7.5	8.2	16.0	66.9	856
			2	0.7	3.7	9.0	15.2	71.4	0.8	5.6	9.1	13.0	71.5	1,092
			3	0.0	0.8	3.9	14.7	80.6	0.0	4.7	7.0	17.1	71.3	129
			All	1.0	3.8	9.6	15.8	69.8	1.0	6.3	8.6	14.5	69.6	2,077
	Mathematics	Number Sense & Operations	1	1.2	5.6	7.7	16.0	69.5	1.2	9.2	9.6	14.3	65.7	1,474
			2	0.9	3.1	6.5	14.8	74.7	1.3	4.5	8.1	10.5	75.6	447
			3	0.0	2.1	3.7	16.6	77.5	0.0	2.1	7.0	11.8	79.1	187
			All	1.0	4.7	7.1	15.8	71.3	1.1	7.6	9.0	13.3	69.0	2,109
Measurement		1	0.7	6.2	10.7	13.5	68.9	0.8	8.4	8.8	13.2	68.9	1873	
		2	2.5	3.8	2.5	11.4	79.8	2.5	6.3	6.3	12.7	72.2	79	
		3	0.0	2.2	3.7	18.4	75.7	0.0	1.5	8.8	11.0	78.7	136	
		All	0.7	5.8	10.0	13.7	69.8	0.8	7.9	8.8	13.0	69.6	2,089	

NS = not scored

**Table 4-2. 2008–09 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 4**

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
4	English Language Arts	Reading	1	0.8	4.9	6.1	13.0	75.1	0.8	6.8	7.5	11.3	73.6	1,599
			2	0.5	4.6	8.5	11.9	74.6	0.5	3.8	8.1	14.9	72.8	657
			3	1.4	0.5	5.8	10.1	82.2	1.4	3.4	6.7	12.0	76.4	208
			All	0.8	4.5	6.8	12.4	75.5	0.8	5.7	7.6	12.4	73.6	2,467
	Arts	Writing	1	0.7	5.0	9.2	10.7	74.5	0.7	8.0	8.8	12.6	70.0	2,001
			2	0.9	4.9	4.6	10.1	79.6	0.9	4.3	11.3	14.3	69.2	328
			3	0.0	3.7	6.4	14.7	75.2	0.0	4.6	5.5	9.2	80.7	109
			All	0.7	4.9	8.4	10.8	75.2	0.7	7.3	9.0	12.7	70.3	2,441
	Mathematics	Number Sense & Operations	1	0.8	5.5	8.6	13.1	72.1	0.9	7.7	7.7	11.2	72.6	1,916
			2	1.1	1.3	4.9	21.2	71.5	0.9	3.6	5.1	11.1	79.2	467
			3	1.3	5.1	10.1	16.5	67.1	1.3	1.3	7.6	10.1	79.8	79
			All	0.9	4.7	8.0	14.7	71.8	0.9	6.7	7.2	11.2	74.0	2,467
	Mathematics	Measurement	1	0.8	7.2	9.9	11.2	71.1	0.8	8.8	9.3	10.2	71.0	1,866
			2	0.6	3.1	8.2	17.2	70.9	0.6	5.0	7.1	14.2	73.2	523
			3	0.0	4.3	6.4	19.2	70.2	0.0	17.0	19.2	21.3	42.6	47
			All	0.7	6.3	9.5	12.6	71.0	0.7	8.2	9.0	11.2	70.9	2,439
Science	Scientific Inquiry	1	1.1	3.6	6.7	11.9	76.9	1.0	6.4	6.4	10.2	76.0	1,426	
		2	1.2	1.5	6.0	10.4	80.9	1.3	5.4	4.8	9.5	79.0	748	
		3	0.7	1.1	6.5	15.9	75.7	0.7	0.7	5.8	12.0	80.8	276	
		All	1.1	2.7	6.5	11.9	78.0	1.1	5.4	5.8	10.2	77.5	2,450	
	Living Environment or Physical Setting/Earth Science	1	0.7	2.4	6.4	11.0	79.4	0.7	5.8	7.5	8.8	77.2	2,033	
		2	0.4	1.1	5.0	11.4	82.1	0.4	2.9	7.5	12.5	76.8	280	
		3	0.9	0.0	9.6	14.8	74.8	0.9	4.4	5.2	20.0	69.6	115	
All	0.7	2.1	6.4	11.2	79.5	0.7	5.4	7.4	9.7	76.8	2,428			

NS = not scored

**Table 4-3. 2008–09 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 5**

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
5	English Language Arts	Reading	1	1.6	4.5	8.3	12.1	73.6	1.6	8.7	10.6	10.6	68.5	1,547
			2	0.3	1.3	5.1	13.9	79.4	0.3	3.0	5.4	12.1	79.2	909
			3	1.3	1.3	5.1	17.7	74.7	1.3	6.3	16.5	16.5	59.5	79
			All	1.1	3.2	7.0	12.9	75.7	1.1	6.6	8.9	11.3	72.0	2,535
		Listening	1	1.1	3.4	8.1	13.7	73.7	1.1	7.4	9.3	9.9	72.4	1,809
			2	0.8	3.1	9.9	15.4	70.8	1.0	5.4	7.8	14.8	71.2	617
			3	0.0	2.5	4.9	14.8	77.8	0.0	4.9	9.9	18.5	66.7	81
			All	1.0	3.3	8.4	14.2	73.1	1.0	6.8	8.9	11.4	71.9	2,507
	Mathematics	Number Sense & Operations	1	0.9	4.2	7.7	12.8	74.4	0.9	8.1	7.6	10.7	72.7	2,312
			2	1.0	3.7	4.7	14.1	76.6	1.0	2.6	6.3	18.2	71.9	192
			3	0.0	2.9	0.0	17.1	80.0	0.0	0.0	5.7	5.7	88.6	35
			All	0.9	4.2	7.3	13.0	74.7	0.9	7.6	7.4	11.2	72.8	2,540
		Geometry	1	0.8	2.7	7.8	12.0	76.7	0.8	6.8	7.6	10.5	74.4	2,132
			2	0.3	3.5	7.3	14.9	74.0	0.3	5.3	6.4	11.1	76.9	342
			3	0.0	5.1	0.0	7.7	87.2	0.0	10.3	7.7	18.0	64.1	39
			All	0.7	2.9	7.6	12.3	76.5	0.7	6.6	7.4	10.7	74.6	2,513
	Social Studies	U.S. and NYS History	1	1.0	6.9	6.0	7.4	78.7	1.0	9.8	8.7	8.6	71.9	2,257
			2	1.8	4.1	11.2	14.1	68.8	2.4	2.4	5.9	11.2	78.2	170
			3	1.0	4.1	3.1	9.3	82.5	1.0	0.0	10.3	11.3	77.3	97
			All	1.0	6.6	6.2	8.0	78.2	1.1	9.0	8.6	8.9	72.5	2,525
Civics, Citizenship and Government		1	0.8	5.2	5.9	7.7	80.3	0.8	8.6	7.8	9.7	73.1	1,837	
		2	0.7	2.4	11.5	17.5	67.8	0.7	5.8	8.4	13.6	71.6	538	
		3	3.5	2.6	3.5	7.8	82.6	3.5	3.5	12.2	5.2	75.7	115	
		All	0.9	4.5	7.0	9.8	77.7	0.9	7.8	8.1	10.3	72.9	2,491	

NS = not scored

**Table 4-4. 2008–09 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 6**

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
6	English Language Arts	Reading	1	1.0	4.2	7.7	10.2	77.0	1.0	10.4	9.0	12.1	67.5	1,254
			2	0.4	2.0	8.1	17.5	71.9	0.4	3.2	9.0	13.0	74.4	690
			3	1.0	1.0	5.7	18.7	73.7	1.0	3.7	9.6	13.1	72.7	406
			All	0.9	3.0	7.5	13.8	74.9	0.9	7.1	9.1	12.6	70.4	2,350
		Writing	1	0.8	4.6	9.2	10.0	75.5	0.8	9.4	9.3	13.6	67.0	1,900
			2	1.5	2.2	5.1	17.1	74.2	1.5	6.9	5.5	14.2	72.0	275
			3	0.7	2.1	3.5	24.3	69.4	0.7	2.8	7.6	16.7	72.2	144
			All	0.9	4.2	8.3	11.7	75.0	0.9	8.7	8.7	13.8	67.9	2,319
	Mathematics	Number Sense & Operations	1	0.7	4.6	7.3	11.1	76.3	0.7	11.2	9.4	10.1	68.6	1,977
			2	1.1	2.7	9.7	19.5	67.0	1.1	2.7	7.6	15.1	73.5	185
			3	0.6	2.8	11.5	13.7	71.4	0.6	5.5	9.3	13.2	71.4	182
			All	0.7	4.3	7.8	12.0	75.2	0.7	10.1	9.2	10.8	69.2	2,344
		Algebra	1	0.8	4.1	8.5	15.3	71.4	0.8	10.7	8.4	12.4	67.8	2,043
			2	2.1	3.3	6.2	15.6	72.8	1.7	7.4	7.4	9.1	74.5	243
			3	0.0	0.0	3.6	14.3	82.1	0.0	0.0	14.3	7.1	78.6	28
			All	0.9	3.9	8.2	15.3	71.7	0.9	10.2	8.3	12.0	68.6	2,314

NS = not scored

**Table 4-5. 2008–09 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 7**

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
7	English Language Arts	Reading	1	0.9	3.8	6.8	10.0	78.5	0.9	8.4	10.4	10.6	69.7	1,506
			2	2.0	3.0	11.4	19.8	63.9	2.0	4.4	9.0	15.6	69.1	925
			3	0.0	1.2	10.7	20.2	67.9	0.0	4.8	7.1	17.9	70.2	84
			All	1.2	3.4	8.6	14.0	72.7	1.2	6.8	9.8	12.6	69.5	2,516
	Arts	Listening	1	0.9	3.1	8.0	17.1	70.8	0.9	6.7	8.1	12.2	72.2	2,083
			2	1.4	2.4	8.6	16.2	71.5	1.4	5.5	10.3	12.7	70.1	291
			3	1.0	2.0	4.0	9.9	83.2	1.0	2.0	5.0	17.8	74.3	101
			All	1.0	3.0	7.9	16.8	71.4	1.0	6.3	8.2	12.4	72.0	2,476
	Mathematics	Number Sense & Operations	1	1.2	4.0	7.0	14.6	73.3	1.2	10.3	7.3	10.7	70.6	2,266
			2	1.6	1.6	4.0	19.4	73.4	1.6	4.0	4.8	10.5	79.0	124
			3	0.8	1.6	4.0	15.1	78.6	0.8	4.0	0.8	7.9	86.5	126
			All	1.2	3.7	6.7	14.9	73.5	1.2	9.7	6.8	10.5	71.8	2,517
		Statistics & Probability	1	1.1	2.9	5.8	10.5	79.8	1.1	11.2	10.9	9.3	67.6	1,512
			2	1.6	2.6	7.0	18.3	70.6	1.6	5.5	11.0	16.8	65.1	833
			3	0.0	1.4	6.3	19.0	73.2	0.0	3.5	9.2	16.2	71.1	142
			All	1.2	2.7	6.2	13.6	76.3	1.2	8.8	10.9	12.2	66.9	2,488

NS = not scored

**Table 4-6. 2008–09 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 8**

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
8	English Language Arts	Reading	1	0.9	3.8	7.0	13.2	75.1	0.9	8.5	10.0	12.5	68.1	1,938
			2	0.3	5.0	13.6	19.1	62.0	0.5	5.8	9.3	17.1	67.3	397
			3	1.9	1.0	9.2	22.2	65.7	1.9	1.9	5.3	12.6	78.3	207
			All	0.9	3.8	8.2	14.9	72.3	0.9	7.5	9.5	13.3	68.8	2,542
	Arts	Writing	1	0.8	4.0	8.2	17.5	69.5	0.8	6.7	10.4	14.2	67.9	2,264
			2	1.5	0.7	5.9	14.0	77.9	1.5	2.9	8.1	24.3	63.2	136
			3	3.9	2.9	8.7	14.4	70.2	3.9	4.8	9.6	17.3	64.4	104
			All	1.0	3.8	8.1	17.2	70.0	1.0	6.4	10.2	14.9	67.5	2,504
	Mathematics	Geometry	1	0.9	3.8	7.2	13.3	74.9	0.9	7.7	7.7	11.6	72.1	2,348
			2	4.2	2.8	5.6	12.5	75.0	4.2	5.6	11.1	12.5	66.7	72
			3	0.9	2.7	7.1	20.5	68.8	0.9	2.7	14.3	20.5	61.6	112
			All	1.1	3.7	7.1	13.6	74.6	1.1	7.4	8.1	12.0	71.5	2,533
	Mathematics	Algebra	1	1.5	6.0	9.8	16.1	66.6	1.5	7.7	8.5	14.4	67.9	1,933
			2	1.0	2.2	6.0	20.4	70.5	0.7	1.2	5.8	15.8	76.5	417
			3	1.3	2.7	9.3	11.3	75.5	1.3	4.0	8.0	8.0	78.8	151
			All	1.4	5.2	9.2	16.5	67.8	1.4	6.4	8.0	14.2	70.0	2,501
	Science	Scientific Inquiry	1	1.1	4.9	7.6	13.0	73.4	1.2	7.7	9.7	11.4	70.1	1,823
			2	0.7	3.3	5.3	12.7	78.1	0.9	7.4	7.3	14.1	70.3	552
			3	1.3	3.8	8.8	13.1	73.1	1.3	9.4	10.0	16.3	63.1	160
			All	1.0	4.5	7.2	12.9	74.4	1.1	7.8	9.2	12.3	69.7	2,535
Science	Living Environment or Physical Setting/ Earth Science	1	1.1	4.8	8.2	12.8	73.1	1.1	8.2	8.9	10.9	70.9	1,731	
		2	1.0	2.1	7.1	19.3	70.5	1.0	3.6	8.7	12.0	74.8	610	
		3	0.0	1.5	10.1	8.0	80.4	0.0	6.5	9.4	13.0	71.0	138	
		All	1.0	4.0	8.0	14.1	72.9	1.0	7.0	8.9	11.3	71.8	2,479	
Social Studies	U.S. and NYS History	1	1.1	7.0	7.9	10.7	73.3	1.1	11.5	8.5	11.2	67.7	2,102	
		2	0.0	2.6	9.9	20.8	66.7	0.0	7.8	7.8	16.2	68.2	192	
		3	1.3	1.7	13.0	14.3	69.8	1.3	3.4	12.6	12.2	70.6	238	
		All	1.0	6.2	8.6	11.8	72.5	1.0	10.4	8.9	11.7	68.0	2,532	
Social Studies	Civics, Citizenship and Government	1	0.9	6.2	4.8	7.0	81.1	0.9	9.0	7.0	10.2	72.9	2,128	
		2	0.4	4.0	9.9	12.3	73.5	0.4	6.3	12.7	14.6	66.0	253	
		3	0.0	4.8	15.2	9.5	70.5	0.0	12.4	12.4	14.3	61.0	105	
		All	0.8	5.9	5.7	7.6	79.9	0.8	8.9	7.8	10.9	71.7	2,486	

NS = not scored

**Table 4-7. 2008–09 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—High School**

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
HS	English Language Arts	Reading	1	0.9	3.6	8.9	17.5	69.1	0.9	8.1	11.1	15.8	64.3	1,955
			2	0.6	2.6	12.1	23.5	61.2	0.6	3.6	9.6	13.8	72.4	659
			3	2.0	2.0	12.2	26.5	57.1	2.0	4.1	14.3	12.2	67.4	49
			All	0.8	3.3	9.7	19.2	66.9	0.8	6.9	10.7	15.2	66.3	2,663
		Writing	1	0.9	3.7	9.1	18.0	68.4	0.9	8.8	10.3	15.2	64.8	2,160
			2	1.1	4.6	7.0	15.3	72.1	1.1	4.3	10.2	16.1	68.4	373
			3	1.3	3.8	11.3	23.8	60.0	1.3	1.3	13.8	22.5	61.3	80
			All	0.9	3.8	8.9	17.8	68.7	1.0	7.9	10.4	15.5	65.2	2,613
	Mathematics	Algebra	1	1.3	6.2	9.3	16.0	67.3	1.2	10.5	8.1	13.3	66.9	2,081
			2	0.5	3.8	11.7	20.2	63.8	0.5	1.3	9.4	15.6	73.2	392
			3	1.1	2.2	11.7	14.5	70.4	1.1	4.5	3.9	10.6	79.9	179
			All	1.1	5.6	9.8	16.5	67.0	1.1	8.7	8.0	13.5	68.7	2,652
		Statistics & Probability	1	0.7	3.8	8.1	16.2	71.3	0.8	9.1	10.3	13.3	66.6	1,972
			2	0.4	3.5	4.9	13.8	77.4	0.4	6.2	8.2	12.7	72.6	514
			3	0.0	1.4	2.2	8.6	87.8	0.0	1.4	2.2	4.3	92.1	139
			All	0.6	3.6	7.1	15.4	73.3	0.7	8.1	9.5	12.7	69.1	2,625
	Science	Living Environment	1	1.0	3.5	7.3	14.3	74.0	1.0	7.9	8.3	12.4	70.4	1,752
			2	1.7	1.7	5.4	14.8	76.4	1.7	2.8	5.4	11.9	78.2	648
			3	0.4	0.8	8.0	9.1	81.8	0.4	1.9	8.4	6.8	82.5	263
			All	1.1	2.8	6.9	13.9	75.3	1.1	6.1	7.6	11.8	73.5	2,664
		Physical Setting/Earth Science	1	0.9	5.0	8.1	10.6	75.3	0.9	9.3	9.0	10.9	69.9	1,881
			2	0.9	5.0	9.7	15.3	69.1	0.8	5.7	8.0	13.3	72.2	647
			3	1.4	4.2	9.7	19.4	65.3	1.4	0.0	5.6	12.5	80.6	72
			All	0.9	5.0	8.6	12.0	73.5	0.9	8.2	8.7	11.5	70.7	2,601
Social Studies	U.S. History	1	1.2	5.1	6.4	11.7	75.7	1.3	8.6	8.6	12.0	69.7	1,673	
		2	1.5	4.3	9.1	17.3	67.8	1.5	5.3	8.1	12.8	72.3	914	
		3	0.0	1.5	10.5	19.4	68.7	0.0	1.5	17.9	10.5	70.2	67	
		All	1.3	4.7	7.4	13.8	72.8	1.3	7.2	8.6	12.2	70.6	2,654	
	Global History	1	0.8	4.5	5.9	10.5	78.3	0.8	8.5	8.5	11.1	71.1	1,696	
		2	0.6	4.4	11.1	11.1	72.8	0.7	4.5	10.8	10.8	73.2	881	
		3	2.4	0.0	12.2	24.4	61.0	2.4	0.0	14.6	7.3	75.6	41	
		All	0.8	4.4	7.8	10.9	76.2	0.8	7.0	9.4	11.0	71.9	2,618	

NS = not scored

Means and standard deviations of accuracy and independence are presented by grade, content area, AGLI, and level of complexity in Tables 4-8 through 4-14. In general, means did not differ substantially across grades or content areas. Means on accuracy ranged from 11.0 to 11.8, and means on independence ranged from 9.7 to 11.8. Means tended to be higher on accuracy than on independence, but the differences were fairly slight. Means also tended to be higher at higher levels of complexity but, again, the differences were fairly small and there were a number of exceptions.

**Table 4-8. 2008–09 NYSAA: Means and Standard Deviations of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 3**

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
3	English Language Arts	Reading	1	1,346	11.24	1.61	11.01	1.97
			2	707	11.41	1.22	11.31	1.54
			3	47	11.74	0.61	11.38	1.31
			All	2,101	11.31	1.47	11.12	1.83
		Listening	1	852	10.99	1.86	10.83	2.27
			2	1,091	11.28	1.50	11.10	1.89
			3	129	11.67	0.81	11.19	1.76
			All	2,072	11.18	1.63	11.00	2.05
	Mathematics	Number Sense & Operations	1	1,473	11.06	1.89	10.64	2.49
			2	447	11.34	1.58	11.13	1.97
			3	187	11.58	0.97	11.57	1.04
			All	2,108	11.16	1.77	10.83	2.31
		Measurement	1	1,872	11.07	1.81	10.85	2.26
			2	79	11.51	1.23	11.08	1.95
			3	136	11.55	1.14	11.44	1.39
			All	2,088	11.12	1.76	10.89	2.21

**Table 4-9. 2008–09 NYSAA: Means and Standard Deviations of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 4**

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
4	English Language Arts	Reading	1	1,599	11.34	1.50	11.08	2.01
			2	657	11.32	1.53	11.25	1.61
			3	208	11.63	1.05	11.32	1.68
			All	2,467	11.36	1.48	11.14	1.88
	English Language Arts	Writing	1	2,000	11.24	1.68	10.89	2.25
			2	327	11.40	1.60	10.92	2.11
			3	109	11.41	1.38	11.36	1.75
			All	2,439	11.27	1.66	10.92	2.21
	Mathematics	Number Sense & Operations	1	1,915	11.19	1.74	10.98	2.15
			2	467	11.46	1.10	11.43	1.52
			3	79	11.23	1.45	11.54	1.26
			All	2,465	11.24	1.63	11.08	2.03
	Mathematics	Measurement	1	1,865	11.10	1.83	10.88	2.25
			2	523	11.33	1.46	11.18	1.88
			3	47	11.47	1.14	9.74	2.89
			All	2,438	11.16	1.75	10.92	2.20
Science	Scientific Inquiry	1	1,423	11.38	1.43	11.16	1.93	
		2	748	11.54	1.25	11.28	1.79	
		3	276	11.50	1.12	11.58	1.19	
		All	2,447	11.44	1.35	11.24	1.82	
Science	Living Environment or Physical Setting/ Earth Science	1	2,031	11.48	1.32	11.18	1.95	
		2	280	11.65	0.89	11.36	1.55	
		3	115	11.50	1.13	11.32	1.37	
		Earth Science	All	2,426	11.50	1.27	11.21	1.89

**Table 4-10. 2008–09 NYSAA: Means and Standard Deviations of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 5**

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
5	English Language Arts	Reading	1	1,542	11.26	1.62	10.82	2.26
			2	909	11.57	1.07	11.44	1.40
			3	79	11.39	1.42	10.46	2.39
			All	2,530	11.37	1.45	11.03	2.02
		Listening	1	1,808	11.28	1.56	10.98	2.14
			2	617	11.30	1.39	11.18	1.78
			3	81	11.57	0.99	11.16	1.66
			All	2,506	11.30	1.50	11.03	2.04
	Mathematics	Number Sense & Operations	1	2,309	11.30	1.57	10.95	2.25
			2	192	11.50	1.15	11.38	1.28
			3	35	11.71	0.75	11.74	0.92
			All	2,536	11.32	1.54	10.99	2.19
		Geometry	1	2,131	11.39	1.47	11.06	2.12
			2	342	11.35	1.41	11.24	1.78
			3	39	11.56	1.57	10.77	2.31
			All	2,512	11.38	1.46	11.08	2.08
	Social Studies	U.S. and NYS History	1	2,253	11.35	1.57	10.95	2.16
			2	170	11.19	1.59	11.38	1.41
			3	97	11.54	1.31	11.42	1.22
			All	2,521	11.35	1.56	11.00	2.09
Civics, Citizenship and Government		1	1,834	11.41	1.48	10.97	2.20	
		2	536	11.26	1.42	11.16	1.78	
		3	115	11.48	1.49	11.15	1.76	
		All	2,486	11.38	1.47	11.02	2.10	

**Table 4-11. 2008–09 NYSAA: Means and Standard Deviations of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 6**

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
6	English Language Arts	Reading	1	1,247	11.37	1.48	10.73	2.42
			2	690	11.38	1.26	11.28	1.60
			3	406	11.46	1.21	11.20	1.63
			All	2,343	11.39	1.37	10.97	2.10
		Writing	1	1,898	11.31	1.58	10.77	2.29
			2	273	11.41	1.33	11.07	2.01
			3	144	11.44	1.22	11.33	1.39
			All	2,315	11.33	1.53	10.84	2.22
	Mathematics	Number Sense & Operations	1	1,974	11.30	1.67	10.71	2.47
			2	185	11.25	1.48	11.43	1.21
			3	181	11.31	1.41	11.09	1.99
			All	2,340	11.29	1.64	10.80	2.37
		Algebra	1	2,041	11.25	1.56	10.68	2.49
			2	241	11.27	1.75	11.05	2.14
			3	28	11.64	0.91	11.64	0.73
			All	2,310	11.25	1.58	10.73	2.45

**Table 4-12. 2008–09 NYSAA: Means and Standard Deviations of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 7**

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
7	English Language Arts	Reading	1	1,505	11.39	1.46	10.79	2.36
			2	924	11.10	1.59	11.04	1.94
			3	84	11.31	1.29	11.10	1.91
			All	2,514	11.28	1.51	10.89	2.20
		Listening	1	2,083	11.27	1.51	11.00	2.09
			2	289	11.35	1.35	11.07	1.91
			3	101	11.62	1.04	11.45	1.24
			All	2,474	11.29	1.48	11.03	2.05
	Mathematics	Number Sense & Operations	1	2,263	11.29	1.62	10.72	2.57
			2	124	11.44	1.22	11.48	1.25
			3	126	11.51	1.26	11.63	1.24
			All	2,514	11.31	1.58	10.80	2.48
		Statistics & Probability	1	1,511	11.46	1.41	10.57	2.62
			2	832	11.34	1.39	10.90	2.03
			3	142	11.49	1.13	11.24	1.60
			All	2,486	11.42	1.39	10.72	2.39

**Table 4-13. 2008–09 NYSAA: Means and Standard Deviations of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 8**

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
8	English Language Arts	Reading	1	1,937	11.32	1.55	10.80	2.28
			2	397	11.02	1.70	11.04	1.83
			3	207	11.30	1.25	11.42	1.49
			All	2,541	11.27	1.56	10.89	2.17
		Writing	1	2,261	11.24	1.55	10.86	2.20
			2	135	11.53	1.13	11.04	1.78
			3	103	11.17	1.73	10.91	2.13
			All	2,499	11.25	1.54	10.87	2.18
	Mathematics	Geometry	1	2,346	11.33	1.53	10.97	2.19
			2	71	11.31	1.79	11.00	2.04
			3	112	11.39	1.15	10.87	1.99
			All	2,529	11.33	1.52	10.96	2.17
		Algebra	1	1,928	11.01	1.89	10.87	2.21
			2	417	11.35	1.40	11.40	1.49
			3	151	11.31	1.46	11.25	1.76
			All	2,496	11.08	1.79	10.98	2.09
	Science	Scientific Inquiry	1	1,822	11.28	1.56	10.89	2.22
			2	552	11.45	1.39	11.00	2.05
			3	159	11.33	1.51	10.92	1.85
			All	2,533	11.32	1.52	10.91	2.16
		Living Environment or Physical Setting/Earth Science	1	1,729	11.24	1.63	10.87	2.26
			2	610	11.36	1.32	11.29	1.57
			3	138	11.56	1.07	11.11	1.74
			All	2,477	11.29	1.53	10.99	2.09
Social Studies	U.S. and NYS History	1	2,101	11.16	1.80	10.72	2.41	
		2	192	11.20	1.52	10.89	2.26	
		3	237	11.39	1.12	11.23	1.37	
		All	2,530	11.18	1.72	10.78	2.32	
	Civics, Citizenship and Government	1	2,127	11.41	1.57	10.99	2.16	
		2	253	11.38	1.32	10.92	2.02	
		3	105	11.21	1.56	10.86	1.92	
		All	2,485	11.40	1.55	10.97	2.13	

**Table 4-14. 2008–09 NYSAA: Means and Standard Deviations of Accuracy and Independence by Content Area, AGLI, and Level of Complexity—High School**

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
High School	English Language Arts	Reading	1	1,953	11.23	1.55	10.64	2.43
			2	659	11.06	1.54	11.19	1.74
			3	48	11.27	1.03	11.02	1.71
			All	2,660	11.19	1.54	10.78	2.28
		Writing	1	2,156	11.21	1.56	10.70	2.36
			2	373	11.27	1.63	11.07	1.81
			3	80	11.00	1.65	11.03	1.65
			All	2,609	11.21	1.58	10.76	2.27
	Mathematics	Algebra	1	2,078	10.97	1.98	10.68	2.48
			2	392	11.05	1.71	11.34	1.37
			3	179	11.17	1.72	11.30	1.83
			All	2,649	11.00	1.92	10.82	2.33
		Statistics & Probability	1	1,970	11.26	1.57	10.68	2.46
			2	512	11.48	1.24	11.16	1.80
			3	139	11.76	0.88	11.76	1.20
			All	2,621	11.33	1.49	10.83	2.31
	Science	Living Environment	1	1,751	11.32	1.52	10.88	2.31
			2	647	11.47	1.31	11.41	1.46
			3	263	11.55	1.19	11.51	1.31
			All	2,662	11.38	1.44	11.07	2.07
		Physical Setting/Earth Science	1	1,880	11.28	1.67	10.79	2.40
			2	647	11.17	1.67	11.11	1.85
			3	72	11.21	1.45	11.56	1.19
			All	2,600	11.25	1.67	10.89	2.25
Social Studies	U.S. History	1	1,668	11.30	1.67	10.82	2.37	
		2	914	11.16	1.65	11.20	1.71	
		3	67	11.37	1.15	11.27	1.27	
		All	2,649	11.25	1.65	10.97	2.15	
	Global History	1	1,694	11.39	1.55	10.84	2.40	
		2	881	11.24	1.64	11.20	1.71	
		3	41	11.05	1.60	11.10	1.84	
		All	2,616	11.33	1.58	10.96	2.19	

Correlations between component scores (i.e., accuracy and independence) and the composite scores (i.e., the sum of the two component scores) are presented in Tables 4-15 through 4-21. These correlations are similar to discrimination statistics in that one would expect that a student who scores well on one part of an assessment would score well on the whole assessment.

Correlations between composite scores and accuracy ranged from 0.27 to 0.86, while correlations between composite scores and independence ranged from 0.36 to 0.89. These values provide evidence that the components discriminated between low and high performers. In interpreting the correlations, however, it is important to note that the values are inflated due to the inclusion of the component scores in the composite scores. On the other hand, the fact that 90% to 95% of students across grades and content areas earned scores in the top third of the score scale likely depressed the values somewhat due to restriction of range. For these reasons, the observed correlations should be interpreted with caution.

**Table 4-15. 2008–09 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 3**

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
3	English Language Arts	Reading	1	1,346	0.69	0.76
			2	707	0.58	0.64
			3	47	0.60	0.55
			All	2,101	0.66	0.72
	Arts	Listening	1	852	0.72	0.78
			2	1,091	0.67	0.78
			3	129	0.61	0.89
			All	2,072	0.69	0.78
	Mathematics	Number Sense & Operations	1	1,473	0.66	0.79
			2	447	0.69	0.76
			3	187	0.55	0.60
			All	2,108	0.66	0.78
	Measurement	Measurement	1	1,872	0.66	0.79
			2	79	0.69	0.75
3			136	0.65	0.77	
All			2,088	0.66	0.79	

**Table 4-16. 2008–09 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 4**

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
4	English Language Arts	Reading	1	1,599	0.60	0.73
			2	657	0.62	0.71
			3	208	0.45	0.70
			All	2,467	0.59	0.72
	Arts	Writing	1	2,000	0.64	0.77
			2	327	0.62	0.78
			3	109	0.68	0.78
			All	2,439	0.64	0.77
	Mathematics	Number Sense & Operations	1	1,915	0.63	0.70
			2	467	0.48	0.78
			3	79	0.75	0.70
			All	2,465	0.62	0.71
	Measurement	Measurement	1	1,865	0.60	0.75
			2	523	0.62	0.78
			3	47	0.40	0.80
			All	2,438	0.60	0.76
	Science	Scientific Inquiry	1	1,423	0.51	0.70
			2	748	0.58	0.71
			3	276	0.58	0.66
			All	2,447	0.54	0.70
Living Environment or Physical Setting/Earth Science		Living Environment or Physical Setting/Earth Science	1	2,031	0.57	0.73
			2	280	0.36	0.64
			3	115	0.52	0.62
			All	2,426	0.56	0.72

**Table 4-17. 2008–09 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 5**

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
5	English Language Arts	Reading	1	1,542	0.60	0.71
			2	909	0.50	0.63
			3	79	0.54	0.73
			All	2,530	0.58	0.70
	English Language Arts	Listening	1	1,808	0.62	0.77
			2	617	0.64	0.65
			3	81	0.56	0.74
			All	2,506	0.62	0.75
	Mathematics	Number Sense & Operations	1	2,309	0.58	0.77
			2	192	0.61	0.67
			3	35	0.53	0.84
			All	2,536	0.58	0.77
	Mathematics	Geometry	1	2,131	0.62	0.78
			2	342	0.77	0.83
			3	39	0.77	0.89
			All	2,512	0.64	0.79
	Social Studies	U.S. and NYS History	1	2,253	0.54	0.72
			2	170	0.60	0.64
			3	97	0.64	0.63
			All	2,521	0.54	0.72
Social Studies	Civics, Citizenship and Government	1	1,834	0.57	0.78	
		2	536	0.62	0.66	
		3	115	0.80	0.87	
		All	2,486	0.59	0.77	

**Table 4-18. 2008–09 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 6**

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
6	English Language Arts	Reading	1	1,247	0.49	0.72
			2	690	0.55	0.61
			3	406	0.52	0.69
			All	2,343	0.50	0.70
	English Language Arts	Writing	1	1,898	0.54	0.75
			2	273	0.48	0.83
			3	144	0.70	0.78
			All	2,315	0.54	0.76
	Mathematics	Number Sense & Operations	1	1,974	0.53	0.75
			2	185	0.49	0.56
			3	181	0.52	0.68
			All	2,340	0.53	0.73
	Mathematics	Algebra	1	2,041	0.56	0.79
			2	241	0.63	0.78
			3	28	0.42	0.75
			All	2,310	0.56	0.79

**Table 4-19. 2008–09 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 7**

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
7	English Language Arts	Reading	1	1,505	0.52	0.72
			2	924	0.62	0.71
			3	84	0.45	0.70
			All	2,514	0.54	0.72
	Arts	Listening	1	2,083	0.62	0.79
			2	289	0.57	0.68
			3	101	0.51	0.77
			All	2,474	0.62	0.78
	Mathematics	Number Sense & Operations	1	2,263	0.58	0.77
			2	124	0.32	0.36
			3	126	0.60	0.68
			All	2,514	0.58	0.75
		Statistics & Probability	1	1,511	0.53	0.80
			2	832	0.67	0.84
3			142	0.37	0.57	
All			2,486	0.55	0.80	

**Table 4-20. 2008–09 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Content Area, AGLI, and Level of Complexity—Grade 8**

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
8	English Language Arts	Reading	1	1,937	0.52	0.73
			2	397	0.50	0.64
			3	207	0.57	0.58
			All	2,541	0.51	0.71
		Writing	1	2,261	0.60	0.78
			2	135	0.61	0.83
			3	103	0.58	0.87
			All	2,499	0.60	0.78
	Mathematics	Geometry	1	2,346	0.60	0.72
			2	71	0.86	0.83
			3	112	0.38	0.44
			All	2,529	0.60	0.72
		Algebra	1	1,928	0.62	0.76
			2	417	0.56	0.72
			3	151	0.54	0.71
			All	2,496	0.62	0.76
	Science	Scientific Inquiry	1	1,822	0.55	0.69
			2	552	0.54	0.70
			3	159	0.37	0.60
			All	2,533	0.54	0.69
Living Environment or Physical Setting/Earth Science		1	1,729	0.65	0.81	
		2	610	0.69	0.78	
		3	138	0.27	0.75	
		All	2,477	0.64	0.80	
Social Studies	U.S. and NYS History	1	2,101	0.58	0.69	
		2	192	0.29	0.64	
		3	237	0.46	0.63	
		All	2,530	0.55	0.68	
	Civics, Citizenship and Government	1	2,127	0.59	0.77	
		2	253	0.46	0.85	
		3	105	0.68	0.86	
		All	2,485	0.58	0.77	

**Table 4-21. 2008–09 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Content Area, AGLI, and Level of Complexity—High School**

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
High School	English Language Arts	Reading	1	1,953	0.53	0.74
			2	659	0.49	0.64
			3	48	0.70	0.82
			All	2,660	0.51	0.73
		Writing	1	2,156	0.59	0.81
			2	373	0.64	0.79
			3	80	0.58	0.68
			All	2,609	0.60	0.81
	Mathematics	Algebra	1	2,078	0.60	0.75
			2	392	0.48	0.57
			3	179	0.52	0.59
			All	2,649	0.58	0.73
		Statistics & Probability	1	1,970	0.57	0.77
			2	512	0.48	0.68
			3	139	0.41	0.72
			All	2,621	0.56	0.76
	Science	Living Environment	1	1,751	0.58	0.76
			2	647	0.49	0.60
			3	263	0.50	0.64
			All	2,662	0.55	0.71
		Physical Setting/Earth Science	1	1,880	0.62	0.82
			2	647	0.60	0.75
			3	72	0.66	0.68
			All	2,600	0.61	0.81
Social Studies	U.S. History	1	1,668	0.57	0.75	
		2	914	0.59	0.62	
		3	67	0.50	0.36	
		All	2,649	0.57	0.71	
	Global History	1	1,694	0.60	0.80	
		2	881	0.64	0.67	
		3	41	0.70	0.65	
		All	2,616	0.60	0.77	



## Chapter 5. TEST RELIABILITY

### 5.1 Reliability

For the New York State Alternate Assessment (NYSAA), each student datafolio for a specified content area at a given grade level receives an accuracy score and an independence score, and each of these measurements is taken at three points within the administration period. This results in six subscores that are summed to yield a student's total score, referred to here as a test score. A complete evaluation of an assessment must address the way in which the subscore units that make up the test score function together and complement one another. Any measurement includes some amount of measurement error. No academic assessment can measure student performance with perfect accuracy; some students will receive scores that underestimate their true ability, and other students will receive scores that overestimate their true ability. Assessments containing subscore units that produce consistent scores are considered reliable.

Reliability can be defined as the degree of consistency associated with test scores. In other words, if it were possible to obtain two scores on all students with equivalent test forms, or with repeated administration of the same assessment, then the correlation between the sets of scores would be a measure of reliability. Since only one NYSAA score per student was obtained, the correlation coefficient known as Cronbach's  $\alpha$  (1951) was used to measure consistency among test parts. Cronbach's  $\alpha$  formula is:

$$\alpha \equiv \frac{n}{n-1} \left[ 1 - \frac{\sum_{i=1}^n \sigma^2_{(Y_i)}}{\sigma_x^2} \right]$$

Where

$i$  indexes the different units whose scores sum to give the test score,

$n$  is the number of these subscore units,

$\sigma^2_{(Y_i)}$  represents subscore variance

$\sigma_x^2$  represents the total test score variance.

If the correlation is high (in practice, toward the high end of the typical Cronbach's  $\alpha$  range of 0.50 to 0.99), the parts of the test are likely measuring very similar knowledge or skills. Thus, a high Cronbach's  $\alpha$  coefficient is evidence that the subscore units complement one another and suggests that the assessment is reliable. Because NYSAA results in six subscores that sum to the test score for each student, these six subscores are used in Cronbach's  $\alpha$  coefficient to assess the reliability of the 2008–09 NYSAA. Table 5-1 presents Cronbach's  $\alpha$  coefficient for each content area and grade.

**Table 5-1. 2008–09 NYSAA: Cronbach's  $\alpha$  Reliability Coefficients by Grade and Content Area**

<i>Grade</i>	<i>Content Area</i>	<i>Reliability (<math>\alpha</math>)</i>
3	English Language Arts	0.87
	Mathematics	0.88
4	English Language Arts	0.84
	Mathematics	0.84
	Science	0.82
5	English Language Arts	0.83
	Mathematics	0.86
	Social Studies	0.83
6	English Language Arts	0.83
	Mathematics	0.85
7	English Language Arts	0.85
	Mathematics	0.86
8	English Language Arts	0.84
	Mathematics	0.86
	Science	0.85
	Social Studies	0.83
High School	English Language Arts	0.85
	Mathematics	0.86
	Science	0.86
	Social Studies	0.85

For mathematics, the reliability coefficient ranged from 0.84 to 0.88; for English language arts (ELA), 0.83 to 0.87. For the Grades 4, 8, and high school science examinations, alphas were 0.82, 0.85, and 0.86, respectively. For the Grades 5, 8, and high school social studies examinations, the values were 0.83, 0.83, and 0.85, respectively. Because each subscore ranged from 1 to 4, and there were only six subscores summed to obtain the total test score, the estimated reliability coefficients were, as expected, somewhat lower than would be found with the typical general assessment, whose reliability coefficients tend to be near 0.90. Considering that NYSAA instruments are necessarily shorter than those of general assessments, the above reliability coefficients are probably comparable.

## 5.2 Reliability of Performance Level Classifications

All test scores contain measurement error; thus, classifications based on test scores are also subject to measurement error. Based on the raw scale cut scores established for each content area via standard setting in June 2008, the students were classified into one of four performance levels: Not Meeting Learning Standards, Partially Meeting Learning Standards, Meeting Learning Standards, and Meeting Learning Standards with Distinction. (Lookup tables for converting raw scores to performance levels are presented in Chapter 7.)

After the students were classified into the four performance levels, empirical analyses were conducted to determine the statistical accuracy and consistency of the classifications.

### 5.2.1 Accuracy and Consistency

Accuracy can be defined as the agreement between the actual decisions based on observed cut scores and true classification decisions based on known true cut scores (Livingston and Lewis, 1995).

Consistency measures the extent to which classification decisions based on test scores match the decisions based on scores from a second, parallel form of the same test. Consistency can be evaluated directly from actual responses to test items if two complete and parallel forms of the test are given to the same group of students. In operational assessment programs, however, such a design is usually impractical. Instead, techniques, such as one by Livingston and Lewis (1995), have been developed to estimate both the accuracy and consistency of classification decisions based on a single administration of a test. The Livingston and Lewis technique was used for the 2008–09 NYSAA because it is easily adaptable to examinations of all kinds of formats, including mixed-format tests.

### 5.2.2 Calculating Accuracy

The accuracy and consistency estimates reported in Tables 5-2 through 5-41 make use of “true scores” in the classical test theory sense. A true score is the score that would be obtained if a test had no measurement error. Of course, true scores cannot be observed and so must be estimated. In the Livingston and Lewis method, estimated true scores are used to classify students into their “true” achievement level.

For the 2008–09 NYSAA, after various technical adjustments were made (described in Livingston and Lewis, 1995), a  $4 \times 4$  contingency table of accuracy was created for each content area and grade, where cell  $[i,j]$  represented the estimated proportion of students whose true score fell into achievement level  $i$  (where  $i = 1$  to 4), and whose observed score fell into achievement level  $j$  (where  $j = 1$  to 4). The sum of the diagonal entries (i.e., the proportion of students whose true and observed achievement levels matched one another) signified overall accuracy.

### 5.2.3 Calculating Consistency

To estimate consistency, true scores were used to estimate the joint distribution of classifications on two independent, parallel test forms. Following statistical adjustments (per Livingston and Lewis, 1995), a new  $4 \times 4$  contingency table was created for each content area and grade and was populated by the proportion of students who would be classified into each combination of achievement levels according to the two (hypothetical) parallel test forms. Cell  $[i,j]$  of this table represented the estimated proportion of students whose observed score on the first form would fall into achievement level  $i$  (where  $i = 1$  to 4), and whose observed score on the second form would fall into achievement level  $j$  (where  $j = 1$  to 4). The sum of the diagonal entries (i.e., the proportion of students classified by the two forms into exactly the same achievement level) signified overall consistency.

## 5.2.4 Calculating Kappa

Another way to measure consistency is to use Cohen's (1960) coefficient  $\kappa$  (kappa), which assesses the proportion of consistent classifications after removing the proportion of consistent classifications that would be expected by chance. It is calculated using the following formula:

$$\kappa = \frac{(\text{Observed agreement}) - (\text{Chance agreement})}{1 - (\text{Chance agreement})} = \frac{\sum_i C_{ii} - \sum_i C_i \cdot C_{.i}}{1 - \sum_i C_i \cdot C_{.i}},$$

where

$C_i$  is the proportion of students whose observed achievement level would be level  $i$  (where  $i = 1-4$ ) on the first hypothetical parallel form of the test.

$C_{.i}$  is the proportion of students whose observed achievement level would be level  $i$  (where  $i = 1-4$ ) on the second hypothetical parallel form of the test.

$C_{ii}$  is the proportion of students whose observed achievement level would be level  $i$  (where  $i = 1-4$ ) on both hypothetical parallel forms of the test.

Because  $\kappa$  is corrected for chance, its values are lower than other consistency estimates.

## 5.2.5 Results of Accuracy and Consistency Analyses

In Tables 5-2 through 5-41, the overall accuracy and consistency indices, as well as kappa, are shown in the first table of each pair of tables corresponding to each grade/content area combination.

In some testing situations, the greatest concern may be decisions around level thresholds. For example, if a college gave credit to students who achieved an Advanced Placement test score of 4 or 5, but not to students with scores of 1, 2, or 3, one might be interested in the accuracy of the dichotomous decision below-4 versus 4-or-above. The second in the pair of grade/content tables displays accuracy and consistency estimates at each cutpoint, as well as false-positive and false-negative decision rates. (False positives are the proportion of students whose observed scores were above the cut and true scores below the cut. False negatives are the proportion of students whose observed scores were below the cut and true scores above the cut.)

The above indices are derived from Livingston and Lewis's (1995) method of estimating the accuracy and consistency of classifications. It should be noted that Livingston and Lewis discuss two versions of the accuracy and consistency tables. A standard version performs calculations for forms parallel to the form taken. An "adjusted" version adjusts the results of one form to match the observed score distribution obtained in the data. Tables 5-2 through 5-41 use the standard version for two reasons: (a) The "unadjusted" version can be considered a smoothing of the data, thereby decreasing the variability of the results; and (b) for results dealing with the consistency of two parallel forms, the unadjusted tables are symmetrical, indicating that the two parallel forms have the same statistical properties. This second reason is consistent with the notion of forms that are parallel (i.e., it is more intuitive and interpretable for two parallel forms to have the same statistical distribution as one another).

**Table 5-2. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 3**

Accuracy	0.825
Consistency	0.779
Kappa ( $\kappa$ )	0.575

**Table 5-3. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 3**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.989	0.005	0.006	0.985
PM : M	0.959	0.023	0.019	0.943
M : MD	0.877	0.093	0.030	0.848

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-4. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 4**

Accuracy	0.769
Consistency	0.725
Kappa ( $\kappa$ )	0.496

**Table 5-5. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 4**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.991	0.004	0.006	0.987
PM : M	0.942	0.035	0.023	0.922
M : MD	0.835	0.128	0.037	0.808

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-6. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 5**

Accuracy	0.807
Consistency	0.764
Kappa ( $\kappa$ )	0.525

**Table 5-7. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 5**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.989	0.005	0.006	0.985
PM : M	0.961	0.022	0.017	0.946
M : MD	0.857	0.106	0.037	0.830

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-8. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 6**

Accuracy	0.842
Consistency	0.800
Kappa ( $\kappa$ )	0.562

**Table 5-9. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 6**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.991	0.004	0.005	0.987
PM : M	0.962	0.021	0.017	0.947
M : MD	0.889	0.080	0.031	0.861

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-10. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 7**

Accuracy	0.771
Consistency	0.727
Kappa ( $\kappa$ )	0.502

**Table 5-11. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 7**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.970	0.016	0.015	0.959
PM : M	0.948	0.030	0.022	0.930
M : MD	0.849	0.116	0.035	0.821

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-12. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 8**

Accuracy	0.770
Consistency	0.724
Kappa ( $\kappa$ )	0.499

**Table 5-13. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 8**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.971	0.015	0.014	0.960
PM : M	0.945	0.033	0.022	0.926
M : MD	0.851	0.113	0.037	0.823

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-14. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, High School**

Accuracy	0.826
Consistency	0.783
Kappa ( $\kappa$ )	0.575

**Table 5-15. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, High School**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.992	0.003	0.005	0.989
PM : M	0.957	0.023	0.019	0.941
M : MD	0.877	0.095	0.029	0.850

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction

False Positive = proportion of students with observed score above cutpoint and true score below cutpoint

False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-16. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 3**

Accuracy	0.835
Consistency	0.801
Kappa ( $\kappa$ )	0.534

**Table 5-17. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 3**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.972	0.015	0.013	0.961
PM : M	0.947	0.032	0.021	0.929
M : MD	0.908	0.065	0.027	0.884

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction

False Positive = proportion of students with observed score above cutpoint and true score below cutpoint

False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-18. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 4**

Accuracy	0.798
Consistency	0.764
Kappa ( $\kappa$ )	0.499

**Table 5-19. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 4**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.973	0.014	0.013	0.963
PM : M	0.935	0.040	0.025	0.914
M : MD	0.882	0.091	0.027	0.858

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction

False Positive = proportion of students with observed score above cutpoint and true score below cutpoint

False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-20. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 5**

Accuracy	0.758
Consistency	0.715
Kappa ( $\kappa$ )	0.461

**Table 5-21. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 5**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.979	0.010	0.011	0.970
PM : M	0.945	0.033	0.023	0.926
M : MD	0.833	0.129	0.038	0.806

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-22. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 6**

Accuracy	0.792
Consistency	0.755
Kappa ( $\kappa$ )	0.510

**Table 5-23. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 6**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.984	0.007	0.009	0.977
PM : M	0.928	0.044	0.028	0.905
M : MD	0.873	0.099	0.028	0.848

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-24. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 7**

Accuracy	0.868
Consistency	0.835
Kappa ( $\kappa$ )	0.547

**Table 5-25. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 7**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.993	0.003	0.004	0.990
PM : M	0.954	0.026	0.020	0.938
M : MD	0.917	0.055	0.028	0.891

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-26. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 8**

Accuracy	0.866
Consistency	0.828
Kappa ( $\kappa$ )	0.541

**Table 5-27. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 8**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.993	0.003	0.004	0.990
PM : M	0.961	0.021	0.019	0.946
M : MD	0.911	0.059	0.031	0.884

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction

False Positive = proportion of students with observed score above cutpoint and true score below cutpoint

False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-28. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, High School**

Accuracy	0.855
Consistency	0.816
Kappa ( $\kappa$ )	0.534

**Table 5-29. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, High School**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.983	0.008	0.009	0.976
PM : M	0.959	0.022	0.019	0.944
M : MD	0.911	0.059	0.030	0.883

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction

False Positive = proportion of students with observed score above cutpoint and true score below cutpoint

False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-30. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Science, Grade 4**

Accuracy	0.885
Consistency	0.857
Kappa ( $\kappa$ )	0.521

**Table 5-31. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Science, Grade 4**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.985	0.007	0.008	0.979
PM : M	0.974	0.014	0.012	0.964
M : MD	0.922	0.052	0.027	0.899

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction

False Positive = proportion of students with observed score above cutpoint and true score below cutpoint

False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-32. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Science, Grade 8**

Accuracy	0.828
Consistency	0.794
Kappa ( $\kappa$ )	0.503

**Table 5-33. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Science, Grade 8**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.977	0.011	0.012	0.968
PM : M	0.939	0.037	0.024	0.919
M : MD	0.901	0.069	0.030	0.875

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-34. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Science, High School**

Accuracy	0.860
Consistency	0.825
Kappa ( $\kappa$ )	0.553

**Table 5-35. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Science, High School**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.987	0.006	0.007	0.982
PM : M	0.958	0.024	0.018	0.943
M : MD	0.914	0.061	0.025	0.890

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-36. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Social Studies, Grade 5**

Accuracy	0.790
Consistency	0.762
Kappa ( $\kappa$ )	0.496

**Table 5-37. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Social Studies, Grade 5**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.966	0.018	0.016	0.953
PM : M	0.933	0.043	0.024	0.913
M : MD	0.879	0.096	0.025	0.860

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction  
 False Positive = proportion of students with observed score above cutpoint and true score below cutpoint  
 False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-38. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Social Studies, Grade 8**

Accuracy	0.786
Consistency	0.751
Kappa ( $\kappa$ )	0.506

**Table 5-39. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Social Studies, Grade 8**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.967	0.017	0.017	0.954
PM : M	0.945	0.031	0.024	0.926
M : MD	0.865	0.108	0.027	0.843

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction

False Positive = proportion of students with observed score above cutpoint and true score below cutpoint

False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

**Table 5-40. 2008–09 NYSAA: Summary of Overall Accuracy and Consistency Indices—Social Studies, High School**

Accuracy	0.808
Consistency	0.771
Kappa ( $\kappa$ )	0.526

**Table 5-41. 2008–09 NYSAA: Accuracy and Consistency Indices at Cutpoints—Social Studies, High School**

<i>Cutpoint</i>	<i>Accuracy</i>	<i>False Positive</i>	<i>False Negative</i>	<i>Consistency</i>
NM : PM	0.968	0.017	0.015	0.957
PM : M	0.946	0.033	0.022	0.927
M : MD	0.888	0.086	0.027	0.864

NM = Not Meeting; PM = Partially Meeting; M = Meeting; MD = Meeting with Distinction

False Positive = proportion of students with observed score above cutpoint and true score below cutpoint

False Negative = proportion of students with observed score below cutpoint and true score above cutpoint

### 5.3 Reliability Monitoring Review Analysis

As explained in Chapter 3, the purpose of the Reliability Monitoring Review (RMR) is to ensure scoring consistency and reliability across scoring institutes. Specifically, at the end of the scoring institute, 20% of the scored datafolios from each scoring site are randomly collected by the Score Site Coordinator for RMR. Measured Progress conducts a scoring institute in New Hampshire in which the random 20% of datafolios are independently scored by highly experienced and qualified Scorers who all have a minimum of a bachelor’s degree, as required by the Department. These Scorers must complete the same NYSAA training and qualification process used statewide in New York State. Their scoring of the student datafolios is entirely independent, in the sense that they are given no information regarding the scores that were assigned in-state.

RMR scores are compared with the original scores from the regional scoring institutes. The original score remains the score of record; the RMR score does not change or affect the original score in any way.

However, by comparing the RMR scores with the original scores, we obtain another estimate of the reliability of the datafolio scoring. Because this analysis involves a separate, independent rating, this type of reliability estimate is referred to as interrater reliability.

Table 5-42 displays interrater reliability results by content area (i.e., aggregated over grade levels within content area). Several indices are presented: The percent exact agreement value gives the percentage of exactly matching scores (performance levels) between the original Scorer and the RMR Scorer. Percent adjacent or exact gives the percentage of scores that exactly matched or differed by just one performance level. Kappa is Cohen’s  $\kappa$ , which, as described earlier, corrects percentage of exact agreement for agreement due to chance. The standard error for  $\kappa$  is also given. Finally, the intraclass correlation index shows the ratio of variance among students to total variance (where total variance combines variance among students with variance between the Scorer pairs; the higher the agreement between Scorers, the lower that variance component and the higher the intraclass correlation).

**Table 5-42. 2008–09 NYSAA: Interrater Reliability Analysis by Content Area**

<i>Content Area</i>	<i>N</i>	<i>Percent exact</i>	<i>Percent adjacent or exact</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Intraclass Correlation</i>
English Language Arts	2,836	95.84	97.86	0.92	0.01	0.87
Mathematics	2,834	94.74	97.56	0.91	0.01	0.87
Science	1,220	94.02	95.99	0.86	0.02	0.72
Social Studies	1,262	92.71	95.81	0.87	0.01	0.79

Table 5-43 displays the interrater reliability results on performance levels for each grade and content area. The percent exact agreement rates reported here are even higher than those reported in Table 5-42. Similarly, the Cohen’s kappa, percent adjacent or exact, and interclass correlation results are quite high.

**Table 5-43. 2008–09 NYSAA: Interrater Reliability Analysis by Grade and Content Area**

<i>Content Area</i>	<i>Grade</i>	<i>N</i>	<i>Percent exact</i>	<i>Percent adjacent or exact</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Intraclass Correlation</i>
English Language Arts	3	385	97.40	97.92	0.95	0.02	0.90
	4	395	96.71	98.49	0.94	0.02	0.92
	5	439	96.58	97.72	0.94	0.01	0.86
	6	382	94.77	97.92	0.91	0.02	0.87
	7	401	96.26	97.76	0.90	0.02	0.88
	8	420	95.47	98.33	0.89	0.02	0.88
	High School	414	93.71	96.85	0.86	0.03	0.73
Mathematics	3	385	96.62	99.22	0.94	0.02	0.95
	4	396	95.22	98.25	0.92	0.02	0.90
	5	439	95.90	97.95	0.93	0.02	0.87
	6	381	94.22	96.84	0.89	0.02	0.85
	7	401	96.02	97.77	0.93	0.02	0.89
	8	420	89.76	95.24	0.83	0.02	0.78
	High School	412	95.63	97.81	0.92	0.02	0.87
Science	4	390	97.43	97.69	0.93	0.02	0.74
	8	419	91.42	93.58	0.81	0.03	0.66
	High School	411	93.43	96.83	0.84	0.03	0.78
Social Studies	5	437	92.44	95.88	0.86	0.02	0.79
	8	414	93.00	95.88	0.88	0.02	0.79
	High School	411	92.71	95.63	0.87	0.02	0.78

Table 5-44 displays the interrater reliability results on raw scores for each grade and content area broken down by scoring dimensions (accuracy and independence), AGLI, and date. The percent exact agreement rates reported here are still higher than those reported in Table 5-43, with most values between 97% and 99%. Similarly, the Cohen’s kappa, percent adjacent or exact, and interclass correlation results are quite high.

**Table 5-44. 2008–09 NYSAA: Interrater Reliability Analysis by Scoring Dimension, Grade, Content Area, AGLI, and Date**

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass Correlation</i>
3	English Language Arts	Accuracy	379	1	1	0.98	0.01	99.73	99.21	0.98
			377	1	2	0.97	0.02	99.73	99.20	0.97
			375	1	3	0.98	0.02	100.00	99.73	0.99
			376	2	1	0.97	0.01	99.74	98.93	0.98
			374	2	2	0.99	0.01	100.01	99.74	1.00
			372	2	3	0.96	0.02	99.74	99.20	0.97
		Independence	379	1	1	0.97	0.01	100.01	98.69	0.99
			377	1	2	1.00	0.00	100.00	100.00	1.00
			375	1	3	0.98	0.01	100.00	99.47	0.99
			376	2	1	0.98	0.01	100.01	98.94	0.99
			374	2	2	0.98	0.01	99.73	99.46	0.99
			371	2	3	0.97	0.02	99.72	99.18	0.97
	Mathematics	Accuracy	381	1	1	0.97	0.01	99.73	98.68	0.97
			378	1	2	0.99	0.01	99.99	99.73	1.00
			375	1	3	0.96	0.02	100.01	98.94	0.99
			378	2	1	0.99	0.01	99.99	99.73	1.00
			379	2	2	0.97	0.02	99.73	99.21	0.98
		Independence	378	2	3	0.97	0.02	100.01	99.48	0.99
			381	1	1	0.99	0.01	99.74	99.48	0.99
			378	1	2	0.99	0.01	99.74	99.74	0.98
			373	1	3	0.97	0.01	99.74	99.20	0.98
378			2	1	0.98	0.01	99.74	99.21	0.99	
4	English Language Arts	Accuracy	379	2	2	0.99	0.01	99.74	99.74	0.98
			377	2	3	0.98	0.01	99.74	99.47	0.98
			392	1	1	0.98	0.01	99.75	99.49	0.99
		Independence	390	1	2	0.97	0.02	99.75	99.49	0.95
			390	1	3	0.98	0.02	99.74	99.74	0.98
			391	2	1	0.98	0.01	99.75	99.23	0.98
	Arts	390	2	2	1.00	0.00	100.00	100.00	1.00	
		389	2	3	1.00	0.00	100.01	100.01	1.00	
		392	1	1	0.99	0.01	100.01	99.49	1.00	
		390	1	2	0.96	0.02	99.76	98.98	0.98	
Mathematics	Accuracy	390	1	3	0.96	0.02	99.74	99.22	0.96	
		391	2	1	0.98	0.01	99.24	98.98	0.98	
	Independence	390	2	2	0.99	0.01	100.00	99.74	1.00	
		389	2	3	1.00	0.00	99.99	99.99	1.00	

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass Correlation</i>
4	Mathematics	Accuracy	392	1	1	0.96	0.02	100.00	98.72	0.99
			389	1	2	0.99	0.01	99.74	99.74	0.99
			386	1	3	0.96	0.02	100.00	99.22	0.99
			393	2	1	0.99	0.01	99.99	99.48	1.00
			391	2	2	0.99	0.01	99.75	99.75	0.99
			390	2	3	0.99	0.01	100.00	99.74	1.00
		Independence	392	1	1	0.95	0.02	98.98	97.70	0.95
			390	1	2	0.96	0.02	99.76	98.98	0.97
			386	1	3	0.97	0.02	99.74	99.22	0.97
			393	2	1	0.99	0.01	99.99	99.49	1.00
	Science	Accuracy	391	2	2	0.97	0.02	99.50	98.98	0.97
			390	2	3	0.98	0.01	99.48	99.48	0.97
			386	1	1	0.98	0.01	100.01	99.49	0.99
			384	1	2	1.00	0.00	100.00	100.00	1.00
			384	1	3	0.97	0.02	100.00	99.48	0.99
			384	2	1	0.99	0.01	100.00	99.74	1.00
		Independence	384	2	2	0.99	0.01	100.00	99.74	1.00
			384	2	3	1.00	0.00	100.00	100.00	1.00
			386	1	1	0.99	0.01	100.00	99.48	1.00
			384	1	2	0.97	0.02	99.75	99.23	0.97
5	English Language Arts	Accuracy	384	1	3	0.97	0.02	99.73	99.47	0.96
			384	2	1	0.99	0.01	100.00	99.74	1.00
			384	2	2	0.98	0.01	99.75	99.49	0.97
			383	2	3	0.96	0.02	99.74	99.22	0.96
			433	1	1	0.99	0.01	100.00	99.54	0.99
			431	1	2	0.98	0.02	99.76	99.53	0.96
		Independence	427	1	3	0.92	0.04	100.00	98.83	0.96
			428	2	1	0.99	0.01	100.00	99.54	1.00
			428	2	2	0.99	0.01	100.00	99.77	1.00
			426	2	3	0.99	0.01	100.00	99.77	0.99
Independence	433	1	1	0.97	0.01	100.01	98.86	0.99		
	431	1	2	0.99	0.01	99.77	99.77	0.99		
	427	1	3	0.96	0.02	99.75	99.06	0.98		
	428	2	1	0.99	0.01	99.76	99.53	0.99		
			428	2	2	0.99	0.01	100.00	99.77	1.00
			426	2	3	0.97	0.02	99.76	99.53	0.98

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass Correlation</i>
5	Mathematics	Accuracy	434	1	1	0.99	0.01	99.77	99.77	0.98
			433	1	2	0.99	0.01	100.00	99.77	1.00
			431	1	3	0.99	0.01	100.00	99.77	0.99
			430	2	1	0.99	0.01	99.77	99.54	0.97
			430	2	2	0.98	0.02	99.98	99.52	0.99
			429	2	3	0.96	0.02	99.99	99.30	0.98
		Independence	434	1	1	0.98	0.01	99.99	99.30	1.00
			433	1	2	0.99	0.01	99.77	99.77	0.98
			431	1	3	0.99	0.01	99.77	99.77	0.98
			430	2	1	0.99	0.01	100.00	99.77	1.00
	Social Studies	Accuracy	430	2	2	0.99	0.01	99.76	99.76	0.98
			429	2	3	1.00	0.00	100.00	100.00	1.00
			431	1	1	0.99	0.01	99.77	99.54	0.99
			430	1	2	0.96	0.02	99.52	99.29	0.97
			428	1	3	0.96	0.03	99.53	99.53	0.95
			423	2	1	0.99	0.01	99.76	99.76	0.98
		Independence	422	2	2	0.94	0.03	99.53	99.06	0.96
			422	2	3	0.94	0.03	99.53	99.05	0.96
			431	1	1	0.98	0.01	99.76	99.30	0.99
			430	1	2	0.98	0.01	99.54	99.54	0.97
6	English Language Arts	Accuracy	428	1	3	0.94	0.03	99.52	99.06	0.94
			423	2	1	0.99	0.01	100.01	99.77	1.00
			422	2	2	0.99	0.01	100.00	99.76	1.00
			422	2	3	0.98	0.02	100.00	99.52	0.99
			378	1	1	0.98	0.01	99.74	99.21	0.98
			375	1	2	0.96	0.02	100.00	99.20	0.98
	Independence	376	1	3	0.99	0.01	100.00	99.73	0.99	
		376	2	1	0.99	0.01	100.01	99.74	1.00	
		376	2	2	0.95	0.03	100.02	99.22	0.99	
		374	2	3	0.96	0.03	99.74	99.47	0.97	
7	Mathematics	Accuracy	378	1	1	0.98	0.01	99.74	98.95	0.99
			375	1	2	0.98	0.01	99.99	99.46	1.00
			376	1	3	0.98	0.01	99.74	99.47	0.97
			376	2	1	0.98	0.01	99.75	99.21	0.98
			376	2	2	0.97	0.02	99.74	98.93	0.97
			374	2	3	0.97	0.02	99.75	98.94	0.97

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass Correlation</i>	
6	Mathematics	Accuracy	373	1	1	0.96	0.02	99.75	98.67	0.98	
			370	1	2	0.97	0.02	100.00	99.46	0.99	
			370	1	3	0.93	0.03	99.99	98.91	0.97	
			370	2	1	0.98	0.01	100.00	99.46	0.99	
			370	2	2	0.96	0.02	100.01	98.93	0.98	
			368	2	3	0.92	0.03	100.00	98.37	0.97	
	English Language Arts	Independence	373	1	1	0.97	0.01	99.47	98.39	0.97	
			370	1	2	0.94	0.02	98.38	98.11	0.89	
			370	1	3	0.91	0.03	98.38	97.84	0.87	
			370	2	1	0.99	0.01	100.00	99.73	1.00	
			370	2	2	0.98	0.01	99.74	99.20	0.98	
			367	2	3	0.98	0.01	99.72	99.45	0.98	
	7	English Language Arts	Accuracy	397	1	1	0.98	0.01	99.50	99.25	0.98
				398	1	2	0.96	0.02	99.51	99.01	0.95
396				1	3	0.89	0.04	99.24	97.73	0.88	
389				2	1	0.99	0.01	99.75	99.49	0.98	
390				2	2	0.94	0.03	100.01	98.46	0.97	
390				2	3	0.95	0.03	100.00	99.23	0.98	
Mathematics		Independence	397	1	1	0.98	0.01	98.99	98.99	0.97	
			398	1	2	0.97	0.02	99.50	99.00	0.97	
			395	1	3	0.93	0.03	99.24	98.23	0.94	
			389	2	1	0.97	0.01	99.49	98.97	0.98	
			390	2	2	0.97	0.02	99.75	98.97	0.96	
			390	2	3	0.94	0.03	99.75	98.72	0.94	
Mathematics		Accuracy	396	1	1	0.97	0.01	100.00	98.99	0.99	
			399	1	2	0.94	0.03	99.75	98.75	0.97	
	398		1	3	0.91	0.03	100.00	98.25	0.97		
	391		2	1	0.98	0.01	100.01	99.24	0.99		
	Independence	390	2	2	0.95	0.02	99.76	98.98	0.95		
		391	2	3	0.92	0.03	99.76	98.72	0.93		
		396	1	1	0.99	0.01	99.75	99.50	0.98		
		398	1	2	0.97	0.02	99.75	99.00	0.98		
Mathematics	Independence	398	1	3	0.98	0.02	99.75	99.50	0.97		
		391	2	1	0.99	0.01	99.99	99.48	1.00		
		390	2	2	1.00	0.00	100.00	100.00	1.00		
		391	2	3	0.99	0.01	100.01	99.75	1.00		

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass Correlation</i>
8	English Language Arts	Accuracy	418	1	1	0.99	0.01	100.00	99.52	1.00
			417	1	2	0.95	0.02	99.77	99.05	0.97
			417	1	3	0.99	0.01	100.01	99.77	0.99
			408	2	1	0.97	0.02	99.51	98.77	0.97
			408	2	2	0.97	0.02	100.01	99.27	0.99
			406	2	3	0.93	0.03	99.74	98.76	0.96
		Independence	418	1	1	0.96	0.01	99.52	98.32	0.98
			417	1	2	0.96	0.02	99.29	98.81	0.95
			417	1	3	0.96	0.02	99.53	99.05	0.96
			408	2	1	0.98	0.01	99.75	99.26	0.99
			408	2	2	0.97	0.01	100.01	99.02	0.99
			406	2	3	0.96	0.02	99.76	99.02	0.97
	Mathematics	Accuracy	415	1	1	0.96	0.02	100.00	98.80	0.99
			411	1	2	0.97	0.02	99.77	99.28	0.98
			412	1	3	0.90	0.04	99.76	98.31	0.96
			404	2	1	0.99	0.01	99.76	99.51	0.99
			401	2	2	0.99	0.01	99.75	99.75	0.99
			398	2	3	0.95	0.02	99.49	98.99	0.96
		Independence	415	1	1	0.98	0.01	99.77	99.29	0.99
			411	1	2	0.95	0.02	99.03	98.54	0.94
			412	1	3	0.92	0.03	98.78	98.05	0.92
			404	2	1	0.97	0.01	99.75	98.76	0.98
			401	2	2	0.99	0.01	99.75	99.75	0.98
			395	2	3	0.98	0.02	99.74	99.49	0.98
Science	Accuracy	410	1	1	0.97	0.02	99.76	99.03	1.00	
		406	1	2	0.95	0.02	99.77	99.02	0.97	
		407	1	3	0.97	0.02	100.00	99.51	1.00	
		397	2	1	0.97	0.01	100.00	99.00	0.98	
		393	2	2	1.00	0.00	100.00	100.00	0.96	
		394	2	3	0.91	0.04	99.74	98.47	0.96	
	Independence	410	1	1	1.00	0.00	99.99	99.99	0.98	
		406	1	2	0.96	0.02	99.75	98.76	0.97	
		408	1	3	0.95	0.02	99.77	99.03	0.96	
		397	2	1	0.96	0.01	99.48	98.23	0.98	
		393	2	2	0.96	0.02	99.48	98.72	0.92	
		394	2	3	0.94	0.02	99.23	98.73	0.92	

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass Correlation</i>		
8	Social Studies	Accuracy	405	1	1	1.00	0.00	100.01	100.01	0.98		
			401	1	2	0.96	0.02	99.51	99.01	0.97		
			402	1	3	0.99	0.01	100.00	99.75	0.99		
			397	2	1	0.99	0.01	99.75	99.75	0.99		
			395	2	2	0.95	0.03	99.74	99.24	1.00		
			396	2	3	0.96	0.03	99.75	99.50	0.96		
		Independence	405	1	1	0.98	0.01	99.51	99.26	1.00		
			401	1	2	0.98	0.01	99.51	99.51	0.98		
			402	1	3	0.96	0.02	99.51	99.01	0.98		
			397	2	1	0.99	0.01	99.74	99.49	0.96		
			395	2	2	0.95	0.02	98.99	98.74	0.94		
			396	2	3	0.95	0.03	99.24	98.99	0.91		
		High School	English Language Arts	Accuracy	408	1	1	1.00	0.00	100.00	100.00	1.00
					405	1	2	0.99	0.01	100.01	99.76	0.99
406	1				3	0.99	0.01	100.00	99.75	1.00		
405	2				1	0.99	0.01	100.00	99.50	1.00		
403	2				2	0.93	0.02	99.26	98.27	0.87		
403	2				3	0.90	0.03	99.25	98.01	0.87		
Independence	408			1	1	0.99	0.01	99.77	99.52	0.99		
	405			1	2	0.99	0.01	99.76	99.51	0.99		
	406			1	3	0.98	0.01	100.00	99.26	0.99		
	405			2	1	0.98	0.01	100.00	98.77	0.99		
	402			2	2	0.98	0.01	99.76	99.26	0.99		
	403			2	3	0.99	0.01	99.75	99.75	0.99		
Mathematics	Accuracy			403	1	1	0.99	0.01	100.00	99.50	1.00	
				402	1	2	0.98	0.01	100.00	99.50	0.99	
		403	1	3	0.96	0.02	100.01	99.02	0.99			
		403	2	1	0.98	0.01	100.01	99.51	0.99			
		403	2	2	0.99	0.01	100.00	99.75	1.00			
		402	2	3	0.93	0.03	99.26	99.01	0.92			
	Independence	403	1	1	1.00	0.00	99.99	99.99	1.00			
		402	1	2	0.98	0.01	99.75	99.25	1.00			
		402	1	3	0.98	0.01	99.51	99.51	0.99			
		403	2	1	0.99	0.01	100.00	99.50	1.00			
403	2	2	0.99	0.01	100.01	99.51	1.00					
401	2	3	0.98	0.01	99.50	99.50	0.96					

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass Correlation</i>
High School	Science	Accuracy	404	1	1	0.99	0.01	99.76	99.51	0.99
			404	1	2	0.98	0.02	99.76	99.51	0.99
			403	1	3	0.94	0.03	99.99	99.00	0.97
			400	2	1	0.98	0.01	100.00	99.50	0.99
			398	2	2	0.99	0.01	99.99	99.74	1.00
			399	2	3	0.96	0.02	100.00	99.50	0.95
		Independence	403	1	1	0.99	0.01	99.75	99.50	0.98
			403	1	2	0.97	0.02	100.01	99.26	0.94
			402	1	3	1.00	0.00	100.00	100.00	0.92
			400	2	1	0.98	0.01	99.25	99.00	0.97
	Social Studies	Accuracy	398	2	2	0.91	0.03	97.74	96.99	0.86
			399	2	3	0.90	0.03	97.75	97.75	0.83
			406	1	1	0.99	0.01	99.75	99.75	0.99
			403	1	2	0.98	0.01	99.75	99.50	0.98
			403	1	3	0.95	0.03	99.75	99.25	0.98
			399	2	1	0.99	0.01	99.75	99.75	0.99
		Independence	398	2	2	1.00	0.00	100.00	100.00	1.00
			397	2	3	0.93	0.04	99.74	99.24	0.99
			406	1	1	0.98	0.01	99.51	99.02	0.98
			403	1	2	0.97	0.02	99.27	99.02	0.99
			402	1	3	0.93	0.03	99.01	98.51	1.00
			399	2	1	0.98	0.01	99.25	99.00	0.97
			398	2	2	0.91	0.03	98.23	97.48	0.87
			396	2	3	0.88	0.04	97.97	97.47	0.80

## Chapter 6. VALIDITY

### 6.1 Procedural Validity

In order to ensure consistency of the information given to teachers across New York State, sets of documents and training programs were developed and distributed statewide. New York State has a set of Alternate Assessment Training Network Specialists (AATNs) and Score Site Coordinators (SSCs) that turn-key the training provided to them by the New York State Education Department (the Department) and Measured Progress.

For the administration of the 2008–09 New York State Alternate Assessment (NYSAA), the materials included the following:

- 2008–09 NYSAA Administration Manual (September 2008). Contained all the guidelines and specific requirements of NYSAA; all the forms required to be used in the datafolio; and the test blueprints, Alternate Grade Level Indicators (AGLIs), and sample assessment tasks for each required component for each grade level and content area.
- Training program video. The entire administration training program that is used with teachers. All AATNs are required to use the video in its entirety to train teachers. It ensures that the exact same message is imparted statewide.
- Training program PowerPoint slides and handouts. All PowerPoint slides and handouts developed by the Department and Measured Progress are required to be used by the AATNs while training teachers. The handouts contained PowerPoint slide printouts, guided practice activities, and a reinforcement activity.

For the scoring of the 2008–09 NYSAA, the materials included the following:

- *Steps for Scoring 2008–09 NYSAA Datafolios* and *Decision Rules for Scoring 2008–09 NYSAA Datafolios*. The two main documents used to guide the scoring process for each datafolio (see Appendices B and C).
- Training program video. The entire scoring training program that is used with Scorers. All SSCs and AATNs are required to use the video in its entirety to train Scorers. It ensures that the exact same message is imparted statewide.
- Datafolio practices and qualifiers. All Scorers must complete the four practice samples provided and then must qualify by scoring datafolio samples. All Scorers are qualified using calibrated materials that were initially identified during a benchmarking process.

## 6.2 Content Validity

The *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) notes that an important part of establishing test validity is ensuring that a close substantive relationship exists between a test's content and the underlying construct it is intended to measure. The *Standards* further elaborate that the test content refers to the “themes, wording, and format of the items, tasks, or questions on a test, as well as the guidelines for procedures regarding administration and scoring” (1999, p. 11). In addition to describing the content in detail, content validity evidence must, of course, relate the content to the construct the test is intended to measure. One important approach in this regard mentioned in the *Standards* is the use of “expert judgment of the relationship between parts of the test and the construct” (1999, p. 11).

The New York State (NYS) learning standards provide the framework for the New York State Testing Program, including NYSAA. These learning standards are the constructs that are intended to be measured by NYSAA. Chapter 2 describes in detail the development and design of the content for NYSAA, with special emphasis on the relationship of the test content to the NYS learning standards. Chapter 3 provides a detailed description of the scoring procedures for the test, again emphasizing the procedures taken to ensure strong adherence to the NYS learning standards. Another important component of the scoring procedure is the standard setting process, in which expert judgment is used to set the scores on the test that correspond to different levels of classification of student achievement relative to the NYS learning standards. The standard setting report documenting the June 2008 standard setting meeting describes the rigorous procedures that were adhered to in order to ensure that the content-related aspects of the standard setting maintained a strong substantive alignment with the NYS learning standards.

As shown from the above definition of construct validity and in the descriptions of the contents of Chapters 2 and 3 of this report, a complete description of the content validity of NYSAA is available to the reader.

## 6.3 Consequential Validity

Beginning in 1997, the Department began discussions on how to provide students who have severe cognitive disabilities access to the general education standards. To that end, an advisory committee made up of New York State stakeholders was formed. Their goal was to develop a handbook that would provide teachers with an alternate pathway for this group of students to gain access to the NYS learning standards. On July 17, 1997, the New York State Board of Regents endorsed a set of alternate performance indicators (APIs) that were linked to the NYS learning standards. The purpose of the APIs was to provide teachers with a way of teaching academic content to students with severe cognitive disabilities. The final manual, “The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities,” was published in 1998 and distributed statewide.

As mandated in the reauthorized Individuals with Disabilities Education Act of 1997 (IDEA 1997), states were required to have an alternate assessment in place by July 2000 for those students who cannot participate in the general education assessment, even with accommodations. Because of the groundbreaking work already done, the Department, in collaboration with Measured Progress and under the guidance of the advisory committee, endorsed the use of the APIs as a way to measure the knowledge, skills, and understanding of students with severe cognitive disabilities against the NYS learning standards. The advisory group concluded that all students must be given the opportunity to achieve the learning standards, but that not all standards are appropriate for this group of students, which was in line with the intent of IDEA 1997. It was understood that this group of students would be assessed against APIs because of their inability to participate in the general assessment, even with accommodations. The APIs, while based on the learning standards, were by their very nature functional and limited to students with severe cognitive disabilities. They reflected what was determined to be appropriate for this group of students. They were not grade specific, nor were they aligned to grade level content. The Committees on Special Education (CSE) determined which students were appropriate for the NYSAA based on several strict criteria and determined on which APIs the students would be assessed. The first NYSAA was piloted between March 1998 and March 2000, with full implementation during the 2000–01 school year. The purpose of NYSAA was to promote the inclusion of students with severe cognitive disabilities in the statewide testing program. It was not for the purposes of adequate yearly progress as defined by No Child Left Behind (NCLB).

The following is the calendar of events the Department followed to develop and implement its first alternate assessment.

Spring 1998	Conduct regional training for teachers on the APIs
March 1998–March 2000	Develop and pilot the alternate assessment system
March–June 2000	Provide information and training on the alternate assessment system
July 2000	Implement a statewide alternate assessment system as required by IDEA 1997
June 2001	Collect data and report student scores to the public

The Department and its stakeholders were committed to building an assessment and accountability system that included students with severe cognitive disabilities. New York State was one of the first states to engage teachers, administrators, policymakers, and others in these important discussions, and it did pioneering work in the early years of alternate assessment.

With the reauthorization of NCLB, states are being held to a high level of student academic achievement, including students with severe cognitive disabilities. The original NYSAA tested students in Grades 4, 8, and high school in the content areas of English language arts, mathematics, science/health, and

social studies. Based on new testing grade requirements in NCLB, in September 2005, the Department began to implement a revised NYSAA that included Grades 3–8 and high school in the content areas of English language arts, mathematics, science, and social studies. The students were assessed against the original APIs; however, the format and the number of APIs assessed were modified. Table 6-1 outlines the revised NYSAA.

**Table 6-1. 2008–09 NYSAA: Revised NYSAA—Grades 3–8 and High School**

<i>Datafolio Component</i>	<i>Anchor Grade Equivalents 4, 8, and high school</i>	<i>Expanded Grade Equivalents 3, 5, 6, and 7</i>
Table of Contents	✓	✓
Student Page	✓	✓
One Entry Cover Sheet for each content area	English language arts, mathematics, social studies, science	English language arts, mathematics
One Data Summary Sheet for each content area	4 (one for each content area above)	2 (one for English language arts, one for mathematics)
Verifying evidence per API	1 piece per API in each content area	3 pieces for mandatory API in English language arts and mathematics
Parent/Family/Guardian Survey	✓	✓
Permission to tape and photograph	If applicable	If applicable
Video and Audiotape Evaluation Form	If applicable	If applicable

During the 2005–06 testing cycle, the Department submitted its accountability documentation for peer review to the U.S. Education Department. The results of that review required the Department to revise its alternate assessment to ensure

- the presence of evidence of alignment between the NYSAA alternate achievement standards and the newly adopted grade level expectations;
- that students are assessed at each required grade;
- the setting of cutpoints and the development of Alternate Performance Level Descriptors (APLDs) for each grade level and content area; and
- technical quality of the assessment, including research-based standard setting, and the production and submission of the standard setting report and technical manual.

The new assessment system had to be in place for the 2006–07 testing cycle, culminating with standard setting in June 2007.

Beginning in July 2006, the Department, in collaboration with Measured Progress, redesigned NYSAA. The focus and purpose of the assessment is to ensure that students with severe cognitive disabilities are being provided access to the general education curriculum (i.e., grade level expectations). However, for these students, grade level expectations need to be expanded in both breadth and depth. This resulted in the AGLIs contained in the NYSAA Frameworks.

The Department brought together groups of stakeholders, including general education content specialists and special education teachers, to develop the AGLIs. The groups referred to the general education test blueprints to determine the academic core priorities. From there, each content group reviewed the grade level expectations for each grade level and content area. The groups determined the essences of the grade level expectations. Lastly, the groups wrote AGLIs that were aligned to the essences of the grade level expectations. In addition to developing the AGLIs, stakeholders were also brought together to develop sample tasks aligned to the AGLIs. The following year the stakeholder groups were brought in again to further refine what was originally developed. Chapter 2 contains a more thorough description of the test design and format.

The new NYSAA was first implemented in late fall of 2006. The administration culminated with regional scoring institutes. Standard setting was conducted in June 2007, resulting in cut scores for each grade level and content area and in APLDs. The cut scores were approved by the Commissioner of Education and submitted along with the standard setting report to the U.S. Education Department. The second year of implementation occurred during 2007–08. This administration was based on the refined AGLIs and assessment tasks. The administration again culminated with the regional scoring institutes. Standard setting was conducted on the revised AGLIs in June 2008, resulting in new cut scores for each grade level and content area and in updated APLDs for each grade level and content area. The updated cut scores were approved by the Commissioner of Education in June 2008. The intent of the AGLIs was not changed for the 2008–09 administration; therefore, the cut scores established during the June 2008 standard setting remain consistent for each grade level and content area.

The information provided in this section and throughout the Technical Manual provides a framework to determine the consequential validity of NYSAA. In order to demonstrate consequential validity, the assessment should

- provide multiple measurement occasions;
- show student results are improving; and
- demonstrate that revisions to NYSAA are considered based on stakeholder feedback.

The revised NYSAA demonstrates that students are provided multiple measurement occasions as embedded in the three data collection points. Also, stakeholder input has been critical throughout the development and revision processes.



## Chapter 7. REPORTING OF RESULTS

### 7.1 Percentages of Students at Each Performance Level

Shown in Tables 7-1 through 7-4 is the percentage of students statewide who scored in each performance level category for each content area. (Note: Performance levels are abbreviated as NM: Not Meeting Learning Standards; PM: Partially Meeting Learning Standards; M: Meeting Learning Standards; and MD: Meeting Learning Standards with Distinction.) In all content areas, students performed well on the assessment, with the percentage of students scoring Meeting Learning Standards or better ranging from 81.1% in Grade 6 English language arts to 94.3% in Grade 4 science. The percentage of students categorized as Meeting Learning Standards with Distinction ranged from 52.2% in Grade 8 mathematics to 77.6% in Grade 4 science.

**Table 7-1. 2008–09 NYSAA: State Results—English Language Arts**

Grade	<i>Percent at Each Performance Level</i>				
	NM	PM	M	MD	M + MD
3	6.54	9.47	16.58	67.41	83.99
4	5.95	11.78	19.34	62.93	82.27
5	3.65	9.27	33.05	54.03	87.07
6	3.18	15.75	21.78	59.28	81.06
7	1.27	9.64	14.04	75.05	89.09
8	1.22	7.97	17.71	73.11	90.81
High School	3.86	5.58	20.49	70.06	90.56

**Table 7-2. 2008–09 NYSAA: State Results—Mathematics**

Grade	<i>Percent at Each Performance Level</i>				
	NM	PM	M	MD	M + MD
3	1.89	9.07	29.54	59.50	89.04
4	1.41	13.61	31.29	53.69	84.98
5	2.44	7.59	32.15	57.82	89.98
6	2.00	7.18	26.22	64.60	90.82
7	7.96	6.29	31.99	53.76	85.75
8	7.19	7.55	33.02	52.24	85.26
High School	1.31	9.32	32.95	56.42	89.37

**Table 7-3. 2008–09 NYSAA: State Results—Science**

Grade	<i>Percent at Each Performance Level</i>				
	NM	PM	M	MD	M + MD
4	2.96	2.72	16.69	77.63	94.32
8	4.76	10.53	13.17	71.54	84.71
High School	2.06	8.46	17.25	72.23	89.48

**Table 7-4. 2008–09 NYSAA: State Results—Social Studies**

<i>Grade</i>	<i>Percent at Each Performance Level</i>				
	<i>NM</i>	<i>PM</i>	<i>M</i>	<i>MD</i>	<i>M + MD</i>
5	7.54	11.05	18.24	63.17	81.41
8	7.24	5.63	27.46	59.68	87.14
High School	7.89	6.01	24.41	61.70	86.11

## 7.2 Performance Level Scores

For purposes of reporting, raw scores on New York State Alternate Assessment (NYSAA) are translated to performance levels using the cut scores established via standard setting. Shown in Tables 7-5 through 7-8 are the raw score to performance level conversion tables.

**Table 7-5. 2008–09 NYSAA: Raw Score to  
Performance Level Conversions—English Language Arts**

<i>Raw Score</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>High School</i>
0	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1
12	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1
14	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1
18	1	1	1	1	1	1	1
19	1	1	1	1	1	1	1
20	1	1	1	1	1	1	1
21	1	1	1	1	1	1	1
22	1	1	1	1	2	2	1
23	1	1	1	1	2	2	1
24	1	1	1	1	2	2	1
25	1	1	1	1	2	2	1
26	1	1	1	1	2	2	1
27	1	1	1	1	2	2	2
28	1	1	1	2	2	2	2
29	1	1	1	2	2	2	2
30	1	1	2	2	2	2	2
31	1	1	2	2	2	2	2
32	1	1	2	2	2	2	2
33	2	2	2	2	2	2	2
34	2	2	2	2	2	2	2
35	2	2	2	2	2	3	3
36	2	2	2	2	2	3	3
37	2	2	2	2	3	3	3
38	2	2	2	2	3	3	3
39	2	2	3	2	3	3	3
40	3	2	3	2	3	3	3
41	3	3	3	3	3	3	3
42	3	3	3	3	3	3	3
43	3	3	3	3	4	4	4
44	3	3	3	3	4	4	4
45	4	3	3	3	4	4	4
46	4	4	3	4	4	4	4
47	4	4	4	4	4	4	4
48	4	4	4	4	4	4	4

**Table 7-6. 2008–09 NYSAA: Raw Score to  
Performance Level Conversions—Mathematics**

<i>Raw Score</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>High School</i>
0	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1
12	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1
14	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1
18	1	1	1	1	1	1	1
19	1	1	1	1	1	1	1
20	1	1	1	1	1	1	2
21	1	1	1	1	1	1	2
22	1	1	1	2	1	1	2
23	2	2	1	2	1	1	2
24	2	2	1	2	1	1	2
25	2	2	2	2	1	1	2
26	2	2	2	2	1	1	2
27	2	2	2	2	1	1	2
28	2	2	2	2	1	1	2
29	2	2	2	2	1	1	2
30	2	2	2	2	1	1	2
31	2	2	2	2	1	1	2
32	2	2	2	2	2	2	2
33	2	2	2	2	2	2	2
34	2	2	2	3	2	2	2
35	3	2	2	3	2	2	3
36	3	2	2	3	2	2	3
37	3	2	3	3	2	2	3
38	3	2	3	3	3	2	3
39	3	3	3	3	3	3	3
40	3	3	3	3	3	3	3
41	3	3	3	3	3	3	3
42	3	3	3	3	3	3	3
43	3	3	3	3	3	3	3
44	3	3	3	3	3	3	3
45	3	3	3	4	3	3	3
46	4	3	3	4	3	3	4
47	4	4	4	4	4	4	4
48	4	4	4	4	4	4	4

**Table 7-7. 2008–09 NYSAA: Raw Score to Performance Level Conversions—Science**

<i>Raw Score</i>	<i>Grade 4</i>	<i>Grade 8</i>	<i>High School</i>
0	1	1	1
1	1	1	1
2	1	1	1
3	1	1	1
4	1	1	1
5	1	1	1
6	1	1	1
7	1	1	1
8	1	1	1
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
13	1	1	1
14	1	1	1
15	1	1	1
16	1	1	1
17	1	1	1
18	1	1	1
19	2	1	1
20	2	1	2
21	2	2	2
22	2	2	2
23	2	2	2
24	2	2	2
25	2	2	2
26	2	2	2
27	2	2	2
28	2	2	2
29	2	2	2
30	2	2	2
31	3	2	2
32	3	2	2
33	3	3	3
34	3	3	3
35	3	3	3
36	3	3	3
37	3	3	3
38	3	3	3
39	3	3	3
40	3	3	3
41	4	3	3
42	4	4	4
43	4	4	4
44	4	4	4
45	4	4	4
46	4	4	4
47	4	4	4
48	4	4	4

**Table 7-8. 2008–09 NYSAA: Raw Score to Performance Level Conversions—Social Studies**

<i>Raw Score</i>	<i>Grade 5</i>	<i>Grade 8</i>	<i>High School</i>
0	1	1	1
1	1	1	1
2	1	1	1
3	1	1	1
4	1	1	1
5	1	1	1
6	1	1	1
7	1	1	1
8	1	1	1
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
13	1	1	1
14	1	1	1
15	1	1	1
16	1	1	1
17	1	1	1
18	1	1	1
19	1	1	1
20	1	1	1
21	1	1	1
22	1	1	1
23	1	1	1
24	1	1	1
25	1	1	1
26	1	1	1
27	1	1	1
28	1	1	1
29	1	1	1
30	1	1	1
31	1	1	1
32	1	2	1
33	1	2	2
34	2	2	2
35	2	2	2
36	2	2	2
37	2	3	2
38	2	3	2
39	2	3	3
40	2	3	3
41	3	3	3
42	3	3	3
43	3	3	3
44	3	3	3
45	3	3	3
46	4	4	4
47	4	4	4
48	4	4	4

## **Chapter 8. SUMMARY OF OPERATIONAL TEST RESULTS**

### **8.1 Raw Score Frequency Distributions**

Shown in Tables 8-1 through 8-20 are raw score frequency distributions for each grade and content area. Frequencies are shown for all students in the State, and they are also broken down by gender and ethnicity (Black, Asian, Hispanic, and White). Ethnic groups with fewer than 25 students are not broken out in these tables.

**Table 8-1. 2008–09 NYSAA: Raw Score  
Frequency Distributions—English Language Arts, Grade 3**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	1	0.05	0	0.00	1	0.16	0	0.00	0	0.00	1	0.19	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	2	0.09	2	0.14	0	0.00	1	0.16	0	0.00	0	0.00	1	0.12
13	3	0.14	2	0.14	1	0.16	0	0.00	0	0.00	1	0.19	2	0.24
14	2	0.09	2	0.14	0	0.00	1	0.16	0	0.00	0	0.00	1	0.12
15	3	0.14	1	0.07	2	0.31	2	0.33	0	0.00	1	0.19	0	0.00
16	5	0.24	4	0.27	1	0.16	1	0.16	0	0.00	2	0.38	2	0.24
17	1	0.05	0	0.00	1	0.16	0	0.00	0	0.00	1	0.19	0	0.00
18	3	0.14	3	0.20	0	0.00	2	0.33	0	0.00	0	0.00	1	0.12
19	6	0.28	4	0.27	2	0.31	3	0.49	0	0.00	1	0.19	2	0.24
20	3	0.14	3	0.20	0	0.00	1	0.16	0	0.00	0	0.00	2	0.24
21	10	0.47	7	0.47	3	0.47	3	0.49	0	0.00	4	0.76	3	0.36
22	2	0.09	1	0.07	1	0.16	1	0.16	0	0.00	1	0.19	0	0.00
23	6	0.28	3	0.20	3	0.47	2	0.33	0	0.00	1	0.19	3	0.36
24	24	1.14	18	1.22	6	0.94	5	0.82	2	1.69	8	1.53	9	1.07
25	3	0.14	3	0.20	0	0.00	0	0.00	0	0.00	0	0.00	2	0.24
26	10	0.47	6	0.41	4	0.63	4	0.65	0	0.00	4	0.76	2	0.24
27	2	0.09	1	0.07	1	0.16	0	0.00	0	0.00	1	0.19	1	0.12
28	6	0.28	5	0.34	1	0.16	1	0.16	1	0.85	3	0.57	1	0.12
29	6	0.28	3	0.20	3	0.47	2	0.33	0	0.00	2	0.38	2	0.24
30	19	0.90	13	0.88	6	0.94	9	1.47	1	0.85	2	0.38	7	0.83

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	5	0.24	3	0.20	2	0.31	0	0.00	1	0.85	2	0.38	2	0.24
32	16	0.76	9	0.61	7	1.10	4	0.65	1	0.85	7	1.34	4	0.48
33	22	1.04	13	0.88	9	1.42	4	0.65	3	2.54	3	0.57	12	1.43
34	14	0.66	13	0.88	1	0.16	3	0.49	0	0.00	4	0.76	7	0.83
35	17	0.81	11	0.75	6	0.94	3	0.49	0	0.00	5	0.95	9	1.07
36	29	1.37	19	1.29	10	1.57	2	0.33	3	2.54	3	0.57	20	2.38
37	26	1.23	18	1.22	8	1.26	6	0.98	3	2.54	6	1.15	11	1.31
38	39	1.85	27	1.83	12	1.89	9	1.47	2	1.69	11	2.10	17	2.02
39	53	2.51	35	2.37	18	2.83	19	3.10	1	0.85	10	1.91	23	2.73
40	47	2.23	37	2.51	10	1.57	11	1.80	0	0.00	10	1.91	26	3.09
41	58	2.75	45	3.05	13	2.04	15	2.45	2	1.69	14	2.67	26	3.09
42	79	3.74	55	3.73	24	3.77	20	3.27	6	5.08	15	2.86	37	4.40
43	75	3.55	55	3.73	20	3.14	25	4.08	7	5.93	5	0.95	38	4.52
44	91	4.31	62	4.20	29	4.56	27	4.41	8	6.78	20	3.82	36	4.28
45	109	5.16	76	5.15	33	5.19	25	4.08	4	3.39	28	5.34	51	6.06
46	145	6.87	103	6.98	42	6.60	42	6.86	7	5.93	31	5.92	64	7.61
47	164	7.77	107	7.25	57	8.96	47	7.68	5	4.24	44	8.40	68	8.09
48	1,005	47.61	706	47.86	299	47.01	312	50.98	61	51.69	273	52.10	349	41.50

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-2. 2008–09 NYSAA: Raw Score  
Frequency Distributions—English Language Arts, Grade 4**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	1	0.04	0	0.00	1	0.13	0	0.00	1	0.75	0	0.00	0	0.00
12	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.16	0	0.00
15	3	0.12	2	0.12	1	0.13	1	0.15	0	0.00	0	0.00	2	0.19
16	3	0.12	2	0.12	1	0.13	0	0.00	0	0.00	1	0.16	2	0.19
17	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
18	4	0.16	3	0.17	1	0.13	2	0.31	0	0.00	2	0.32	0	0.00
19	3	0.12	2	0.12	1	0.13	3	0.46	0	0.00	0	0.00	0	0.00
20	4	0.16	2	0.12	2	0.27	2	0.31	1	0.75	1	0.16	0	0.00
21	6	0.24	5	0.29	1	0.13	4	0.62	0	0.00	0	0.00	2	0.19
22	6	0.24	4	0.23	2	0.27	2	0.31	0	0.00	1	0.16	3	0.28
23	5	0.20	3	0.17	2	0.27	1	0.15	0	0.00	2	0.32	2	0.19
24	20	0.81	15	0.87	5	0.67	10	1.55	1	0.75	3	0.48	6	0.57
25	5	0.20	2	0.12	3	0.40	0	0.00	1	0.75	1	0.16	3	0.28
26	5	0.20	3	0.17	2	0.27	2	0.31	0	0.00	0	0.00	3	0.28
27	5	0.20	4	0.23	1	0.13	2	0.31	0	0.00	0	0.00	3	0.28
28	4	0.16	4	0.23	0	0.00	2	0.31	0	0.00	1	0.16	1	0.09
29	7	0.28	6	0.35	1	0.13	3	0.46	1	0.75	0	0.00	3	0.28
30	26	1.05	15	0.87	11	1.47	2	0.31	3	2.24	4	0.64	17	1.61

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	16	0.65	13	0.75	3	0.40	2	0.31	1	0.75	10	1.60	3	0.28
32	21	0.85	16	0.93	5	0.67	6	0.93	1	0.75	4	0.64	10	0.95
33	26	1.05	20	1.16	6	0.80	5	0.77	4	2.99	6	0.96	11	1.04
34	15	0.61	12	0.70	3	0.40	4	0.62	1	0.75	1	0.16	9	0.85
35	26	1.05	14	0.81	12	1.60	9	1.39	2	1.49	3	0.48	12	1.14
36	27	1.09	20	1.16	7	0.93	8	1.24	2	1.49	6	0.96	11	1.04
37	35	1.42	18	1.05	17	2.27	15	2.32	3	2.24	3	0.48	14	1.33
38	36	1.46	24	1.39	12	1.60	6	0.93	5	3.73	6	0.96	19	1.80
39	62	2.51	44	2.56	18	2.40	10	1.55	2	1.49	13	2.08	37	3.51
40	64	2.59	43	2.50	21	2.80	15	2.32	2	1.49	13	2.08	33	3.13
41	54	2.19	40	2.32	14	1.87	13	2.01	4	2.99	11	1.76	26	2.46
42	88	3.56	64	3.72	24	3.20	20	3.09	1	0.75	19	3.04	48	4.55
43	88	3.56	62	3.60	26	3.47	19	2.94	6	4.48	18	2.88	44	4.17
44	108	4.37	70	4.07	38	5.07	21	3.25	4	2.99	27	4.32	55	5.21
45	140	5.67	89	5.17	51	6.81	31	4.79	5	3.73	36	5.76	68	6.45
46	167	6.76	114	6.62	53	7.08	31	4.79	11	8.21	48	7.68	76	7.20
47	179	7.24	123	7.14	56	7.48	40	6.18	12	8.96	44	7.04	82	7.77
48	1,209	48.93	861	50.00	348	46.46	356	55.02	60	44.78	340	54.40	448	42.46

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-3. 2008–09 NYSAA: Raw Score  
Frequency Distributions—English Language Arts, Grade 5**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	1	0.04	0	0.00	1	0.12	0	0.00	0	0.00	1	0.16	0	0.00
8	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.16	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	2	0.08	2	0.11	0	0.00	2	0.30	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	3	0.12	3	0.17	0	0.00	0	0.00	1	0.71	1	0.16	1	0.09
16	5	0.20	4	0.23	1	0.12	2	0.30	1	0.71	0	0.00	2	0.18
17	2	0.08	2	0.11	0	0.00	2	0.30	0	0.00	0	0.00	0	0.00
18	4	0.16	3	0.17	1	0.12	2	0.30	0	0.00	0	0.00	2	0.18
19	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
20	2	0.08	0	0.00	2	0.25	1	0.15	0	0.00	1	0.16	0	0.00
21	5	0.20	3	0.17	2	0.25	1	0.15	0	0.00	2	0.33	1	0.09
22	8	0.31	6	0.34	2	0.25	0	0.00	0	0.00	1	0.16	7	0.62
23	7	0.28	3	0.17	4	0.50	4	0.61	1	0.71	1	0.16	1	0.09
24	30	1.18	21	1.21	9	1.12	14	2.13	1	0.71	9	1.47	6	0.53
25	4	0.16	3	0.17	1	0.12	1	0.15	0	0.00	1	0.16	2	0.18
26	5	0.20	4	0.23	1	0.12	0	0.00	0	0.00	2	0.33	3	0.27
27	3	0.12	3	0.17	0	0.00	2	0.30	0	0.00	0	0.00	1	0.09
28	2	0.08	2	0.11	0	0.00	0	0.00	1	0.71	0	0.00	1	0.09
29	8	0.31	5	0.29	3	0.37	2	0.30	1	0.71	1	0.16	4	0.36
30	36	1.41	26	1.49	10	1.24	9	1.37	1	0.71	10	1.63	15	1.34

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count		Count	%	Count	%	Count	%
31	11	0.43	8	0.46	3	0.37	5	0.76	0	0.00	2	0.33	4	0.36
32	20	0.79	17	0.98	3	0.37	7	1.06	0	0.00	4	0.65	9	0.80
33	28	1.10	16	0.92	12	1.49	6	0.91	1	0.71	11	1.80	10	0.89
34	19	0.75	15	0.86	4	0.50	6	0.91	0	0.00	1	0.16	12	1.07
35	16	0.63	13	0.75	3	0.37	7	1.06	1	0.71	3	0.49	5	0.45
36	35	1.38	23	1.32	12	1.49	6	0.91	0	0.00	9	1.47	20	1.78
37	33	1.30	24	1.38	9	1.12	11	1.67	1	0.71	4	0.65	17	1.52
38	38	1.49	27	1.55	11	1.37	9	1.37	0	0.00	9	1.47	20	1.78
39	68	2.67	48	2.76	20	2.49	24	3.65	3	2.14	16	2.61	24	2.14
40	43	1.69	29	1.67	14	1.74	14	2.13	5	3.57	11	1.80	13	1.16
41	68	2.67	45	2.58	23	2.86	16	2.43	4	2.86	11	1.80	37	3.30
42	90	3.54	59	3.39	31	3.86	18	2.74	5	3.57	25	4.08	42	3.74
43	74	2.91	48	2.76	26	3.23	14	2.13	4	2.86	17	2.78	39	3.48
44	130	5.11	85	4.88	45	5.60	30	4.56	6	4.29	33	5.39	61	5.44
45	138	5.42	101	5.80	37	4.60	27	4.10	7	5.00	31	5.07	73	6.51
46	230	9.04	149	8.56	81	10.07	62	9.42	12	8.57	58	9.48	97	8.65
47	184	7.23	121	6.95	63	7.84	43	6.53	9	6.43	48	7.84	83	7.40
48	1,191	46.80	821	47.16	370	46.02	311	47.26	75	53.57	288	47.06	509	45.37

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-4. 2008–09 NYSAA: Raw Score  
Frequency Distributions—English Language Arts, Grade 6**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.04	1	0.06	0	0.00	1	0.16	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
13	3	0.13	1	0.06	2	0.26	1	0.16	0	0.00	0	0.00	2	0.19
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	3	0.13	3	0.19	0	0.00	2	0.32	0	0.00	1	0.19	0	0.00
16	3	0.13	3	0.19	0	0.00	2	0.32	0	0.00	0	0.00	1	0.09
17	4	0.17	4	0.25	0	0.00	1	0.16	1	0.75	1	0.19	1	0.09
18	5	0.21	3	0.19	2	0.26	3	0.49	0	0.00	0	0.00	1	0.09
19	1	0.04	0	0.00	1	0.13	0	0.00	0	0.00	0	0.00	1	0.09
20	1	0.04	1	0.06	0	0.00	1	0.16	0	0.00	0	0.00	0	0.00
21	3	0.13	3	0.19	0	0.00	2	0.32	0	0.00	0	0.00	1	0.09
22	2	0.08	1	0.06	1	0.13	0	0.00	0	0.00	2	0.38	0	0.00
23	3	0.13	2	0.13	1	0.13	1	0.16	1	0.75	1	0.19	0	0.00
24	38	1.61	26	1.64	12	1.56	12	1.94	2	1.50	9	1.72	13	1.23
25	2	0.08	0	0.00	2	0.26	0	0.00	0	0.00	1	0.19	1	0.09
26	3	0.13	1	0.06	2	0.26	1	0.16	0	0.00	0	0.00	2	0.19
27	3	0.13	2	0.13	1	0.13	1	0.16	1	0.75	0	0.00	1	0.09
28	8	0.34	7	0.44	1	0.13	3	0.49	0	0.00	1	0.19	4	0.38
29	5	0.21	3	0.19	2	0.26	0	0.00	0	0.00	2	0.38	3	0.28
30	36	1.53	25	1.58	11	1.43	15	2.43	3	2.26	4	0.76	14	1.33

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	13	0.55	8	0.50	5	0.65	1	0.16	2	1.50	1	0.19	9	0.85
32	15	0.64	12	0.76	3	0.39	3	0.49	0	0.00	1	0.19	11	1.04
33	18	0.76	9	0.57	9	1.17	2	0.32	0	0.00	3	0.57	11	1.04
34	20	0.85	12	0.76	8	1.04	5	0.81	2	1.50	4	0.76	8	0.76
35	15	0.64	11	0.69	4	0.52	5	0.81	2	1.50	1	0.19	7	0.66
36	37	1.57	18	1.13	19	2.47	4	0.65	2	1.50	7	1.34	24	2.27
37	36	1.53	26	1.64	10	1.30	8	1.30	2	1.50	7	1.34	19	1.80
38	41	1.74	29	1.83	12	1.56	12	1.94	1	0.75	5	0.96	23	2.18
39	49	2.08	28	1.77	21	2.73	5	0.81	3	2.26	8	1.53	32	3.03
40	78	3.31	55	3.47	23	2.99	20	3.24	6	4.51	16	3.06	36	3.41
41	74	3.14	54	3.40	20	2.60	14	2.27	3	2.26	18	3.44	38	3.60
42	85	3.61	58	3.66	27	3.51	20	3.24	1	0.75	20	3.82	43	4.07
43	96	4.08	63	3.97	33	4.29	23	3.73	10	7.52	18	3.44	43	4.07
44	134	5.69	101	6.37	33	4.29	38	6.16	9	6.77	32	6.12	55	5.21
45	124	5.27	84	5.30	40	5.20	24	3.89	3	2.26	31	5.93	66	6.25
46	178	7.56	122	7.69	56	7.28	45	7.29	10	7.52	35	6.69	86	8.14
47	167	7.09	103	6.49	64	8.32	39	6.32	8	6.02	37	7.07	81	7.67
48	1,051	44.63	707	44.58	344	44.73	303	49.11	61	45.86	257	49.14	419	39.68

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-5. 2008–09 NYSAA: Raw Score  
Frequency Distributions—English Language Arts, Grade 7**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	2	0.08	1	0.06	1	0.11	0	0.00	0	0.00	2	0.33	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
15	6	0.24	4	0.25	2	0.22	1	0.15	0	0.00	4	0.65	1	0.09
16	4	0.16	3	0.18	1	0.11	2	0.31	0	0.00	0	0.00	2	0.18
17	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
18	4	0.16	2	0.12	2	0.22	1	0.15	1	0.81	1	0.16	1	0.09
19	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
20	6	0.24	3	0.18	3	0.34	2	0.31	0	0.00	0	0.00	4	0.36
21	9	0.36	5	0.31	4	0.45	3	0.46	1	0.81	2	0.33	3	0.27
22	7	0.28	5	0.31	2	0.22	2	0.31	0	0.00	2	0.33	3	0.27
23	10	0.40	6	0.37	4	0.45	4	0.61	0	0.00	1	0.16	4	0.36
24	32	1.27	19	1.17	13	1.46	9	1.38	3	2.44	7	1.14	13	1.17
25	3	0.12	3	0.18	0	0.00	1	0.15	0	0.00	1	0.16	1	0.09
26	3	0.12	1	0.06	2	0.22	1	0.15	0	0.00	1	0.16	1	0.09
27	6	0.24	3	0.18	3	0.34	2	0.31	1	0.81	2	0.33	1	0.09
28	5	0.20	4	0.25	1	0.11	0	0.00	0	0.00	2	0.33	3	0.27
29	4	0.16	4	0.25	0	0.00	1	0.15	1	0.81	0	0.00	2	0.18
30	36	1.43	23	1.41	13	1.46	6	0.92	0	0.00	7	1.14	23	2.08
31	15	0.60	7	0.43	8	0.90	5	0.77	0	0.00	1	0.16	9	0.81

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
32	24	0.95	15	0.92	9	1.01	10	1.53	0	0.00	4	0.65	10	0.90
33	19	0.75	15	0.92	4	0.45	5	0.77	0	0.00	1	0.16	12	1.08
34	23	0.91	18	1.11	5	0.56	8	1.23	2	1.63	4	0.65	9	0.81
35	29	1.15	19	1.17	10	1.12	6	0.92	1	0.81	4	0.65	18	1.63
36	27	1.07	12	0.74	15	1.68	4	0.61	3	2.44	3	0.49	17	1.54
37	24	0.95	17	1.04	7	0.78	5	0.77	0	0.00	6	0.98	13	1.17
38	52	2.06	36	2.21	16	1.79	17	2.61	4	3.25	8	1.30	23	2.08
39	62	2.46	43	2.64	19	2.13	14	2.15	2	1.63	13	2.11	32	2.89
40	47	1.86	32	1.97	15	1.68	10	1.53	4	3.25	10	1.63	23	2.08
41	65	2.58	45	2.76	20	2.24	18	2.76	0	0.00	7	1.14	40	3.61
42	104	4.13	65	3.99	39	4.37	30	4.60	2	1.63	21	3.41	50	4.52
43	104	4.13	73	4.48	31	3.47	25	3.83	3	2.44	22	3.58	52	4.70
44	110	4.36	66	4.05	44	4.93	24	3.68	9	7.32	28	4.55	49	4.43
45	170	6.74	115	7.06	55	6.16	50	7.67	7	5.69	37	6.02	76	6.87
46	190	7.54	129	7.92	61	6.83	54	8.28	10	8.13	47	7.64	76	6.87
47	202	8.01	144	8.85	58	6.49	59	9.05	5	4.07	40	6.50	95	8.58
48	1,116	44.27	690	42.38	426	47.70	272	41.72	64	52.03	327	53.17	441	39.84

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-6. 2008–09 NYSAA: Raw Score  
Frequency Distributions—English Language Arts, Grade 8**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	1	0.17	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	5	0.20	3	0.18	2	0.23	1	0.14	0	0.00	1	0.17	3	0.27
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	2	0.08	2	0.12	0	0.00	1	0.14	0	0.00	0	0.00	1	0.09
16	4	0.16	3	0.18	1	0.11	1	0.14	0	0.00	3	0.52	0	0.00
17	1	0.04	0	0.00	1	0.11	0	0.00	1	0.67	0	0.00	0	0.00
18	6	0.24	4	0.24	2	0.23	1	0.14	0	0.00	4	0.69	1	0.09
19	4	0.16	3	0.18	1	0.11	0	0.00	1	0.67	0	0.00	3	0.27
20	4	0.16	4	0.24	0	0.00	2	0.29	0	0.00	1	0.17	1	0.09
21	4	0.16	4	0.24	0	0.00	2	0.29	0	0.00	1	0.17	1	0.09
22	3	0.12	2	0.12	1	0.11	2	0.29	0	0.00	0	0.00	1	0.09
23	5	0.20	4	0.24	1	0.11	2	0.29	0	0.00	2	0.34	1	0.09
24	33	1.30	21	1.26	12	1.36	4	0.58	0	0.00	15	2.58	14	1.26
25	4	0.16	3	0.18	1	0.11	0	0.00	0	0.00	2	0.34	2	0.18
26	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
27	7	0.27	7	0.42	0	0.00	2	0.29	0	0.00	1	0.17	4	0.36
28	7	0.27	2	0.12	5	0.57	1	0.14	0	0.00	2	0.34	4	0.36
29	7	0.27	5	0.30	2	0.23	0	0.00	1	0.67	4	0.69	2	0.18
30	41	1.61	25	1.50	16	1.81	7	1.01	2	1.34	6	1.03	26	2.35

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	21	0.82	17	1.02	4	0.45	4	0.58	3	2.01	5	0.86	9	0.81
32	17	0.67	12	0.72	5	0.57	7	1.01	1	0.67	1	0.17	8	0.72
33	25	0.98	17	1.02	8	0.90	12	1.73	1	0.67	1	0.17	11	0.99
34	32	1.26	23	1.38	9	1.02	7	1.01	2	1.34	9	1.55	14	1.26
35	18	0.71	14	0.84	4	0.45	6	0.86	0	0.00	3	0.52	8	0.72
36	49	1.92	26	1.56	23	2.60	13	1.87	5	3.36	6	1.03	25	2.26
37	28	1.10	17	1.02	11	1.24	5	0.72	2	1.34	4	0.69	17	1.54
38	50	1.96	35	2.10	15	1.70	15	2.16	1	0.67	8	1.38	26	2.35
39	75	2.94	47	2.83	28	3.17	22	3.17	3	2.01	13	2.24	37	3.34
40	51	2.00	25	1.50	26	2.94	11	1.59	4	2.68	12	2.07	24	2.17
41	63	2.47	51	3.07	12	1.36	13	1.87	3	2.01	12	2.07	35	3.16
42	117	4.59	78	4.69	39	4.41	31	4.47	3	2.01	25	4.30	54	4.88
43	105	4.12	70	4.21	35	3.96	27	3.89	7	4.70	22	3.79	49	4.43
44	132	5.18	78	4.69	54	6.11	35	5.04	4	2.68	33	5.68	59	5.33
45	156	6.12	105	6.31	51	5.77	37	5.33	11	7.38	34	5.85	73	6.59
46	211	8.28	130	7.82	81	9.16	55	7.93	11	7.38	49	8.43	94	8.49
47	200	7.85	123	7.40	77	8.71	43	6.20	13	8.72	51	8.78	93	8.40
48	1,058	41.54	702	42.21	356	40.27	325	46.83	70	46.98	250	43.03	406	36.68

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-7. 2008–09 NYSAA: Raw Score  
Frequency Distributions—English Language Arts, High School**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	1	0.17	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	2	0.07	2	0.12	0	0.00	1	0.12	0	0.00	0	0.00	1	0.09
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	1	0.04	0	0.00	1	0.11	0	0.00	1	0.78	0	0.00	0	0.00
12	2	0.07	1	0.06	1	0.11	0	0.00	0	0.00	0	0.00	2	0.18
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	3	0.11	2	0.12	1	0.11	2	0.25	0	0.00	0	0.00	1	0.09
15	6	0.22	4	0.23	2	0.21	1	0.12	1	0.78	1	0.17	3	0.26
16	7	0.26	6	0.35	1	0.11	2	0.25	2	1.56	2	0.34	1	0.09
17	1	0.04	1	0.06	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00
18	7	0.26	5	0.29	2	0.21	3	0.37	0	0.00	1	0.17	3	0.26
19	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
20	7	0.26	6	0.35	1	0.11	2	0.25	0	0.00	2	0.34	3	0.26
21	9	0.34	6	0.35	3	0.32	5	0.62	0	0.00	1	0.17	3	0.26
22	5	0.19	3	0.17	2	0.21	2	0.25	0	0.00	0	0.00	3	0.26
23	9	0.34	6	0.35	3	0.32	2	0.25	1	0.78	1	0.17	4	0.35
24	34	1.27	21	1.22	13	1.38	15	1.87	2	1.56	7	1.19	10	0.88
25	3	0.11	2	0.12	1	0.11	1	0.12	0	0.00	1	0.17	1	0.09
26	4	0.15	4	0.23	0	0.00	1	0.12	0	0.00	0	0.00	3	0.26
27	4	0.15	3	0.17	1	0.11	1	0.12	0	0.00	0	0.00	3	0.26
28	10	0.37	8	0.46	2	0.21	0	0.00	0	0.00	2	0.34	8	0.70
29	9	0.34	5	0.29	4	0.42	1	0.12	1	0.78	2	0.34	5	0.44
30	50	1.87	32	1.86	18	1.90	13	1.62	1	0.78	6	1.02	29	2.55
31	11	0.41	5	0.29	6	0.63	2	0.25	1	0.78	2	0.34	6	0.53
32	19	0.71	11	0.64	8	0.85	7	0.87	1	0.78	4	0.68	7	0.62
33	20	0.75	11	0.64	9	0.95	6	0.75	3	2.34	5	0.85	6	0.53

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
34	26	0.97	15	0.87	11	1.16	4	0.50	2	1.56	6	1.02	14	1.23
35	35	1.31	25	1.45	10	1.06	9	1.12	1	0.78	3	0.51	21	1.85
36	52	1.95	36	2.09	16	1.69	13	1.62	3	2.34	14	2.38	22	1.93
37	45	1.69	34	1.97	11	1.16	8	1.00	2	1.56	11	1.87	24	2.11
38	62	2.32	31	1.80	31	3.28	16	2.00	1	0.78	17	2.89	28	2.46
39	75	2.81	51	2.96	24	2.54	20	2.49	2	1.56	13	2.21	40	3.52
40	82	3.07	53	3.07	29	3.07	28	3.49	1	0.78	16	2.72	35	3.08
41	79	2.96	49	2.84	30	3.17	21	2.62	4	3.13	14	2.38	39	3.43
42	117	4.38	76	4.41	41	4.34	33	4.11	10	7.81	25	4.25	49	4.31
43	98	3.67	62	3.60	36	3.81	33	4.11	3	2.34	17	2.89	45	3.96
44	144	5.40	93	5.39	51	5.40	40	4.99	4	3.13	30	5.10	69	6.07
45	155	5.81	90	5.22	65	6.88	48	5.99	2	1.56	36	6.12	68	5.98
46	219	8.21	151	8.76	68	7.20	69	8.60	7	5.47	50	8.50	89	7.83
47	233	8.73	150	8.70	83	8.78	60	7.48	10	7.81	44	7.48	119	10.47
48	1,021	38.25	662	38.40	359	37.99	332	41.40	62	48.44	254	43.20	371	32.63

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-8. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Mathematics, Grade 3**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	1	0.05	0	0.00	1	0.16	0	0.00	0	0.00	1	0.19	0	0.00
8	2	0.09	2	0.14	0	0.00	0	0.00	0	0.00	0	0.00	2	0.24
9	1	0.05	1	0.07	0	0.00	0	0.00	1	0.85	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	3	0.14	2	0.14	1	0.16	2	0.33	0	0.00	1	0.19	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	2	0.09	2	0.14	0	0.00	1	0.16	0	0.00	0	0.00	1	0.12
15	6	0.28	4	0.27	2	0.31	2	0.33	1	0.85	1	0.19	2	0.24
16	3	0.14	2	0.14	1	0.16	2	0.33	1	0.85	0	0.00	0	0.00
17	1	0.05	1	0.07	0	0.00	0	0.00	0	0.00	0	0.00	1	0.12
18	5	0.24	2	0.14	3	0.47	2	0.33	1	0.85	1	0.19	1	0.12
19	6	0.28	1	0.07	5	0.79	2	0.33	0	0.00	2	0.38	2	0.24
20	2	0.09	1	0.07	1	0.16	0	0.00	0	0.00	1	0.19	1	0.12
21	5	0.24	3	0.20	2	0.31	0	0.00	1	0.85	0	0.00	4	0.48
22	3	0.14	0	0.00	3	0.47	2	0.33	0	0.00	1	0.19	0	0.00
23	7	0.33	4	0.27	3	0.47	4	0.65	1	0.85	1	0.19	1	0.12
24	23	1.09	18	1.22	5	0.79	7	1.14	2	1.69	8	1.52	6	0.71
25	6	0.28	4	0.27	2	0.31	1	0.16	3	2.54	1	0.19	1	0.12
26	4	0.19	3	0.20	1	0.16	1	0.16	1	0.85	1	0.19	1	0.12
27	5	0.24	3	0.20	2	0.31	1	0.16	0	0.00	1	0.19	3	0.36
28	13	0.61	7	0.47	6	0.94	4	0.65	0	0.00	3	0.57	6	0.71
29	12	0.57	9	0.61	3	0.47	3	0.49	1	0.85	2	0.38	6	0.71
30	48	2.27	32	2.16	16	2.52	15	2.44	1	0.85	9	1.71	22	2.61

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	9	0.43	6	0.41	3	0.47	2	0.33	1	0.85	1	0.19	4	0.48
32	18	0.85	13	0.88	5	0.79	1	0.16	1	0.85	8	1.52	8	0.95
33	22	1.04	13	0.88	9	1.42	6	0.98	2	1.69	3	0.57	10	1.19
34	25	1.18	19	1.28	6	0.94	9	1.46	0	0.00	5	0.95	11	1.31
35	21	0.99	18	1.22	3	0.47	6	0.98	1	0.85	7	1.33	7	0.83
36	33	1.56	23	1.55	10	1.57	8	1.30	4	3.39	5	0.95	16	1.90
37	18	0.85	10	0.68	8	1.26	6	0.98	1	0.85	6	1.14	5	0.59
38	38	1.80	27	1.82	11	1.73	14	2.28	1	0.85	8	1.52	15	1.78
39	51	2.41	33	2.23	18	2.83	18	2.93	2	1.69	8	1.52	23	2.73
40	49	2.32	31	2.09	18	2.83	12	1.95	0	0.00	15	2.86	22	2.61
41	54	2.55	36	2.43	18	2.83	11	1.79	2	1.69	11	2.10	30	3.56
42	82	3.88	59	3.99	23	3.62	18	2.93	3	2.54	18	3.43	42	4.99
43	71	3.36	51	3.45	20	3.14	19	3.09	5	4.24	16	3.05	30	3.56
44	96	4.54	68	4.59	28	4.40	21	3.41	6	5.08	19	3.62	49	5.82
45	112	5.29	81	5.47	31	4.87	36	5.85	1	0.85	27	5.14	47	5.58
46	135	6.38	105	7.09	30	4.72	30	4.88	5	4.24	33	6.29	67	7.96
47	152	7.18	109	7.36	43	6.76	43	6.99	7	5.93	38	7.24	61	7.24
48	972	45.94	677	45.74	295	46.38	306	49.76	62	52.54	263	50.10	335	39.79

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-9. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Mathematics, Grade 4**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	2	0.08	2	0.12	0	0.00	1	0.15	0	0.00	0	0.00	1	0.09
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	2	0.08	1	0.06	1	0.13	1	0.15	0	0.00	0	0.00	1	0.09
12	1	0.04	0	0.00	1	0.13	1	0.15	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	2	0.08	2	0.12	0	0.00	0	0.00	1	0.74	1	0.16	0	0.00
15	5	0.20	4	0.23	1	0.13	0	0.00	0	0.00	2	0.32	3	0.28
16	4	0.16	1	0.06	3	0.40	0	0.00	0	0.00	1	0.16	3	0.28
17	3	0.12	2	0.12	1	0.13	1	0.15	0	0.00	1	0.16	1	0.09
18	2	0.08	2	0.12	0	0.00	1	0.15	0	0.00	0	0.00	1	0.09
19	3	0.12	2	0.12	1	0.13	0	0.00	1	0.74	0	0.00	2	0.19
20	3	0.12	2	0.12	1	0.13	3	0.46	0	0.00	0	0.00	0	0.00
21	5	0.20	4	0.23	1	0.13	0	0.00	0	0.00	2	0.32	3	0.28
22	3	0.12	2	0.12	1	0.13	1	0.15	0	0.00	1	0.16	1	0.09
23	5	0.20	5	0.29	0	0.00	1	0.15	0	0.00	2	0.32	2	0.19
24	32	1.29	22	1.28	10	1.33	12	1.84	2	1.48	12	1.91	6	0.57
25	6	0.24	2	0.12	4	0.53	1	0.15	0	0.00	2	0.32	3	0.28
26	2	0.08	1	0.06	1	0.13	0	0.00	0	0.00	0	0.00	2	0.19
27	7	0.28	5	0.29	2	0.27	0	0.00	1	0.74	0	0.00	6	0.57
28	9	0.36	8	0.46	1	0.13	1	0.15	0	0.00	5	0.80	3	0.28
29	7	0.28	5	0.29	2	0.27	2	0.31	1	0.74	2	0.32	2	0.19
30	36	1.45	19	1.10	17	2.25	9	1.38	1	0.74	8	1.28	18	1.71

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	21	0.85	14	0.81	7	0.93	3	0.46	2	1.48	4	0.64	12	1.14
32	27	1.09	20	1.16	7	0.93	4	0.61	4	2.96	3	0.48	16	1.52
33	21	0.85	15	0.87	6	0.80	10	1.53	1	0.74	4	0.64	6	0.57
34	28	1.13	17	0.99	11	1.46	8	1.23	2	1.48	5	0.80	13	1.23
35	32	1.29	20	1.16	12	1.59	9	1.38	1	0.74	6	0.96	16	1.52
36	28	1.13	17	0.99	11	1.46	8	1.23	1	0.74	3	0.48	16	1.52
37	26	1.05	15	0.87	11	1.46	9	1.38	1	0.74	4	0.64	12	1.14
38	50	2.02	34	1.97	16	2.12	7	1.07	5	3.70	9	1.44	29	2.75
39	60	2.42	38	2.21	22	2.92	13	1.99	4	2.96	11	1.75	32	3.04
40	56	2.26	42	2.44	14	1.86	17	2.61	4	2.96	11	1.75	23	2.18
41	55	2.22	39	2.26	16	2.12	11	1.69	7	5.19	14	2.23	23	2.18
42	86	3.47	53	3.08	33	4.38	19	2.91	2	1.48	15	2.39	50	4.75
43	96	3.88	60	3.48	36	4.77	24	3.68	7	5.19	29	4.63	35	3.32
44	115	4.64	73	4.24	42	5.57	27	4.14	5	3.70	31	4.94	52	4.94
45	129	5.21	91	5.28	38	5.04	29	4.45	9	6.67	28	4.47	63	5.98
46	178	7.19	120	6.96	58	7.69	41	6.29	11	8.15	41	6.54	83	7.88
47	184	7.43	140	8.13	44	5.84	37	5.67	6	4.44	52	8.29	88	8.36
48	1,146	46.27	824	47.82	322	42.71	341	52.30	56	41.48	318	50.72	426	40.46

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-10. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Mathematics, Grade 5**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
8	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	2	0.08	2	0.11	0	0.00	1	0.15	1	0.71	0	0.00	0	0.00
12	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
13	1	0.04	1	0.06	0	0.00	0	0.00	1	0.71	0	0.00	0	0.00
14	3	0.12	1	0.06	2	0.25	0	0.00	0	0.00	2	0.33	1	0.09
15	4	0.16	2	0.11	2	0.25	2	0.30	0	0.00	1	0.16	1	0.09
16	2	0.08	1	0.06	1	0.12	1	0.15	1	0.71	0	0.00	0	0.00
17	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
18	5	0.20	5	0.29	0	0.00	2	0.30	0	0.00	0	0.00	3	0.27
19	2	0.08	1	0.06	1	0.12	1	0.15	0	0.00	0	0.00	1	0.09
20	1	0.04	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00
21	6	0.24	3	0.17	3	0.37	1	0.15	2	1.43	2	0.33	1	0.09
22	6	0.24	5	0.29	1	0.12	2	0.30	1	0.71	1	0.16	2	0.18
23	7	0.28	4	0.23	3	0.37	1	0.15	1	0.71	0	0.00	5	0.45
24	19	0.75	13	0.75	6	0.75	5	0.76	1	0.71	7	1.14	6	0.53
25	8	0.31	6	0.34	2	0.25	1	0.15	0	0.00	2	0.33	5	0.45
26	6	0.24	5	0.29	1	0.12	2	0.30	0	0.00	2	0.33	1	0.09
27	4	0.16	3	0.17	1	0.12	1	0.15	0	0.00	1	0.16	2	0.18
28	8	0.31	3	0.17	5	0.62	0	0.00	0	0.00	2	0.33	6	0.53
29	9	0.35	4	0.23	5	0.62	0	0.00	0	0.00	2	0.33	7	0.62
30	53	2.08	34	1.95	19	2.36	11	1.67	1	0.71	11	1.80	29	2.58

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	9	0.35	7	0.40	2	0.25	4	0.61	0	0.00	1	0.16	4	0.36
32	19	0.75	13	0.75	6	0.75	3	0.46	0	0.00	7	1.14	9	0.80
33	18	0.71	12	0.69	6	0.75	6	0.91	0	0.00	8	1.31	4	0.36
34	15	0.59	11	0.63	4	0.50	5	0.76	0	0.00	3	0.49	7	0.62
35	22	0.86	19	1.09	3	0.37	6	0.91	1	0.71	3	0.49	12	1.07
36	22	0.86	15	0.86	7	0.87	9	1.37	1	0.71	5	0.82	7	0.62
37	30	1.18	21	1.21	9	1.12	7	1.07	2	1.43	7	1.14	14	1.25
38	23	0.90	17	0.98	6	0.75	6	0.91	1	0.71	4	0.65	12	1.07
39	55	2.16	38	2.18	17	2.11	6	0.91	1	0.71	14	2.29	34	3.03
40	50	1.97	24	1.38	26	3.23	11	1.67	0	0.00	8	1.31	31	2.76
41	40	1.57	27	1.55	13	1.62	14	2.13	3	2.14	6	0.98	17	1.52
42	94	3.69	66	3.79	28	3.48	17	2.59	3	2.14	22	3.59	52	4.63
43	90	3.54	52	2.99	38	4.73	21	3.20	4	2.86	24	3.92	39	3.48
44	125	4.91	81	4.66	44	5.47	30	4.57	10	7.14	22	3.59	63	5.61
45	114	4.48	74	4.25	40	4.98	37	5.63	4	2.86	28	4.58	45	4.01
46	197	7.74	126	7.24	71	8.83	53	8.07	14	10.00	45	7.35	85	7.58
47	200	7.86	142	8.16	58	7.21	47	7.15	10	7.14	61	9.97	82	7.31
48	1,271	49.96	898	51.61	373	46.39	342	52.05	77	55.00	311	50.82	533	47.50

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-11. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Mathematics, Grade 6**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	4	0.17	3	0.19	1	0.13	2	0.32	0	0.00	0	0.00	2	0.19
13	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
14	5	0.21	4	0.25	1	0.13	0	0.00	0	0.00	1	0.19	4	0.38
15	8	0.34	6	0.38	2	0.26	3	0.49	0	0.00	2	0.38	3	0.28
16	4	0.17	4	0.25	0	0.00	3	0.49	0	0.00	0	0.00	1	0.09
17	4	0.17	2	0.13	2	0.26	0	0.00	1	0.75	1	0.19	2	0.19
18	7	0.30	6	0.38	1	0.13	2	0.32	0	0.00	2	0.38	3	0.28
19	2	0.08	2	0.13	0	0.00	0	0.00	0	0.00	0	0.00	2	0.19
20	3	0.13	1	0.06	2	0.26	1	0.16	0	0.00	0	0.00	2	0.19
21	9	0.38	7	0.44	2	0.26	2	0.32	0	0.00	4	0.77	3	0.28
22	6	0.25	3	0.19	3	0.39	1	0.16	1	0.75	3	0.57	1	0.09
23	8	0.34	7	0.44	1	0.13	4	0.65	2	1.50	1	0.19	1	0.09
24	18	0.76	16	1.01	2	0.26	5	0.81	0	0.00	5	0.96	8	0.76
25	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
26	4	0.17	2	0.13	2	0.26	2	0.32	0	0.00	1	0.19	1	0.09
27	6	0.25	3	0.19	3	0.39	0	0.00	2	1.50	1	0.19	2	0.19
28	10	0.42	8	0.51	2	0.26	3	0.49	1	0.75	1	0.19	5	0.47
29	14	0.59	10	0.63	4	0.52	1	0.16	1	0.75	2	0.38	10	0.95
30	55	2.34	41	2.59	14	1.82	19	3.08	1	0.75	8	1.53	26	2.46

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	15	0.64	7	0.44	8	1.04	4	0.65	2	1.50	0	0.00	9	0.85
32	12	0.51	7	0.44	5	0.65	3	0.49	1	0.75	0	0.00	8	0.76
33	21	0.89	13	0.82	8	1.04	3	0.49	4	3.01	3	0.57	11	1.04
34	26	1.10	17	1.07	9	1.17	8	1.30	1	0.75	1	0.19	16	1.52
35	20	0.85	16	1.01	4	0.52	3	0.49	0	0.00	4	0.77	11	1.04
36	49	2.08	31	1.96	18	2.34	9	1.46	0	0.00	10	1.92	30	2.84
37	43	1.83	30	1.90	13	1.69	9	1.46	5	3.76	8	1.53	20	1.90
38	36	1.53	24	1.52	12	1.56	7	1.13	1	0.75	8	1.53	20	1.90
39	65	2.76	40	2.53	25	3.25	15	2.43	5	3.76	7	1.34	38	3.60
40	60	2.55	38	2.40	22	2.86	13	2.11	2	1.50	11	2.11	33	3.13
41	71	3.02	37	2.34	34	4.42	14	2.27	1	0.75	14	2.68	41	3.89
42	98	4.16	62	3.92	36	4.68	23	3.73	7	5.26	24	4.60	44	4.17
43	72	3.06	48	3.03	24	3.12	21	3.40	2	1.50	11	2.11	38	3.60
44	77	3.27	52	3.28	25	3.25	22	3.57	4	3.01	19	3.64	31	2.94
45	140	5.95	90	5.69	50	6.49	46	7.46	11	8.27	24	4.60	59	5.59
46	163	6.93	115	7.26	48	6.23	46	7.46	6	4.51	40	7.66	68	6.45
47	179	7.61	120	7.58	59	7.66	52	8.43	9	6.77	34	6.51	82	7.77
48	1,038	44.11	710	44.85	328	42.60	271	43.92	63	47.37	272	52.11	419	39.72

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-12. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Mathematics, Grade 7**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.16	0	0.00
11	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
12	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	1	0.16	0	0.00
13	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	1	0.16	0	0.00
14	2	0.08	2	0.12	0	0.00	0	0.00	1	0.81	1	0.16	0	0.00
15	2	0.08	1	0.06	1	0.11	1	0.15	0	0.00	0	0.00	1	0.09
16	4	0.16	2	0.12	2	0.22	2	0.31	0	0.00	0	0.00	2	0.18
17	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
18	4	0.16	1	0.06	3	0.33	0	0.00	1	0.81	0	0.00	3	0.27
19	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
20	11	0.44	4	0.25	7	0.78	3	0.46	0	0.00	4	0.65	4	0.36
21	7	0.28	4	0.25	3	0.33	2	0.31	0	0.00	1	0.16	4	0.36
22	6	0.24	4	0.25	2	0.22	2	0.31	0	0.00	3	0.49	1	0.09
23	8	0.32	6	0.37	2	0.22	3	0.46	0	0.00	0	0.00	5	0.45
24	34	1.35	23	1.41	11	1.22	8	1.22	2	1.63	7	1.14	17	1.53
25	10	0.40	6	0.37	4	0.44	3	0.46	1	0.81	1	0.16	5	0.45
26	3	0.12	3	0.18	0	0.00	1	0.15	0	0.00	1	0.16	1	0.09
27	3	0.12	2	0.12	1	0.11	0	0.00	0	0.00	1	0.16	2	0.18
28	11	0.44	7	0.43	4	0.44	3	0.46	1	0.81	2	0.32	5	0.45
29	12	0.48	7	0.43	5	0.56	3	0.46	1	0.81	4	0.65	4	0.36
30	62	2.45	40	2.46	22	2.45	13	1.99	0	0.00	12	1.95	36	3.25

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	16	0.63	11	0.68	5	0.56	5	0.76	2	1.63	2	0.32	7	0.63
32	19	0.75	12	0.74	7	0.78	4	0.61	1	0.81	6	0.97	8	0.72
33	22	0.87	11	0.68	11	1.22	3	0.46	1	0.81	3	0.49	15	1.35
34	15	0.59	10	0.61	5	0.56	3	0.46	0	0.00	0	0.00	12	1.08
35	20	0.79	12	0.74	8	0.89	5	0.76	2	1.63	3	0.49	10	0.90
36	48	1.90	32	1.97	16	1.78	7	1.07	2	1.63	13	2.11	26	2.34
37	35	1.39	26	1.60	9	1.00	10	1.53	1	0.81	9	1.46	15	1.35
38	40	1.58	27	1.66	13	1.45	10	1.53	1	0.81	4	0.65	24	2.16
39	66	2.61	41	2.52	25	2.78	12	1.83	3	2.44	15	2.44	35	3.16
40	50	1.98	32	1.97	18	2.00	12	1.83	5	4.07	1	0.16	31	2.80
41	53	2.10	30	1.84	23	2.56	12	1.83	0	0.00	10	1.62	31	2.80
42	83	3.29	54	3.32	29	3.23	22	3.36	3	2.44	17	2.76	40	3.61
43	84	3.33	46	2.83	38	4.23	16	2.45	6	4.88	27	4.38	34	3.07
44	114	4.51	72	4.43	42	4.67	31	4.74	2	1.63	23	3.73	57	5.14
45	126	4.99	85	5.22	41	4.56	34	5.20	5	4.07	28	4.55	59	5.32
46	192	7.60	134	8.24	58	6.45	50	7.65	7	5.69	43	6.98	90	8.12
47	211	8.35	140	8.60	71	7.90	64	9.79	11	8.94	40	6.49	96	8.66
48	1,147	45.41	736	45.24	411	45.72	309	47.25	64	52.03	332	53.90	427	38.50

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-13. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Mathematics, Grade 8**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	1	0.04	1	0.06	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	0	0.00	1	0.09
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
12	3	0.12	2	0.12	1	0.11	1	0.14	0	0.00	0	0.00	2	0.18
13	2	0.08	1	0.06	1	0.11	0	0.00	0	0.00	1	0.17	1	0.09
14	6	0.24	3	0.18	3	0.34	2	0.29	0	0.00	2	0.34	2	0.18
15	4	0.16	2	0.12	2	0.23	0	0.00	0	0.00	1	0.17	3	0.27
16	6	0.24	4	0.24	2	0.23	1	0.14	0	0.00	4	0.69	1	0.09
17	1	0.04	0	0.00	1	0.11	1	0.14	0	0.00	0	0.00	0	0.00
18	3	0.12	1	0.06	2	0.23	1	0.14	0	0.00	1	0.17	1	0.09
19	3	0.12	2	0.12	1	0.11	0	0.00	0	0.00	2	0.34	1	0.09
20	3	0.12	3	0.18	0	0.00	2	0.29	0	0.00	1	0.17	0	0.00
21	8	0.31	5	0.30	3	0.34	0	0.00	1	0.67	4	0.69	3	0.27
22	7	0.27	3	0.18	4	0.45	1	0.14	1	0.67	2	0.34	3	0.27
23	11	0.43	8	0.48	3	0.34	2	0.29	0	0.00	2	0.34	7	0.63
24	39	1.53	23	1.38	16	1.81	7	1.01	1	0.67	15	2.58	16	1.45
25	3	0.12	3	0.18	0	0.00	1	0.14	0	0.00	1	0.17	1	0.09
26	4	0.16	4	0.24	0	0.00	0	0.00	1	0.67	1	0.17	2	0.18
27	6	0.24	2	0.12	4	0.45	2	0.29	0	0.00	3	0.52	1	0.09
28	9	0.35	7	0.42	2	0.23	2	0.29	1	0.67	1	0.17	5	0.45
29	10	0.39	8	0.48	2	0.23	4	0.58	1	0.67	2	0.34	3	0.27
30	41	1.61	25	1.50	16	1.81	6	0.86	1	0.67	5	0.86	29	2.62

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	15	0.59	11	0.66	4	0.45	3	0.43	2	1.34	3	0.52	7	0.63
32	19	0.75	14	0.84	5	0.56	8	1.15	3	2.01	2	0.34	6	0.54
33	25	0.98	18	1.08	7	0.79	7	1.01	4	2.68	5	0.86	9	0.81
34	17	0.67	9	0.54	8	0.90	5	0.72	1	0.67	3	0.52	8	0.72
35	19	0.75	16	0.96	3	0.34	5	0.72	1	0.67	2	0.34	11	0.99
36	46	1.81	30	1.81	16	1.81	10	1.44	1	0.67	6	1.03	29	2.62
37	33	1.30	18	1.08	15	1.69	5	0.72	3	2.01	8	1.38	17	1.54
38	33	1.30	21	1.26	12	1.35	9	1.29	2	1.34	6	1.03	16	1.45
39	67	2.63	35	2.11	32	3.61	14	2.01	2	1.34	13	2.24	37	3.34
40	68	2.67	46	2.77	22	2.48	21	3.02	0	0.00	15	2.58	32	2.89
41	41	1.61	26	1.56	15	1.69	9	1.29	1	0.67	10	1.72	21	1.90
42	105	4.12	73	4.39	32	3.61	28	4.03	6	4.03	18	3.10	50	4.52
43	92	3.61	54	3.25	38	4.29	23	3.31	4	2.68	17	2.93	48	4.34
44	124	4.87	82	4.93	42	4.74	30	4.32	4	2.68	29	4.99	60	5.42
45	147	5.77	92	5.54	55	6.21	45	6.47	4	2.68	25	4.30	72	6.50
46	196	7.69	120	7.22	76	8.58	54	7.77	7	4.70	51	8.78	83	7.50
47	216	8.48	147	8.84	69	7.79	56	8.06	18	12.08	49	8.43	91	8.22
48	1,113	43.68	742	44.65	371	41.87	329	47.34	79	53.02	271	46.64	427	38.57

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-14. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Mathematics, High School**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	1	0.17	0	0.00
5	1	0.04	1	0.06	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00
6	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	0	0.00	1	0.09
7	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
8	1	0.04	0	0.00	1	0.11	0	0.00	1	0.79	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	3	0.11	3	0.17	0	0.00	2	0.25	0	0.00	1	0.17	0	0.00
13	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	0	0.00	1	0.09
14	2	0.07	2	0.12	0	0.00	0	0.00	1	0.79	0	0.00	1	0.09
15	4	0.15	3	0.17	1	0.11	0	0.00	0	0.00	1	0.17	3	0.26
16	5	0.19	3	0.17	2	0.21	2	0.25	0	0.00	2	0.34	1	0.09
17	4	0.15	3	0.17	1	0.11	1	0.12	0	0.00	2	0.34	1	0.09
18	7	0.26	5	0.29	2	0.21	0	0.00	0	0.00	1	0.17	6	0.53
19	4	0.15	1	0.06	3	0.32	0	0.00	0	0.00	1	0.17	3	0.26
20	7	0.26	5	0.29	2	0.21	1	0.12	0	0.00	0	0.00	6	0.53
21	5	0.19	3	0.17	2	0.21	1	0.12	0	0.00	1	0.17	3	0.26
22	8	0.30	8	0.46	0	0.00	5	0.62	0	0.00	0	0.00	3	0.26
23	16	0.60	8	0.46	8	0.85	3	0.37	2	1.57	2	0.34	9	0.79
24	46	1.72	29	1.68	17	1.80	14	1.74	0	0.00	9	1.53	23	2.02
25	6	0.22	2	0.12	4	0.42	4	0.50	0	0.00	0	0.00	2	0.18
26	4	0.15	2	0.12	2	0.21	1	0.12	0	0.00	1	0.17	2	0.18
27	6	0.22	4	0.23	2	0.21	2	0.25	2	1.57	1	0.17	1	0.09
28	4	0.15	2	0.12	2	0.21	2	0.25	0	0.00	0	0.00	2	0.18
29	10	0.37	6	0.35	4	0.42	1	0.12	0	0.00	0	0.00	9	0.79
30	61	2.28	36	2.08	25	2.64	11	1.37	2	1.57	8	1.36	38	3.33

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	15	0.56	11	0.64	4	0.42	3	0.37	1	0.79	3	0.51	8	0.70
32	22	0.82	9	0.52	13	1.37	6	0.75	1	0.79	4	0.68	11	0.96
33	17	0.64	12	0.69	5	0.53	9	1.12	0	0.00	4	0.68	3	0.26
34	24	0.90	12	0.69	12	1.27	10	1.24	1	0.79	4	0.68	9	0.79
35	25	0.94	16	0.93	9	0.95	7	0.87	4	3.15	3	0.51	11	0.96
36	47	1.76	33	1.91	14	1.48	13	1.62	2	1.57	7	1.19	25	2.19
37	27	1.01	19	1.10	8	0.85	3	0.37	2	1.57	4	0.68	18	1.58
38	54	2.02	33	1.91	21	2.22	13	1.62	2	1.57	15	2.55	24	2.11
39	59	2.21	33	1.91	26	2.75	18	2.24	1	0.79	10	1.70	30	2.63
40	79	2.96	48	2.78	31	3.28	29	3.61	2	1.57	12	2.04	36	3.16
41	74	2.77	41	2.37	33	3.49	24	2.99	1	0.79	12	2.04	36	3.16
42	118	4.41	73	4.23	45	4.76	40	4.98	2	1.57	21	3.57	54	4.74
43	104	3.89	75	4.34	29	3.07	29	3.61	6	4.72	25	4.25	43	3.77
44	137	5.13	90	5.21	47	4.97	46	5.72	3	2.36	27	4.59	61	5.35
45	156	5.84	105	6.08	51	5.39	39	4.85	6	4.72	40	6.80	69	6.05
46	219	8.19	145	8.40	74	7.82	67	8.33	13	10.24	37	6.29	99	8.68
47	204	7.63	137	7.93	67	7.08	66	8.21	12	9.45	48	8.16	78	6.84
48	1,084	40.55	708	41.00	376	39.75	331	41.17	60	47.24	281	47.79	409	35.88

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-15. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Science, Grade 4**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	2	0.08	2	0.12	0	0.00	0	0.00	0	0.00	0	0.00	2	0.19
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
15	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
16	5	0.20	1	0.06	4	0.54	0	0.00	2	1.49	1	0.16	2	0.19
17	2	0.08	2	0.12	0	0.00	1	0.16	0	0.00	0	0.00	1	0.09
18	1	0.04	1	0.06	0	0.00	1	0.16	0	0.00	0	0.00	0	0.00
19	2	0.08	1	0.06	1	0.13	1	0.16	0	0.00	0	0.00	1	0.09
20	4	0.16	3	0.17	1	0.13	1	0.16	0	0.00	2	0.32	1	0.09
21	3	0.12	3	0.17	0	0.00	2	0.31	0	0.00	0	0.00	1	0.09
22	4	0.16	2	0.12	2	0.27	2	0.31	0	0.00	0	0.00	2	0.19
23	6	0.24	4	0.23	2	0.27	2	0.31	1	0.75	0	0.00	3	0.28
24	33	1.34	23	1.34	10	1.34	9	1.40	1	0.75	13	2.09	10	0.95
25	1	0.04	1	0.06	0	0.00	0	0.00	1	0.75	0	0.00	0	0.00
26	3	0.12	0	0.00	3	0.40	1	0.16	1	0.75	1	0.16	0	0.00
27	2	0.08	2	0.12	0	0.00	1	0.16	0	0.00	0	0.00	1	0.09
28	3	0.12	1	0.06	2	0.27	2	0.31	0	0.00	0	0.00	1	0.09
29	3	0.12	1	0.06	2	0.27	0	0.00	1	0.75	0	0.00	2	0.19
30	27	1.10	15	0.87	12	1.61	3	0.47	4	2.99	6	0.96	14	1.33

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	10	0.41	8	0.47	2	0.27	3	0.47	0	0.00	4	0.64	3	0.28
32	14	0.57	11	0.64	3	0.40	4	0.62	0	0.00	2	0.32	8	0.76
33	13	0.53	11	0.64	2	0.27	2	0.31	1	0.75	3	0.48	7	0.66
34	15	0.61	11	0.64	4	0.54	3	0.47	1	0.75	4	0.64	7	0.66
35	11	0.45	7	0.41	4	0.54	4	0.62	1	0.75	1	0.16	5	0.47
36	23	0.93	15	0.87	8	1.07	5	0.78	2	1.49	8	1.28	8	0.76
37	23	0.93	18	1.05	5	0.67	4	0.62	1	0.75	8	1.28	10	0.95
38	38	1.54	23	1.34	15	2.01	7	1.09	2	1.49	6	0.96	23	2.18
39	54	2.19	34	1.98	20	2.68	16	2.49	4	2.99	11	1.77	23	2.18
40	39	1.58	23	1.34	16	2.14	8	1.25	4	2.99	12	1.93	15	1.42
41	57	2.31	39	2.27	18	2.41	14	2.18	3	2.24	11	1.77	29	2.75
42	82	3.33	55	3.21	27	3.61	13	2.02	5	3.73	21	3.37	43	4.08
43	69	2.80	49	2.86	20	2.68	13	2.02	6	4.48	18	2.89	32	3.04
44	102	4.14	66	3.85	36	4.82	29	4.52	7	5.22	21	3.37	44	4.17
45	145	5.89	104	6.06	41	5.49	37	5.76	6	4.48	30	4.82	72	6.83
46	154	6.25	113	6.59	41	5.49	38	5.92	9	6.72	30	4.82	75	7.12
47	170	6.90	128	7.46	42	5.62	30	4.67	10	7.46	33	5.30	92	8.73
48	1,341	54.45	937	54.60	404	54.08	386	60.12	61	45.52	377	60.51	515	48.86

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-16. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Science, Grade 8**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	2	0.08	1	0.06	1	0.11	0	0.00	0	0.00	0	0.00	2	0.18
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	3	0.12	1	0.06	2	0.23	1	0.14	0	0.00	1	0.17	1	0.09
13	1	0.04	1	0.06	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
14	2	0.08	2	0.12	0	0.00	0	0.00	0	0.00	1	0.17	1	0.09
15	2	0.08	2	0.12	0	0.00	0	0.00	1	0.67	0	0.00	1	0.09
16	7	0.28	5	0.30	2	0.23	0	0.00	0	0.00	6	1.03	1	0.09
17	1	0.04	1	0.06	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
18	4	0.16	4	0.24	0	0.00	3	0.43	0	0.00	0	0.00	1	0.09
19	4	0.16	3	0.18	1	0.11	0	0.00	0	0.00	2	0.34	2	0.18
20	3	0.12	2	0.12	1	0.11	1	0.14	0	0.00	0	0.00	2	0.18
21	8	0.31	5	0.30	3	0.34	3	0.43	1	0.67	2	0.34	2	0.18
22	11	0.43	8	0.48	3	0.34	5	0.72	0	0.00	3	0.52	3	0.27
23	10	0.39	8	0.48	2	0.23	4	0.58	1	0.67	1	0.17	4	0.36
24	48	1.89	28	1.69	20	2.27	15	2.17	2	1.34	21	3.61	10	0.90
25	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	0	0.00	1	0.09
26	3	0.12	1	0.06	2	0.23	1	0.14	0	0.00	1	0.17	1	0.09
27	6	0.24	5	0.30	1	0.11	0	0.00	1	0.67	1	0.17	4	0.36
28	5	0.20	3	0.18	2	0.23	2	0.29	0	0.00	2	0.34	1	0.09
29	4	0.16	3	0.18	1	0.11	0	0.00	0	0.00	2	0.34	2	0.18
30	56	2.20	37	2.23	19	2.15	12	1.74	2	1.34	8	1.37	34	3.07

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	11	0.43	7	0.42	4	0.45	4	0.58	0	0.00	3	0.52	4	0.36
32	12	0.47	8	0.48	4	0.45	4	0.58	1	0.67	1	0.17	6	0.54
33	19	0.75	14	0.84	5	0.57	7	1.01	2	1.34	1	0.17	9	0.81
34	22	0.86	16	0.96	6	0.68	5	0.72	1	0.67	4	0.69	12	1.08
35	30	1.18	21	1.26	9	1.02	6	0.87	5	3.36	4	0.69	15	1.36
36	44	1.73	33	1.99	11	1.25	8	1.16	2	1.34	7	1.20	27	2.44
37	31	1.22	20	1.20	11	1.25	6	0.87	0	0.00	8	1.37	17	1.54
38	39	1.53	19	1.14	20	2.27	9	1.30	3	2.01	6	1.03	21	1.90
39	54	2.12	37	2.23	17	1.93	10	1.45	1	0.67	11	1.89	32	2.89
40	59	2.32	35	2.11	24	2.72	19	2.75	0	0.00	14	2.41	24	2.17
41	62	2.44	37	2.23	25	2.83	14	2.03	2	1.34	14	2.41	30	2.71
42	92	3.62	53	3.19	39	4.42	23	3.33	7	4.70	17	2.92	44	3.97
43	68	2.67	42	2.53	26	2.94	20	2.90	4	2.68	13	2.23	31	2.80
44	123	4.83	65	3.91	58	6.57	27	3.91	8	5.37	32	5.50	55	4.97
45	139	5.46	98	5.90	41	4.64	33	4.78	9	6.04	28	4.81	69	6.23
46	175	6.88	108	6.50	67	7.59	49	7.10	7	4.70	41	7.04	76	6.87
47	219	8.61	155	9.33	64	7.25	66	9.57	20	13.42	33	5.67	100	9.03
48	1,164	45.75	773	46.54	391	44.28	331	47.97	69	46.31	294	50.52	462	41.73

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-17. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Science, High School**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	1	0.17	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	2	0.07	2	0.12	0	0.00	1	0.12	0	0.00	0	0.00	1	0.09
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	0	0.00	1	0.09
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	0	0.00	1	0.09
11	1	0.04	0	0.00	1	0.11	1	0.12	0	0.00	0	0.00	0	0.00
12	3	0.11	2	0.12	1	0.11	1	0.12	0	0.00	0	0.00	2	0.18
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	2	0.07	2	0.12	0	0.00	1	0.12	0	0.00	1	0.17	0	0.00
15	4	0.15	3	0.17	1	0.11	2	0.25	0	0.00	1	0.17	1	0.09
16	6	0.22	5	0.29	1	0.11	1	0.12	0	0.00	2	0.34	3	0.26
17	1	0.04	0	0.00	1	0.11	1	0.12	0	0.00	0	0.00	0	0.00
18	7	0.26	4	0.23	3	0.32	4	0.50	0	0.00	1	0.17	2	0.18
19	3	0.11	2	0.12	1	0.11	1	0.12	0	0.00	0	0.00	2	0.18
20	9	0.34	5	0.29	4	0.42	2	0.25	0	0.00	5	0.85	2	0.18
21	6	0.22	5	0.29	1	0.11	2	0.25	2	1.59	0	0.00	2	0.18
22	3	0.11	1	0.06	2	0.21	2	0.25	0	0.00	0	0.00	1	0.09
23	5	0.19	3	0.17	2	0.21	3	0.37	0	0.00	1	0.17	1	0.09
24	51	1.91	32	1.85	19	2.01	22	2.74	0	0.00	16	2.73	13	1.14
25	4	0.15	2	0.12	2	0.21	3	0.37	0	0.00	0	0.00	1	0.09
26	2	0.07	1	0.06	1	0.11	0	0.00	1	0.79	0	0.00	1	0.09
27	12	0.45	7	0.41	5	0.53	3	0.37	2	1.59	2	0.34	5	0.44
28	9	0.34	7	0.41	2	0.21	2	0.25	0	0.00	0	0.00	7	0.61
29	10	0.37	7	0.41	3	0.32	2	0.25	0	0.00	2	0.34	6	0.53
30	57	2.13	40	2.32	17	1.80	14	1.74	0	0.00	9	1.53	32	2.80

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	10	0.37	6	0.35	4	0.42	2	0.25	1	0.79	1	0.17	6	0.53
32	19	0.71	14	0.81	5	0.53	4	0.50	1	0.79	7	1.19	7	0.61
33	16	0.60	8	0.46	8	0.85	2	0.25	2	1.59	3	0.51	9	0.79
34	20	0.75	15	0.87	5	0.53	2	0.25	4	3.17	2	0.34	11	0.96
35	16	0.60	9	0.52	7	0.74	5	0.62	0	0.00	0	0.00	11	0.96
36	35	1.31	22	1.27	13	1.38	11	1.37	2	1.59	5	0.85	17	1.49
37	31	1.16	20	1.16	11	1.16	9	1.12	0	0.00	8	1.36	13	1.14
38	30	1.12	24	1.39	6	0.63	10	1.24	1	0.79	9	1.53	10	0.88
39	56	2.10	34	1.97	22	2.33	14	1.74	1	0.79	15	2.56	26	2.28
40	69	2.58	41	2.37	28	2.96	19	2.36	4	3.17	13	2.21	33	2.89
41	63	2.36	38	2.20	25	2.65	25	3.11	4	3.17	11	1.87	22	1.93
42	84	3.14	58	3.36	26	2.75	24	2.99	1	0.79	20	3.41	39	3.42
43	93	3.48	65	3.76	28	2.96	17	2.11	6	4.76	15	2.56	55	4.82
44	116	4.34	68	3.94	48	5.08	38	4.73	11	8.73	21	3.58	46	4.03
45	134	5.01	91	5.27	43	4.55	30	3.73	8	6.35	16	2.73	78	6.84
46	203	7.60	139	8.05	64	6.77	58	7.21	4	3.17	44	7.50	96	8.41
47	227	8.50	148	8.57	79	8.36	70	8.71	6	4.76	50	8.52	100	8.76
48	1,250	46.78	797	46.15	453	47.94	396	49.25	65	51.59	306	52.13	478	41.89

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-18. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Social Studies, Grade 5**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	1	0.04	0	0.00	1	0.13	1	0.15	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	3	0.12	2	0.12	1	0.13	1	0.15	0	0.00	1	0.16	1	0.09
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	4	0.16	3	0.17	1	0.13	1	0.15	1	0.72	1	0.16	1	0.09
15	5	0.20	3	0.17	2	0.25	1	0.15	0	0.00	1	0.16	3	0.27
16	4	0.16	4	0.23	0	0.00	1	0.15	2	1.44	0	0.00	1	0.09
17	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
18	6	0.24	5	0.29	1	0.13	3	0.46	0	0.00	0	0.00	3	0.27
19	3	0.12	1	0.06	2	0.25	2	0.31	0	0.00	0	0.00	0	0.00
20	6	0.24	4	0.23	2	0.25	1	0.15	0	0.00	3	0.49	2	0.18
21	2	0.08	2	0.12	0	0.00	0	0.00	1	0.72	0	0.00	1	0.09
22	6	0.24	3	0.17	3	0.38	1	0.15	1	0.72	1	0.16	3	0.27
23	7	0.28	3	0.17	4	0.50	1	0.15	0	0.00	3	0.49	3	0.27
24	29	1.14	22	1.27	7	0.88	9	1.38	0	0.00	7	1.15	13	1.16
25	1	0.04	0	0.00	1	0.13	1	0.15	0	0.00	0	0.00	0	0.00
26	2	0.08	0	0.00	2	0.25	0	0.00	0	0.00	0	0.00	2	0.18
27	5	0.20	4	0.23	1	0.13	1	0.15	0	0.00	1	0.16	3	0.27
28	5	0.20	3	0.17	2	0.25	0	0.00	0	0.00	2	0.33	3	0.27
29	4	0.16	4	0.23	0	0.00	0	0.00	0	0.00	0	0.00	4	0.36
30	49	1.93	32	1.85	17	2.13	6	0.92	1	0.72	13	2.13	28	2.50

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	5	0.20	3	0.17	2	0.25	2	0.31	0	0.00	2	0.33	1	0.09
32	21	0.83	14	0.81	7	0.88	10	1.53	0	0.00	5	0.82	6	0.54
33	22	0.87	18	1.04	4	0.50	5	0.76	0	0.00	8	1.31	9	0.81
34	13	0.51	7	0.40	6	0.75	6	0.92	0	0.00	2	0.33	5	0.45
35	26	1.03	19	1.10	7	0.88	8	1.22	4	2.88	4	0.66	10	0.89
36	40	1.58	26	1.50	14	1.75	12	1.83	0	0.00	7	1.15	20	1.79
37	22	0.87	15	0.87	7	0.88	8	1.22	0	0.00	4	0.66	10	0.89
38	41	1.62	29	1.67	12	1.50	9	1.38	1	0.72	7	1.15	24	2.15
39	81	3.20	58	3.34	23	2.88	17	2.60	4	2.88	17	2.79	43	3.85
40	57	2.25	43	2.48	14	1.75	10	1.53	3	2.16	14	2.30	30	2.68
41	43	1.70	24	1.38	19	2.38	13	1.99	2	1.44	8	1.31	20	1.79
42	108	4.26	78	4.50	30	3.75	22	3.36	8	5.76	30	4.93	47	4.20
43	68	2.68	46	2.65	22	2.75	11	1.68	6	4.32	16	2.63	35	3.13
44	106	4.18	75	4.33	31	3.88	36	5.50	5	3.60	18	2.96	47	4.20
45	137	5.41	90	5.19	47	5.88	39	5.96	7	5.04	25	4.11	65	5.81
46	175	6.91	109	6.29	66	8.26	39	5.96	9	6.47	45	7.39	81	7.25
47	142	5.61	97	5.59	45	5.63	33	5.05	6	4.32	33	5.42	70	6.26
48	1,283	50.65	887	51.15	396	49.56	343	52.45	78	56.12	331	54.35	524	46.87

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-19. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Social Studies, Grade 8**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.17	0	0.00
8	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.17	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	3	0.12	1	0.06	2	0.23	0	0.00	0	0.00	1	0.17	2	0.18
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	1	0.04	1	0.06	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
15	4	0.16	3	0.18	1	0.11	1	0.14	1	0.67	1	0.17	1	0.09
16	4	0.16	1	0.06	3	0.34	0	0.00	0	0.00	4	0.69	0	0.00
17	4	0.16	2	0.12	2	0.23	2	0.29	1	0.67	1	0.17	0	0.00
18	6	0.24	4	0.24	2	0.23	2	0.29	0	0.00	1	0.17	3	0.27
19	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.17	0	0.00
20	6	0.24	5	0.30	1	0.11	4	0.58	0	0.00	1	0.17	1	0.09
21	6	0.24	5	0.30	1	0.11	1	0.14	0	0.00	1	0.17	4	0.36
22	4	0.16	2	0.12	2	0.23	1	0.14	0	0.00	1	0.17	2	0.18
23	9	0.35	7	0.42	2	0.23	1	0.14	0	0.00	3	0.52	4	0.36
24	46	1.81	35	2.11	11	1.24	14	2.03	2	1.34	15	2.58	15	1.36
25	3	0.12	1	0.06	2	0.23	0	0.00	1	0.67	1	0.17	1	0.09
26	5	0.20	3	0.18	2	0.23	0	0.00	2	1.34	0	0.00	3	0.27
27	8	0.31	6	0.36	2	0.23	1	0.14	1	0.67	0	0.00	6	0.54
28	3	0.12	2	0.12	1	0.11	0	0.00	0	0.00	2	0.34	1	0.09
29	3	0.12	1	0.06	2	0.23	3	0.43	0	0.00	0	0.00	0	0.00
30	50	1.97	35	2.11	15	1.70	8	1.16	2	1.34	8	1.38	32	2.89

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	16	0.63	14	0.84	2	0.23	4	0.58	2	1.34	2	0.34	8	0.72
32	22	0.87	16	0.96	6	0.68	8	1.16	1	0.67	2	0.34	11	0.99
33	18	0.71	11	0.66	7	0.79	2	0.29	1	0.67	2	0.34	13	1.17
34	20	0.79	15	0.90	5	0.57	3	0.43	0	0.00	4	0.69	13	1.17
35	24	0.94	19	1.15	5	0.57	2	0.29	2	1.34	7	1.20	13	1.17
36	59	2.32	45	2.71	14	1.58	8	1.16	1	0.67	13	2.24	35	3.16
37	33	1.30	23	1.39	10	1.13	11	1.59	1	0.67	7	1.20	14	1.26
38	43	1.69	26	1.57	17	1.92	9	1.30	1	0.67	10	1.72	23	2.08
39	67	2.63	46	2.77	21	2.38	14	2.03	5	3.36	7	1.20	40	3.61
40	68	2.67	43	2.59	25	2.83	29	4.20	3	2.01	17	2.93	19	1.72
41	58	2.28	35	2.11	23	2.60	15	2.17	5	3.36	10	1.72	28	2.53
42	127	4.99	71	4.28	56	6.33	43	6.23	5	3.36	23	3.96	56	5.06
43	75	2.95	46	2.77	29	3.28	17	2.46	3	2.01	19	3.27	34	3.07
44	97	3.81	60	3.62	37	4.19	18	2.61	9	6.04	19	3.27	50	4.52
45	130	5.11	76	4.58	54	6.11	31	4.49	6	4.03	26	4.48	66	5.96
46	164	6.45	104	6.27	60	6.79	38	5.51	5	3.36	43	7.40	78	7.05
47	146	5.74	95	5.73	51	5.77	35	5.07	9	6.04	26	4.48	76	6.87
48	1,207	47.46	796	47.98	411	46.49	364	52.75	80	53.69	301	51.81	454	41.01

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-20. 2008–09 NYSAA: Raw Score  
Frequency Distributions—Social Studies, High School**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	1	0.17	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	2	0.08	2	0.12	0	0.00	2	0.25	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	2	0.08	2	0.12	0	0.00	1	0.13	0	0.00	1	0.17	0	0.00
15	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	0	0.00	1	0.09
16	3	0.11	1	0.06	2	0.21	2	0.25	0	0.00	0	0.00	1	0.09
17	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
18	6	0.23	3	0.17	3	0.32	3	0.38	0	0.00	1	0.17	2	0.18
19	5	0.19	5	0.29	0	0.00	2	0.25	1	0.79	0	0.00	2	0.18
20	13	0.49	11	0.64	2	0.21	5	0.63	1	0.79	2	0.34	5	0.44
21	7	0.26	5	0.29	2	0.21	1	0.13	0	0.00	0	0.00	6	0.53
22	6	0.23	3	0.17	3	0.32	2	0.25	0	0.00	1	0.17	3	0.26
23	12	0.45	7	0.41	5	0.53	4	0.50	0	0.00	3	0.51	5	0.44
24	34	1.28	21	1.22	13	1.38	13	1.63	0	0.00	6	1.03	15	1.32
25	1	0.04	1	0.06	0	0.00	1	0.13	0	0.00	0	0.00	0	0.00
26	5	0.19	3	0.17	2	0.21	3	0.38	0	0.00	0	0.00	2	0.18
27	2	0.08	2	0.12	0	0.00	0	0.00	0	0.00	0	0.00	2	0.18
28	7	0.26	7	0.41	0	0.00	5	0.63	0	0.00	1	0.17	0	0.00
29	14	0.53	10	0.58	4	0.42	5	0.63	1	0.79	3	0.51	5	0.44
30	67	2.52	46	2.68	21	2.22	16	2.01	3	2.38	12	2.05	35	3.07

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	9	0.34	3	0.17	6	0.63	2	0.25	0	0.00	3	0.51	3	0.26
32	12	0.45	6	0.35	6	0.63	6	0.75	0	0.00	0	0.00	6	0.53
33	17	0.64	11	0.64	6	0.63	2	0.25	1	0.79	2	0.34	12	1.05
34	14	0.53	9	0.52	5	0.53	4	0.50	1	0.79	4	0.68	5	0.44
35	16	0.60	6	0.35	10	1.06	2	0.25	3	2.38	2	0.34	9	0.79
36	36	1.35	22	1.28	14	1.48	10	1.25	2	1.59	7	1.20	17	1.49
37	43	1.61	25	1.46	18	1.90	9	1.13	0	0.00	7	1.20	27	2.37
38	34	1.28	23	1.34	11	1.16	9	1.13	1	0.79	7	1.20	17	1.49
39	57	2.14	31	1.80	26	2.75	14	1.75	1	0.79	12	2.05	29	2.54
40	73	2.74	41	2.39	32	3.39	22	2.76	4	3.17	15	2.56	32	2.81
41	57	2.14	35	2.04	22	2.33	14	1.75	0	0.00	16	2.74	27	2.37
42	104	3.91	69	4.02	35	3.70	35	4.39	4	3.17	16	2.74	48	4.21
43	86	3.23	51	2.97	35	3.70	25	3.13	4	3.17	15	2.56	40	3.51
44	125	4.69	86	5.01	39	4.13	34	4.26	8	6.35	30	5.13	53	4.65
45	148	5.56	91	5.30	57	6.03	51	6.39	5	3.97	29	4.96	63	5.53
46	207	7.77	136	7.92	71	7.51	67	8.40	5	3.97	53	9.06	80	7.02
47	200	7.51	128	7.45	72	7.62	58	7.27	7	5.56	42	7.18	91	7.98
48	1,236	46.41	815	47.44	421	44.55	369	46.24	74	58.73	294	50.26	496	43.51

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

## 8.2 Performance Level Frequency Distributions

Shown in Tables 8-21 through 8-24 are performance level frequency distributions for each grade and content area. Frequencies are shown for all students in the State, and they are also broken down by gender and ethnicity (Black, Asian, Hispanic, and White). (Note: Performance levels are abbreviated as NM: Not Meeting Learning Standards; PM: Partially Meeting Learning Standards; M: Meeting Learning Standards; and MD: Meeting Learning Standards with Distinction.) Ethnic groups with fewer than 25 students are not broken out in these tables.

**Table 8-21. 2008–09 NYSAA: Performance Level Frequency Distributions—English Language Arts**

Grade	Performance Level	All Students		Male		Female		Black		Asian		Hispanic		White	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3	NM	138	6.54	93	6.31	45	7.08	42	6.86	6	5.08	42	8.02	47	5.59
	PM	200	9.47	136	9.22	64	10.06	46	7.52	12	10.17	42	8.02	99	11.77
	M	350	16.58	254	17.22	96	15.09	98	16.01	23	19.49	64	12.21	163	19.38
	MD	1,423	67.41	992	67.25	431	67.77	426	69.61	77	65.25	376	71.76	532	63.26
4	NM	147	5.95	104	6.04	43	5.74	44	6.80	10	7.46	31	4.96	62	5.88
	PM	291	11.78	195	11.32	96	12.82	72	11.13	21	15.67	51	8.16	146	13.84
	M	478	19.34	325	18.87	153	20.43	104	16.07	20	14.93	111	17.76	241	22.84
	MD	1,555	62.93	1,098	63.76	457	61.01	427	66.00	83	61.94	432	69.12	606	57.44
5	NM	93	3.65	66	3.79	27	3.36	33	5.02	6	4.29	21	3.43	32	2.85
	PM	236	9.27	169	9.71	67	8.33	66	10.03	4	2.86	53	8.66	112	9.98
	M	841	33.05	564	32.40	277	34.45	205	31.16	46	32.86	202	33.01	386	34.40
	MD	1,375	54.03	942	54.11	433	53.86	354	53.80	84	60.00	336	54.90	592	52.76
6	NM	75	3.18	51	3.22	24	3.12	28	4.54	5	3.76	15	2.87	24	2.27
	PM	371	15.75	243	15.32	128	16.64	83	13.45	23	17.29	60	11.47	201	19.03
	M	513	21.78	360	22.70	153	19.90	119	19.29	26	19.55	119	22.75	245	23.20
	MD	1,396	59.28	932	58.76	464	60.34	387	62.72	79	59.40	329	62.91	586	55.49
7	NM	32	1.27	19	1.17	13	1.46	10	1.53	2	1.63	9	1.46	11	0.99
	PM	243	9.64	154	9.46	89	9.97	64	9.82	11	8.94	40	6.50	126	11.38
	M	354	14.04	238	14.62	116	12.99	94	14.42	12	9.76	65	10.57	181	16.35
	MD	1,892	75.05	1,217	74.75	675	75.59	484	74.23	98	79.67	501	81.46	789	71.27
8	NM	31	1.22	23	1.38	8	0.90	8	1.15	2	1.34	11	1.89	10	0.90
	PM	203	7.97	139	8.36	64	7.24	48	6.92	10	6.71	48	8.26	97	8.76
	M	451	17.71	293	17.62	158	17.87	116	16.71	21	14.09	83	14.29	226	20.42
	MD	1,862	73.11	1,208	72.64	654	73.98	522	75.22	116	77.85	439	75.56	774	69.92
High School	NM	103	3.86	71	4.12	32	3.39	38	4.74	7	5.47	17	2.89	40	3.52
	PM	149	5.58	90	5.22	59	6.24	34	4.24	9	7.03	27	4.59	78	6.86
	M	547	20.49	355	20.59	192	20.32	148	18.45	24	18.75	113	19.22	258	22.69
	MD	1,870	70.06	1,208	70.07	662	70.05	582	72.57	88	68.75	431	73.30	761	66.93

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-22. 2008–09 NYSAA: Performance Level Frequency Distributions—Mathematics**

Grade	Performance Level	All Students		Male		Female		Black		Asian		Hispanic		White	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3	NM	40	1.89	21	1.42	19	2.99	13	2.11	5	4.24	8	1.52	14	1.66
	PM	192	9.07	131	8.85	61	9.59	54	8.78	13	11.02	43	8.19	79	9.38
	M	625	29.54	437	29.53	188	29.56	169	27.48	26	22.03	140	26.67	286	33.97
	MD	1,259	59.50	891	60.20	368	57.86	379	61.63	74	62.71	334	63.62	463	54.99
4	NM	35	1.41	24	1.39	11	1.46	9	1.38	2	1.48	8	1.28	16	1.52
	PM	337	13.61	219	12.71	118	15.65	84	12.88	22	16.30	69	11.00	162	15.38
	M	775	31.29	516	29.95	259	34.35	181	27.76	49	36.30	180	28.71	361	34.28
	MD	1,330	53.69	964	55.95	366	48.54	378	57.98	62	45.93	370	59.01	514	48.81
5	NM	62	2.44	42	2.41	20	2.49	18	2.74	8	5.71	13	2.12	22	1.96
	PM	193	7.59	132	7.59	61	7.59	48	7.31	3	2.14	47	7.68	93	8.29
	M	818	32.15	526	30.23	292	36.32	202	30.75	42	30.00	180	29.41	392	34.94
	MD	1,471	57.82	1,040	59.77	431	53.61	389	59.21	87	62.14	372	60.78	615	54.81
6	NM	47	2.00	36	2.27	11	1.43	13	2.11	1	0.75	10	1.92	23	2.18
	PM	169	7.18	117	7.39	52	6.75	45	7.29	15	11.28	25	4.79	82	7.77
	M	617	26.22	395	24.95	222	28.83	144	23.34	28	21.05	117	22.41	322	30.52
	MD	1,520	64.60	1,035	65.38	485	62.99	415	67.26	89	66.92	370	70.88	628	59.53
7	NM	201	7.96	127	7.81	74	8.23	50	7.65	9	7.32	42	6.82	99	8.93
	PM	159	6.29	103	6.33	56	6.23	32	4.89	7	5.69	34	5.52	86	7.75
	M	808	31.99	521	32.02	287	31.92	199	30.43	32	26.02	168	27.27	401	36.16
	MD	1,358	53.76	876	53.84	482	53.62	373	57.03	75	60.98	372	60.39	523	47.16
8	NM	183	7.19	117	7.05	66	7.47	37	5.32	9	6.04	51	8.78	86	7.80
	PM	192	7.55	126	7.59	66	7.47	49	7.05	15	10.07	32	5.51	96	8.70
	M	840	33.02	528	31.81	312	35.29	224	32.23	28	18.79	178	30.64	403	36.54
	MD	1,329	52.24	889	53.55	440	49.77	385	55.40	97	65.10	320	55.08	518	46.96
High School	NM	35	1.31	22	1.27	13	1.38	6	0.75	2	1.57	9	1.53	18	1.58
	PM	249	9.32	148	8.57	101	10.69	73	9.08	9	7.09	37	6.29	127	11.16
	M	880	32.95	566	32.79	314	33.23	261	32.46	31	24.41	176	29.93	407	35.76
	MD	1,507	56.42	990	57.36	517	54.71	464	57.71	85	66.93	366	62.24	586	51.49

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-23. 2008–09 NYSAA: Performance Level Frequency Distributions—Science**

Grade	Performance Level	All Students		Male		Female		Black		Asian		Hispanic		White	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
4	NM	73	2.96	48	2.80	25	3.35	23	3.58	6	4.48	17	2.73	27	2.56
	PM	67	2.72	46	2.68	21	2.81	12	1.87	6	4.48	15	2.41	34	3.23
	M	411	16.69	274	15.97	137	18.34	87	13.55	29	21.64	100	16.05	195	18.50
	MD	1,912	77.63	1,348	78.55	564	75.50	520	81.00	93	69.40	491	78.81	798	75.71
8	NM	121	4.76	80	4.82	41	4.64	37	5.36	6	4.03	41	7.04	37	3.34
	PM	268	10.53	178	10.72	90	10.19	61	8.84	16	10.74	44	7.56	147	13.28
	M	335	13.17	204	12.28	131	14.84	86	12.46	14	9.40	69	11.86	161	14.54
	MD	1,820	71.54	1,199	72.19	621	70.33	506	73.33	113	75.84	428	73.54	762	68.83
High School	NM	55	2.06	34	1.97	21	2.22	22	2.74	2	1.59	12	2.04	19	1.67
	PM	226	8.46	148	8.57	78	8.25	61	7.59	11	8.73	42	7.16	109	9.55
	M	461	17.25	302	17.49	159	16.83	129	16.04	19	15.08	96	16.35	215	18.84
	MD	1,930	72.23	1,243	71.97	687	72.70	592	73.63	94	74.60	437	74.45	798	69.94

Note. Ethnic groups with fewer than 25 students are not broken out in this table.

**Table 8-24. 2008–09 NYSAA: Performance Level Frequency Distributions—Social Studies**

Grade	Performance Level	All Students		Male		Female		Black		Asian		Hispanic		White	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5	NM	191	7.54	131	7.55	60	7.51	48	7.34	6	4.32	48	7.88	87	7.78
	PM	280	11.05	197	11.36	83	10.39	70	10.70	12	8.63	55	9.03	142	12.70
	M	462	18.24	313	18.05	149	18.65	121	18.50	28	20.14	97	15.93	214	19.14
	MD	1,600	63.17	1,093	63.03	507	63.45	415	63.46	93	66.91	409	67.16	675	60.38
8	NM	184	7.24	131	7.90	53	6.00	43	6.23	12	8.05	45	7.75	83	7.50
	PM	143	5.63	106	6.39	37	4.19	23	3.33	5	3.36	28	4.82	85	7.69
	M	698	27.46	426	25.69	272	30.77	187	27.10	38	25.50	138	23.75	330	29.84
	MD	1,517	59.68	995	60.01	522	59.05	437	63.33	94	63.09	370	63.68	608	54.97
High School	NM	210	7.89	139	8.09	71	7.51	73	9.15	6	4.76	34	5.81	94	8.25
	PM	160	6.01	96	5.59	64	6.77	36	4.51	8	6.35	29	4.96	87	7.63
	M	650	24.41	404	23.52	246	26.03	195	24.44	26	20.63	133	22.74	292	25.61
	MD	1,643	61.70	1,079	62.81	564	59.68	494	61.90	86	68.25	389	66.50	667	58.51

Note. Ethnic groups with fewer than 25 students are not broken out in this table.



# REFERENCES

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# APPENDICES



# **Appendix A—NYSAA TEST BLUEPRINTS FOR EACH CONTENT AREA**



## NYSAA Test Blueprint: English Language Arts (ELA) Effective with 2006–07 Administration

<b>REQUIRED COMPONENT</b>							
<b>Two ELA Key Ideas Must be Assessed at each Grade Level</b>							
<b>Required Key Ideas Vary by Grade as Marked by an X in the Chart Below</b>							
<b>ELA Key Idea<sup>1</sup></b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>High School</b>
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*							

\*Note: Speaking is not assessed on the general education State assessments.

<b>CHOICE COMPONENT</b>								
<b>For Each Required Key Idea, There are Two Possible Standards From Which to Draw</b>								
<b>Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below</b>								
<b>Choose 1 Standard for Each Key Idea from Standards Marked with an X</b>								
<b>Standards</b>	<b>Key Idea</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>High School</b>
1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

<sup>1</sup> Key Ideas are defined on page 2 of the Introduction of the [English Language Arts Core Curriculum \(May 2005\)](#) as the receptive language skills of listening and reading and as the expressive language skills of writing and speaking.

## NYSAA Test Blueprint: Mathematics Effective with 2006–07 Administration

<b>REQUIRED COMPONENT</b>							
<b>Two Mathematics Strands Must be Assessed at each Grade Level Required Strands Vary by Grade as Marked by an X in the Chart Below</b>							
<b>Mathematics Strands</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>High School</b>
Number Sense & Operations	X	X	X	X	X		
Measurement	X	X					
Geometry			X			X	
Algebra				X		X	X
Statistics & Probability					X		X

<b>CHOICE COMPONENT</b>							
<b>For Each Required Strand, There are Two Possible Bands From Which to Draw Allowable Choices Within Bands Vary by Grade as Marked by an X in the Chart Below For Each Required Strand, Choose 1 of the Bands Marked with an X</b>							
<b>Bands</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>High School</b>
<b>Number Sense &amp; Operations</b>							
Number Systems	X	X	X	X			
Number Theory					X		
Operations	X	X	X	X	X		
<b>Measurement</b>							
Units of Measurement	X	X					
Units/Estimation	X	X					
<b>Geometry</b>							
Geometric Relationships			X			X	
Transformational Geometry						X	
Coordinate Geometry			X				
<b>Algebra</b>							
Variables & Expressions				X		X	X
Equations & Inequalities				X			X
Patterns, Relations & Functions						X	
<b>Statistics &amp; Probability</b>							
Collection of Data							
Organization & Display of Data					X		X
Analysis of Data					X		X

See [Mathematics Core Curriculum \(March 2005\)](#) for further information.

## NYSAA Test Blueprint: Science Effective with 2006–07 Administration

<b>REQUIRED COMPONENT</b>			
<b>Two Standards must be Assessed at Each Grade Level as Marked by an X in the Chart Below.</b>			
Science Standards	Grade 4	Grade 8	High School
1 - Scientific Inquiry	X	X	
4 - Living Environment			X
4 - Physical Setting/ Earth Science	X	X	X

<b>CHOICE COMPONENT</b>				
<b>For Each Required Standard, There are Two Possible Key Ideas From Which to Draw Key Ideas Vary by Grade as Marked by an X in the Chart Below Choose 1 Key Idea for each Standard from Key Ideas Marked with an X</b>				
Standards	Key Idea	Grade 4	Grade 8	High School*
1 - Scientific Inquiry	1- Develop explanations of natural phenomena	X		
	2- Testing proposed explanations	X	X	
	3- Observations made while testing		X	
4- Living Environment	1- Similarities/differences between living and nonliving things.			X
	3- Changes in organisms over time	X		
	5- Dynamic equilibrium		X	
	7- Human decisions/activities impact			X
4- Physical Setting/ Earth Science	1- Relative motion and perspective			X
	2- Interactions among components of air, water, and land	X		X
	3- Particle properties determine observable characteristics of matter and its reactivity		X	

\*Note: at the high school level, choices are made within one Standard, i.e., Standard 4. One choice is drawn from the two designated within the Living Environment section of the curriculum and the other choice is drawn from the two designated within the Physical Setting/Earth Science section of the curriculum. See the Core Curricula for Science at <http://www.emsc.nysed.gov/ciai/cores.htm#science>.

## NYSAA Test Blueprint: Social Studies Effective with 2006–07 Administration

<b>REQUIRED COMPONENT</b>			
<b>Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below</b>			
Social Studies Standards	Grade 5	Grade 8	High School
1 – U.S. and NYS History	X	X	X (US History)
2 - World History			X (Global History)
5 - Civics, Citizenship and Government	X	X	

<b>CHOICE COMPONENT</b>				
<b>For Each Required Standard, There are Two Possible Units From Which to Draw Units Covered Vary by Grade as Marked by an X in the Chart Below Choose 1 Unit For Each Standard From Units Marked with an X</b>				
Standards	Units	Grade 5	Grade 8	High School
1- U.S. & NYS History	2 - Constitutional Foundations			X
	6 - Colonial Life and Revolutionary War in NYS	X		
	7 - Industrial Society		X	
	7 (B) - World in Uncertain Times: 1980–Present			X
	8 - Industrial Growth & Expansion in NYS	X		
	9 - Between the Wars		X	
2- World History: Global History and Geography	5 - Age of Revolution			X
	8 - Global Connections and Interactions			X
5- Civics, Citizenship & Government	4 - Government of World Communities	X		
	4 - Experiment in Government		X	
	9 - Local, State & National Government	X		
	11- WWII to the Present		X	

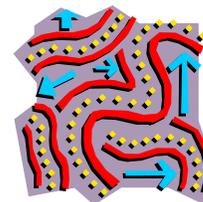
See the Core Curricula for Social Studies at <http://www.emsc.nysed.gov/ciai/cores.htm#ss>.

# Appendix B—2008–09 SCORING PROCEDURES



# Steps for Scoring 2008–09 NYSAA Datafolios

Follow the steps below to review each NYSAA datafolio. If a discrepancy is not addressed in this document consult your Table Leader. A *Table Leader* **MUST** review and confirm all issues which would result in a “No” for any of the three Connections questions, a “No Score” for a date(s) and/or an adjustment(s) to the DSS prior to the Scorer recording the error.



## Preparing to Score

### 1. Student Demographics, Scorer ID, Scoring Institute Code

- Student ID information must be consistent among the demographic label, Student Page, and Scannable Score Document. For discrepant information, consult the Table Leader. Record Scorer comment #38.
- Affix demographic label to the upper left corner of the Scorer Worksheet. Apply a student label **to each copy** of the Scorer Worksheet, as directed by the Score Site Coordinator (SSC). If a label is not available, transcribe the information from the Student Page to the Scorer Worksheet.
- Enter 3-digit Scorer Identification Number and 6-digit Scoring Institute Code in the upper right corner of Scorer Worksheet.

### 2. Confirm the Student’s Date of Birth (DOB) and Grade Assessed

- Does the DOB fall within the range indicated on the Student Page for the grade assessed? If the datafolio was completed using ProFile™, accept the grade level as correct.

If <b>YES</b> →	Mark the grade assessed in the upper right corner of the Scorer Worksheet.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Wrong grade level assessed	Record “ <b>N</b> ” for <b>No</b> for all Connections questions for each AGLI within the content areas that should have been assessed. Record “ <b>N</b> ” for <b>No Score</b> for each date and AGLI code <b>00099</b> . Record Procedural Error comment #2.

**Note:** If a Date of Birth is found to be outside the range specified for secondary level, alert your Table Leader.

### 3. Collegial Review and Test Accommodations

- **Collegial Review** – Is a month of Collegial Review indicated on the Student Page?

If <b>YES</b> →	Record “ <b>Y</b> ” for <b>Yes</b> for “Was a collegial review of this datafolio conducted?” on the Scannable Score Document.
If <b>NO</b> →	Record “ <b>N</b> ” for <b>No</b> . Record Scorer comment #19. Continue to review and score the assessment.

- **Test Accommodations** – Transcribe any Test Accommodations listed on the Student Page to the Scannable Score Document in the spaces provided. If no Test Accommodations are recorded, continue to review and score the assessment.

### 4. Table of Contents and Parent/Family/Guardian (P/F/G) Survey

- **Table of Contents** – If missing, continue to review and score the assessment.
- **P/F/G Survey** – The survey is complete if AGLIs and P/F/G input is documented or at least three attempts to contact the P/F/G are documented.

If <b>YES</b> →	Record “ <b>Y</b> ” for <b>Yes</b> for “Was the P/F/G Survey completed?” on the Scannable Score Document.
If <b>NO</b> →	Record “ <b>N</b> ” for <b>No</b> . Record Scorer comment #37. Continue to review and score the assessment.

- Set the Scannable Score Document aside until all content areas have been reviewed and scored.

## Review and Score the Datafolio

Each AGLI must contain a Data Summary Sheet (DSS) and two pieces of Verifying Evidence (VE).

### 5. Review Sequence of Documentation for a Content Area (start with ELA, then mathematics, then science, and then social studies)

- a) **Are two DSSs present, one for each Required Component?** Identify each DSS by its title (i.e. “Grade 3-ELA” and “Grade 3-ELA Cont’d”).

If <b>YES</b> →	If present, proceed to Step 5b.	
If <b>NO</b> → <i>Consult the Table Leader</i>	DSS is missing	Record “ <b>N</b> ” for <b>No</b> for the Connections questions for that AGLI. Record “ <b>N</b> ” for <b>No Score</b> for each date and <b>00099</b> for the AGLI code. Record Procedural Error comment #10. Proceed to the next AGLI or content area.

- b) **Is the documentation for Required Components in order?** Scorer scans the content area to confirm that the first and second Required Components are in order using the titles and the Component box information on the DSSs.

If <b>YES</b> →	Continue to review and score the assessment. Record information for the first Required Component AGLI in the “1 <sup>st</sup> AGLI” space on the Scorer Worksheet. Record information for the second Required Component AGLI in the “2 <sup>nd</sup> AGLI” space on the Scorer Worksheet. Proceed to Step 6.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Missing documents are found out of order in the datafolio	Review the documentation that is out of order and score the datafolio. Record Scorer comment #29. Proceed to Step 6. <b>Note: Do not reorganize the datafolio.</b>

### 6. Review the DSS: Demographics and Components (start with the 1<sup>st</sup> DSS for the 1<sup>st</sup> AGLI)

- a) **Is demographic information complete on DSS?**

If <b>YES</b> →	If complete, proceed to Step 6b.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Demographic information is discrepant or incomplete	Transcribe information from the Student Page to the DSS in red ink. Proceed to Step 6b.

- b) **Are Choice Component and other information complete on DSS?**

If <b>YES</b> →	If complete, proceed to Step 7.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Choice Component box not checked on DSS	Use the AGLI code/text to identify the Component in the <i>Frameworks</i> and check the appropriate Choice box on DSS in red ink. Proceed to Step 7.
	Sample/comparable/original task box not checked or Sample Assessment Task (SAT) Code or page number missing	Continue to review and score the AGLI without completing or correcting this information. Proceed to Step 7.
	VE contains information to complete DSS	Transcribe information to the DSS in red ink. Proceed to Step 7.
	Cannot complete required section(s) of the DSS from information on VE or Student Page	Record “ <b>N</b> ” for <b>No</b> for the Connections questions for that AGLI. Record “ <b>N</b> ” for <b>No Score</b> for each date and <b>00099</b> for the AGLI code. Record Procedural Error comment #10. Proceed to the next AGLI or content area.

7. **Reviewing the DSS: Connection to Grade Level Content – Two different Required Components must be assessed** for each content area (e.g., Reading and Writing). Using the AGLI code recorded on the DSS, locate the assessed AGLI in the *Frameworks*.

a) **Is AGLI indicated from one of the two Required Components for the student’s assessed grade?** (Note: If ProFile™ was used, accept the AGLI code and text. Verify task and VE in Step 8.)

If <b>YES</b> →	Proceed to Step 7b.	
If <b>NO</b> → <i>Consult the Table Leader</i>	AGLI code missing or discrepant on DSS, but the assessed grade level can be confirmed using AGLI text documented and <i>Frameworks</i>	Transcribe AGLI code to DSS in red ink. Record Scorer comment #35. Proceed to Step 7b.
	AGLI code for the assessed grade level cannot be confirmed in <i>Frameworks</i>	Record “ <b>N</b> ” for <b>No</b> for the Connections questions and “ <b>N</b> ” for <b>No Score</b> for each date of the AGLI. Record AGLI code <b>00099</b> . Record Procedural Error comment #4. Proceed to next AGLI or content area.
	Recorded AGLI is not from one of the two different Required Components for the assessed grade	Record “ <b>N</b> ” for <b>No</b> for the Connections questions and “ <b>N</b> ” for <b>No Score</b> for each date of the AGLI. Record AGLI code <b>00099</b> . Record Procedural Error comment #3. Proceed to the next AGLI or content area.

b) **Does the AGLI text documented on the DSS match the text listed in the *Frameworks* for the confirmed AGLI code?**

If <b>YES</b> →	Record “ <b>Y</b> ” for <b>Yes</b> for “AGLI from grade level” and record the AGLI code. Proceed to Step 8.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Discrepant AGLI text is a transcription error; but AGLI code is documented and correct AGLI text can be found in <i>Frameworks</i>	Adjust AGLI text on DSS in red ink. Record “ <b>Y</b> ” for <b>Yes</b> for “AGLI from grade level” and record the AGLI code. Record Scorer comment #35. Proceed to Step 8.
	AGLI text missing from DSS; but the AGLI code is documented and grade level can be confirmed in <i>Frameworks</i>	Transcribe the AGLI text to DSS in red ink. Record “ <b>Y</b> ” for <b>Yes</b> for “AGLI from grade level” and record the AGLI code. Record Scorer comment #35. Proceed to Step 8.
	Discrepant or missing AGLI text cannot be resolved	Record “ <b>N</b> ” for <b>No</b> for the Connections questions and “ <b>N</b> ” for <b>No Score</b> for each date of the AGLI. Record AGLI code <b>00099</b> . Record Procedural Error comment #5. Proceed to the next AGLI or content area.

**8. Connection = Task connects to AGLI + VE connects to Task**

a) **Does the assessment task documented on the DSS clearly connect to the AGLI?** Locate the same/comparable Sample Assessment Task (SAT) in the *Frameworks*.

If <b>YES</b> →	Proceed to Step 8b.	
If <b>NOT SURE</b> or if <b>TASK IS ORIGINAL</b>	Criteria: <ul style="list-style-type: none"> <li>• Check the <i>Frameworks</i> to see if task as written appears as an SAT.</li> <li>• Is the <u>verb/verb phrase</u> from the AGLI included in the assessment task?</li> <li>• Is the <u>direct object</u> from the AGLI included in the assessment task?</li> <li>• Does the assessment task address the essences and grade level indicators for this AGLI?</li> </ul>	
	If <b>YES</b> →	Proceed to Step 8b.
	If <b>NO</b> → <i>Consult the Table Leader</i>	Assessment task does not meet criteria, if task unconnected to the AGLI

**8. Connection = Task connects to AGLI + VE connects to Task (Continued)**

- b) **Does the assessment task connect to the AGLI by demonstrating any “and”, “or”, or “and/or” statements contained in the AGLI? Note:** If the AGLI does not contain any “and”, “or”, or “and/or” statements follow “If YES →” directions below.

<ul style="list-style-type: none"> <li>• When an AGLI includes an “and” statement, all of the elements of the AGLI must be demonstrated in the task.</li> <li>• When an AGLI includes an “or” statement, the teacher may choose one of the elements of the AGLI most appropriate for the student.</li> <li>• When an AGLI includes an “and/or” statement, the teacher may choose all or one or more of the elements from the AGLI or those most appropriate for the student.</li> </ul>		
If YES →	Record “Y” for Yes for “Task connects to AGLI”. Proceed to Step 8c.	
If NO → <i>Consult the Table Leader</i>	If an AGLI includes an “and” statement and not all elements from the AGLI are included in the assessment task	Record “N” for No for “Task Connects to AGLI” and remaining Connection question. Record “N” for No Score for each date of the AGLI. Record Procedural Error comment #6. Proceed to next AGLI or content area.

- c) **Are two pieces of verifying evidence found behind the DSS? Note:** A single Data Collection Sheet may be submitted as verifying evidence for up to two dates and may be considered two pieces of verifying evidence.

If YES →	Proceed to Step 8d.	
If NO → <i>Consult the Table Leader</i>	If only one piece of evidence is found, the Scorer may review the datafolio to determine if the second piece of VE is misplaced. If missing VE is not found	Record “N” for No for “VE connects to task”. Record “N” for No Score for each date of the AGLI and Procedural Error comment #8. Proceed to next AGLI or content area.

- d) **Do both pieces of VE connect to the assessment task? VE must show how the student demonstrated his or her knowledge, skills, and understanding related to the assessment task. Note:** If more than two pieces of VE are found behind the DSS, only the first two can be used to score the assessment. Also, if one or both pieces of evidence for this AGLI are invalid, other evidence cannot be considered in its place.

If YES →	Proceed to Step 8e.	
If NO → <i>Consult the Table Leader</i>	If one or both pieces of VE do not connect to task	Record “N” for No for “VE connects to task”. Record “N” for No Score for each date of the AGLI. Record Procedural Error comment #11. Proceed to the next AGLI or content area.

- e) **Does the VE (in total) connect to the assessment task by demonstrating any “and”, “or”, or “and/or” statements contained in the assessment task? Note:** If the assessment task does not contain any “and”, “or”, or “and/or” statements follow ‘If YES →’ directions below.

<ul style="list-style-type: none"> <li>• When an assessment task contains an “and” statement, all of the elements of the assessment task must be demonstrated in the VE (in total). It is not necessary for both pieces of VE to contain both elements of the assessment task. One piece of VE may contain one element and the other piece of VE may contain the other element.</li> <li>• When an assessment task contains an “and/or” or “or” statement, each individual piece of VE may contain one or all elements of the assessment task.</li> </ul>		
If YES →	Record “Y” for Yes for “VE connects to task”. Proceed to Step 9.	
If NO → <i>Consult the Table Leader</i>	If the assessment task contains an “and” statement and upon review of both pieces of VE (in total) do not satisfy the “and” element indicated	Record “N” for No for “VE connects to task”. Record “N” for No Score for each date of the AGLI. Record Procedural Error comment #11. Proceed to the next AGLI or content area.

**9. Dates of Student Performance on the DSS**

- a) **Are three separate dates within the 2008–09 administration period recorded on the DSS (October 6, 2008–February 13, 2009)?**

If <b>YES</b> →	Proceed to Step 9b.	
If <b>NO</b> → <i>Consult the Table Leader</i>	If one or more dates of student performance within the administration period can be determined from valid VE (Note: A valid Data Collection Sheet (DCS) may provide up to 3 separate dates within the administration period. If so, use the last date(s) recorded on DCS)	Adjust the date(s) on the DSS in red ink in chronological order. Record Scorer Comment #33 or 34. Proceed to Step 9b.
	One or more dates of student performance within administration period cannot be determined from valid VE	Record “N” for No Score for the date(s) in question. Record Procedural Error comment #7. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.

- b) **Are the three dates documented on the DSS in chronological order?**

If <b>YES</b> →	Proceed to Step 9c.	
If <b>NO</b> → <i>Consult the Table Leader</i>	If the dates are not in chronological order	Reorder the dates and student performance data for each date on the DSS in red ink. Record Scorer Comment #36. Proceed to Step 9c.

- c) **Do the dates on each piece of VE correspond to two dates on the DSS?**

If <b>YES</b> →	Proceed to Step 10.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Date(s) on the first two pieces of VE are discrepant with the date(s) on DSS but are within administration period	Transcribe the date(s) from the VE to the DSS in red ink. Record Scorer Comment #33 or 34. Proceed to Step 10.
	First two pieces of VE behind DSS do not confirm two dates of student performance within administration period	Record “N” for No Score for the date(s) in question. Record Procedural Error comment #7 or 9b. Accept the ratings for the date that does not require evidence and proceed to the next AGLI or content area.

**10. Verifying Evidence (VE)** – Individually review each piece of evidence to determine validity of that piece. Both the DSS and VE are considered “evidence”. **The VE confirms what is documented on the DSS.**

- a) **Are the required elements clearly documented?** Required elements (student name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence) may be handwritten or printed on the actual VE, on a VE label, or **a combination of both**. Students may record his/her name and/or date on work products.

If <b>YES</b> →	All elements are clearly documented	Proceed to Step 10b, c, d, and/or e depending on the type of evidence.
If <b>NO</b> → <i>Consult the Table Leader</i>	One or more required elements on VE and/or VE label is <b>discrepant</b> with DSS (Note: required elements documented on VE supersedes VE label and DSS; required elements documented on VE label supersedes DSS, if required elements not otherwise indicated on VE itself.)	Adjust the required elements to the DSS in red ink. Record Scorer Comment #25. Proceed to Step 10b, c, d and/or e. <b>Note: Do not make any marks on VE or VE labels.</b>
	One or more required elements is <b>missing</b> from VE	Record “ <b>N</b> ” for <b>No Score</b> for that date. Record Procedural Error comment #9a-g. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.

- b) **Student Work Product** – must be original

If <b>YES</b> →	Proceed to Step 11.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Work product is not original (e.g., photocopies of student responses)	Record “ <b>N</b> ” for <b>No Score</b> for that date. Record Procedural Error comment #12. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.

- c) **Photographs** – minimum sequence of three of student performing task, minimum of one caption describing sequence, and photographic sequence from a single date.

If <b>YES</b> →	Proceed to Step 11.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Fewer than three photographs submitted of student performing task	Record “ <b>N</b> ” for <b>No Score</b> for that date. Record Procedural Error comment #14d. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.
	No caption found	Record “ <b>N</b> ” for <b>No Score</b> for that date. Record Procedural Error comment #14c. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.
	No date or multiple dates found on the evidence	Record “ <b>N</b> ” for <b>No Score</b> for the date. Record Procedural Error comment #14a or b. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.

- d) **Video Tape and/or Audio Tape** – clip is 90 seconds or less (excluding markers) and contains recorded markers

If <b>YES</b> →	Proceed to Step 11.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Clip duration longer than 90 seconds	Record “ <b>N</b> ” for <b>No Score</b> for the date. Record Procedural Error comment #15b. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.
	Required elements not recorded on clip in any manner. VE label on tape case or box is not acceptable.	Record “ <b>N</b> ” for <b>No Score</b> for that date. Record Procedural Error comment #15a. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.

## 10. Verifying Evidence (VE) (Continued)

- e) **Data Collection Sheet (DCS)** – contains a minimum of three dates, has one or two pieces of supporting evidence for date(s) transcribed to DSS, and staff initials are recorded *for each date that has an Observer Verification Form (OVF) as supporting evidence*

If <b>YES</b> →	Continue with Step 10f below individually for each piece of supporting evidence submitted.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Fewer than three dates are documented on the DCS	Record “ <b>N</b> ” for <b>No Score</b> for the date(s) transcribed from the DCS to the DSS. Record Procedural Error comment #16b. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.
	Supporting evidence is missing for a date(s) transcribed to DSS	Record “ <b>N</b> ” for <b>No Score</b> for the date(s) transcribed from the DCS to the DSS. Record Procedural Error comment #16a. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.
	Staff initials are missing and supporting evidence is an Observer Verification Form (OVF)	Record “ <b>N</b> ” for <b>No Score</b> for that date. Record Procedural Error comment #16c and d. Review the remaining date(s) for the AGLI or proceed to the next AGLI or content area.

- f) **Review Supporting Evidence following the information below:**

- Student Work Product** — Review Step 10a & b to determine if student work product is valid supporting evidence
- Photographs** — Review Step 10a & c to determine if photographs are valid supporting evidence
- Video tape and/or Audio tape** — Review Step 10a & d to determine if video tape and/or audio tape is valid supporting evidence
- Observer Verification Form (OVF)** — An OVF is invalid if:
  - supplementary school personnel (e.g., teacher aide or teacher assistant) signed as the observer;
  - the person collecting the data also signed the OVF as the observer (confirmed by comparing initials and staff key information);
  - any of the seven required elements for valid VE are missing;
  - more than one date of student performance is documented on a single OVF;
  - the observer signature and/or title is not included; or
  - the signature date is prior to or more than three calendar days after the date of student performance.

NOTE: Ignore an OVF submitted in support of original student work, photographic, video tape, or audio tape evidence. Only a DCS requires supporting evidence.

If <b>YES</b> →	Continue to review the other piece of supporting evidence submitted or proceed to Step 11.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Student work product, photographs, video tape and/or audio tape invalid per Step criteria	Record “ <b>N</b> ” for <b>No Score</b> for that date. Record appropriate Procedural Error comment <b>indicated in Step 10a-d</b> . Review the other piece of supporting evidence submitted, remaining date(s) for the AGLI or proceed to the next AGLI or content area.
	Observer title missing from OVF but can be confirmed from another OVF in datafolio	<b>Score</b> . Continue to review the other piece of supporting evidence submitted or proceed to Step 11. Record Scorer comment #39.
	Observer title missing from OVF – cannot be confirmed from another OVF in datafolio	Record “ <b>N</b> ” for <b>No Score</b> for that date. Record Procedural Error comment #17b. Review the other piece of supporting evidence submitted, remaining date(s) for the AGLI or proceed to the next AGLI or content area.
	OVF invalid per above criteria	Record “ <b>N</b> ” for <b>No Score</b> for that date. Record Procedural Error comment #17a-e. Review the other piece of supporting evidence submitted, remaining date(s) for the AGLI or proceed to the next AGLI or content area.

**11. Confirming Ratings – Individually review each piece of VE to determine whether the recorded percentages and rubric ratings (4, 3, 2, or 1) were calculated correctly for each date.**

- Review the VE comparing calculations for Level of Accuracy and Level of Independence with the percentages recorded on the DSS. Review rubric rating corresponding to each percentage. Accept ratings for the date that does not require verifying evidence.

If <b>YES</b> →	<b>Record rubric ratings</b> for the Level of Accuracy and Level of Independence. Proceed to Step 12.	
If <b>NOT SURE</b> →	Unless obvious incorrect information contradicts what is documented for the Level of Accuracy and/or the Level of Independence (i.e., steps/items which required prompts clearly indicated), accept the percentages the teacher records. <b>Record rubric ratings</b> for the Level of Accuracy and Level of Independence. Record Scorer Comment #32. Proceed to Step 12.	
If <b>NO</b> → <i>Consult the Table Leader</i>	Level of Accuracy and/or Level of Independence on VE <b>does not match</b> what is documented on DSS	Adjust DSS in red ink to match the VE. <b>Record adjusted rubric rating</b> and Scorer comment #31. Proceed to Step 12. <b>Note: Never make changes to VE or VE labels</b>
	Level of Accuracy and/or Level of Independence was <b>incorrectly calculated</b> and Scorer can clearly see how percentage calculated can be adjusted (Note: if Scorer cannot clearly see how to correct calculation, follow “If <b>NOT SURE</b> →” directions)	Adjust the percentage calculation on the DSS in red ink. <b>Record adjusted rubric rating</b> and Scorer comment #30. Proceed to Step 12.

**12. Recording Scorer Comments**

- **Procedural Errors (#1–18)** – Record at least one for each No or No Score.
- **Additional Scorer Comments / Positive Feedback (#19–52)** – Select from back of the Scorer Worksheet. Scorers are encouraged to provide positive feedback to teachers.

**13. Scoring the 2nd AGLI** – Follow steps 6–12 for the second AGLI from the same content area.

**14. Scoring Mathematics, Science, and Social Studies** – Follow Steps 5–13, score the remaining content areas in order for the grade assessed – Mathematics, Science, and Social Studies.

**15. Completing the Scannable Score Document** – Transcribe the following data from the Scorer Worksheet:

- **AGLI code** – 5 digits
- **Three connections questions** – “Y” for Yes or “N” for No
  - AGLI from grade level
  - Task connects to AGLI
  - VE connects to task
- **Ratings (4, 3, 2, 1, N)** – Level of Accuracy and Level of Independence
- **Questions at the bottom of the page**
  - Was a Collegial Review of this datafolio conducted? “Y” for Yes or “N” for No
  - Transcribe the Test Accommodations documented on the bottom of the Student Page to the Scannable in the space provided.
  - Was the P/F/G Survey completed? “Y” for Yes or “N” for No
- Complete the Scannable Score Document for each content area applicable and any other information as directed by the Score Site Coordinator. Confirm AGLIs have been recorded correctly, 1<sup>st</sup> AGLI in 1<sup>st</sup> AGLI space and 2<sup>nd</sup> AGLI in 2<sup>nd</sup> AGLI space. **If a datafolio does not contain a Scannable Score Document, notify your Table Leader.**



**CAUTION – Errors in transcribing ratings for Connection to Grade Level Content and Performance from the Scorer Worksheet to the Scannable Score Document will directly impact the student receiving a reportable score. DOUBLE CHECK ALL TRANSCRIPTIONS TO THE SCANNABLE SCORE DOCUMENT!**

## Other Scoring Concerns or Questions

**This table is a Quick Reference of other situations that may come up within a datafolio. If any of these are found, consult the Table Leader for direction.**

Rule #	Scoring Concern/Question	May come up while following Step(s)	Rule #	Scoring Concern/Question	May come up while following Step(s)
1	Old NYSAA forms were used (i.e., forms used prior to 2006–07)	2–10	13	VE is a work product that appears to include <b>prompts toward correct answer or a format that guides the student to the correct answer</b> (e.g., template)	10b
2	VE appears to connect to the task, but <b>more than what was stated in the assessment task was assessed</b>	8d	14	<b>Documentation</b> completed by the teacher was <b>not done in permanent ink</b>	2–11
3	<b>Information on DSS, VE, and/or VE label is discrepant/unclear/missing</b> (e.g., dates, percentages, wording of AGLI or task)	5–11	15	Task does not connect to the AGLI, but <b>VE appears to connect to the AGLI</b>	8a–b
4	<b>Photocopies</b> (either in part or whole) or <b>correction fluid/tape or black out</b> is found on assessment documents	5–11	16	<b>Task description includes prompting</b> (e.g., “Student will complete task with verbal cue” and independence is documented as 100%)	8a
5	Evidence is found that a <b>mistake in data collection was erased</b> on the DSS, VE, or supporting evidence and was not crossed out and initialed by the teacher	5–11	17	<b>Task description includes a criterion</b> (e.g., “Student will complete 8 out of 10 problems correctly”)	8a
6	Photographic, video tape, or audio tape evidence appears to <b>include prerequisite or post-activity steps</b>	10c or d	18	Use of a <b>“variety of objects/strategies”</b> or <b>“use of concrete objects”</b> is not clear in the VE	8d
7	Data Collection Sheet (DCS) includes <b>steps not relevant</b> to the assessed task or a <b>single step</b> task is documented on a multi-step DCS	10e	19	<b>The assessment task indicates a higher or lower level skill was assessed</b> than what was stated in the AGLI	8a–b
8	Verifying evidence for <b>dates other than the last two dates of student performance documented on the DSS</b>	9c	20	Assessment task documented on the DSS is missing from the evidence, but the <b>evidence is a work product that includes directions and restates the assessment task</b>	10a
9	<b>Verifying evidence or supporting evidence</b> clearly appears to be <b>homework</b>	10b–f	21	<b>Sample assessment task</b> from the Frameworks <b>appears discrepant with the AGLI text</b>	8a
10	<b>Extra VE or supporting evidence was submitted</b> beyond the requirements for a specific AGLI	8c–d or 10e–f	22	<b>More than one set of data is documented</b> on the DSS for a single date	9a
11	VE for ELA is submitted in a <b>language other than English</b>	10b–f	23	<b>Date(s) recorded by the student contradicts</b> the date(s) recorded on the VE, VE label, and/or DSS	9c
12	A chart or calendar submitted for a <b>date other than the last date recorded on the chart or calendar</b>	10b or 10f	24	<b>Dates or information printed in the header and/or footer</b> of documents completed with ProFile™ contradict information recorded on the evidence or VE label	2–11



# **Appendix C— 2008–09 SCORING DECISION RULES**



# 2008–09 Decision Rules for Scoring NYSAA Datafolios (Table Leader Document Only)



Rule #	Scoring Concern/Question	Decision Rule/Rationale
1	Old NYSAA forms were used (i.e. Forms used prior to 2006–07)	<ul style="list-style-type: none"> <li>If any forms used in the datafolio are from 2006–07 to present and all requirements are met, score the assessment.</li> <li>If any forms used in the datafolio are dated prior to 2006–07, record “<b>N</b>” for No for each of the Connections questions and “<b>N</b>” for No Score for each date of the AGLI(s). Record AGLI code(s) <b>00099</b>. Procedural Error comment 1.</li> </ul> <p>If teachers created their own 2008–09 forms and all requirements are clearly documented, score the assessment.</p>
<b>Verifying Evidence (VE)</b>		
2	VE appears to connect to the task, but <b>more than what was stated in the assessment task was assessed</b>	<p>If verifying evidence demonstrates the assessment task as stated but also includes additional skills (e.g., the assessment task indicates the student will identify triangles; the verifying evidence shows the student identifying triangles and squares), the connection to the assessment task has been met.</p> <ul style="list-style-type: none"> <li>Record “<b>Y</b>” for Yes for “VE connects to task” and accept what the teacher has documented for the percentages.</li> </ul>
3	Information on DSS, VE, and/or VE label is <b>discrepant/unclear/missing</b> (e.g., dates, percentages, wording of AGLI or task)	Information on the <b>VE supersedes the information on the DSS and VE label</b> . Information on a <b>VE label supersedes information on the DSS</b> , when information is not otherwise found on VE.
4	<b>Photocopies</b> (either in part or whole) or <b>correction fluid/tape or black out</b> is found on assessment documents	<ul style="list-style-type: none"> <li>If correction fluid/tape or black out is found on information or any document that <b>does not directly impact scores</b>, (i.e., page numbers, student page, P/F/G Survey, or table of contents), score the assessment.</li> <li>If photocopies of the DSS, VE, or supporting evidence (either in part or in whole) are used or correction fluid/tape or black out is found on information that directly impacts the: <ul style="list-style-type: none"> <li>DSS (Demographic, Components, AGLI code/text, Assessment Task, dates, percentages, ratings) – record “<b>N</b>” for No for the Connections questions and record “<b>N</b>” for No Score for each date of the AGLI. Record AGLI code <b>00099</b>. Procedural Error comment 12.</li> <li>VE, VE label, and/or supporting evidence – record “<b>N</b>” for No Score for that date(s). Review and score the other date(s) for that AGLI. Procedural Error comment 12.</li> </ul> </li> </ul> <p>Digital photo prints in black and white are acceptable since they are not photocopies.</p>
5	Evidence is found that a <b>mistake in data collection was erased</b> on the DSS, VE, or supporting evidence and was not crossed out and initialed by the teacher	<ul style="list-style-type: none"> <li>If the error is crossed out and corrected but not initialed, score the assessment.</li> <li>If erasure is confirmed, record “<b>N</b>” for No Score for that date. Procedural Error comment 12. Continue to review and score the other dates for the AGLI.</li> </ul> <p>Student may self-correct on a Student Work Product.</p>

<b>Rule #</b>	<b>Scoring Concern/Question</b>	<b>Decision Rule/Rationale</b>
<b>6</b>	Photographic, video tape, or audio tape evidence appears to <b>include prerequisite or post-activity steps</b>	<ul style="list-style-type: none"> <li>• If all of the requirements for VE are met and the additional requirements (e.g., minimum 3 photographs excluding the prerequisite steps, tape maximum 90 seconds, etc.) for photographic, video, or audio tape evidence are met, accept what is documented by the teacher and score the assessment.</li> <li>• If the requirements for VE and the other requirements for photographic, video tape, or audio tape evidence are not met, record <b>“N” for No Score</b> for that date. Procedural Error comment 14 or 15.</li> </ul>
<b>7</b>	Data Collection Sheet (DCS) includes <b>steps not relevant</b> to the assessed task or a <b>single step</b> task is documented on a multi-step DCS	<ul style="list-style-type: none"> <li>• If all of the requirements for VE are met and the additional requirements (e.g., minimum 3 dates of student performance data, etc.) for a DCS are met and there is no obvious error in documentation, score as documented on the DCS. All steps listed on the DCS are scored, unless the teacher clearly indicates otherwise.</li> <li>• If a single step task is documented on a multi-step DCS, score the assessment as documented.</li> </ul>
<b>8</b>	Verifying evidence for <b>dates other than the last two dates of student performance documented on the DSS</b>	If evidence of two dates within the administration period can be determined from the first two pieces of VE behind the DSS, adjust the DSS in red ink, if necessary and continue to review and score the assessment.
<b>9</b>	<b>Verifying evidence or supporting evidence</b> clearly appears to be <b>homework</b>	<p>Assessment tasks must be completed at school or school sponsored activities. Work done outside of these parameters will not be accepted unless the student receives special education programs and services at home, in a hospital, or other facility (as noted on the Student Page).</p> <ul style="list-style-type: none"> <li>• Record <b>“N” for No Score</b> for that date. Procedural Error comment 13. Continue to score the next date.</li> </ul>
<b>10</b>	<b>Extra VE or supporting evidence was submitted</b> beyond the requirements for a specific AGLI	<ul style="list-style-type: none"> <li>• VE – Review <b>only the first two pieces</b> of VE following the DSS. The other date on the DSS recorded by the teacher is accepted as the date that does not require evidence. <b>Scorers cannot look for or consider alternate evidence if either or both of the first two pieces of VE are determined to be invalid.</b> Scorer comment 21.</li> <li>• Supporting evidence – A DCS can verify either one or two dates of student performance. One piece of supporting evidence is required for each date transcribed from the DCS to the DSS. <b>If the supporting evidence for the date(s) is determined to be invalid, Scorers cannot look for or consider alternate supporting evidence.</b> Scorer comment 21.</li> </ul>
<b>11</b>	VE for ELA is submitted in a <b>language other than English</b>	Record <b>“N” for No Score</b> for that date. Procedural Error comment 18. Continue to score the next date.
<b>12</b>	A chart or calendar submitted for a <b>date other than the last date recorded on the chart or calendar</b>	If that date can be verified on the calendar or chart, accept the calendar or chart as evidence for that date.

Rule #	Scoring Concern/Question	Decision Rule/Rationale
13	VE is a work product that appears to include <b>prompts toward correct answer or a format that guides the student to the correct answer</b> (e.g., template)	<p>A guide or other formats that give the student the answer are considered a cue or prompt and impact the student's level of independence.</p> <ul style="list-style-type: none"> <li>If the VE appears to include prompts of correct answers or a guide, (i.e., the VE is a sequencing worksheet that contains three boxes labeled First, Next, Last; the student response choices are pictures that contain the words First, Next, Last; the VE is a map of the northeast with each of the states labeled; the directions state "Find New York and mark it"; the VE is a number line where the student must provide missing numbers but the correct number is provided as a shaded number in the spot and the student has to put a sticker of the number on the spot; the VE is an addition-subtraction worksheet with answers dotted and the student traces the answers) <b>Adjust Level of Independence to 0% and corresponding rating</b> on the DSS in red ink for that date and record the rating. Scorer comment 22.</li> </ul>
14	Documentation completed by the teacher was <b>not done in permanent ink</b>	Score the assessment.
<b>Assessment Tasks</b>		
15	Task does not connect to the AGLI, <b>but VE appears to connect to the AGLI</b>	<p>Alignment to grade level content is a progression. 1.) The AGLI must be from the correct grade, 2.) the assessment task must align to the AGLI, and 3.) the VE must align to the assessment task.</p> <ul style="list-style-type: none"> <li>Record "<b>N</b>" for <b>No</b> for "Task connects to AGLI" and remaining Connection question. Record "<b>N</b>" for <b>No Score</b> for each date of the AGLI. Procedural Error comment 6.</li> </ul>
16	Task description includes <b>prompting</b> (e.g., "Student will complete task with verbal cue" and independence is documented as 100%)	<p>Documentation for NYSAA must be based on the student's attainment of 100% Level of Independence.</p> <ul style="list-style-type: none"> <li>If frequency of prompting can be determined from the VE, <b>recalculate percentage based on 100% Independence and adjust corresponding rating</b> on DSS in red ink. Record the adjusted rating. Scorer comment 24.</li> <li>If frequency of prompting cannot be determined from the VE, <b>adjust the Level of Independence to 0% and corresponding rating</b> on DSS in red ink for each date and record the rating. Scorer comment 24.</li> </ul>
17	Task description includes a <b>criterion</b> (e.g., "Student will complete 8 out of 10 problems correctly")	<p>Documentation for NYSAA must be based on the student's attainment of 100% Level of Accuracy.</p> <ul style="list-style-type: none"> <li>If Level of Accuracy can be determined from the VE, <b>recalculate percentage based on 100% Accuracy and adjust corresponding rating</b> on DSS in red ink. Record the adjusted rating. Scorer comment 23.</li> <li>If the Level of Accuracy cannot be determined from the VE, <b>adjust the Level of Accuracy to 0% and corresponding rating</b> on the DSS in red ink for each date and record the rating. Scorer comment 23.</li> </ul>
18	Use of a " <b>variety of objects/strategies</b> " or " <b>use of concrete objects</b> " is not clear in the VE	It is possible that the use of objects, strategies, or manipulatives will not be clear on a student work product. Unless there is obvious documentation which indicates that the student did not complete the assessment task per the task described, score the assessment.

<b>Rule #</b>	<b>Scoring Concern/Question</b>	<b>Decision Rule/Rationale</b>
19	The assessment task indicates a higher or lower level skill was assessed than what was stated in the AGLI	<p>Teachers may assess students on more than the intent of the AGLI, but they cannot assess less than the basic intent of the AGLI. (e.g., the AGLI states ‘recognize a character from a story’ and the assessment task states that ‘the student will identify the characters from stories’ or ‘the student will describe the characters from the story’, where ‘identify’ and ‘describe’ are a higher level skill than ‘recognize’ but are still related to the intent of the AGLI; compared to an AGLI that states ‘order three or more unit fractions’ and the assessment task states ‘the student will identify a unit fraction’, where ‘identify’ is not a skill related to ‘ordering’, thus the intent of the AGLI has not been met)</p> <ul style="list-style-type: none"> <li>• If the intent of the AGLI has been met, record “<b>Y</b>” for <b>Yes</b> for “Task connects to AGLI”.</li> <li>• If an assessment task addresses less than the intent of the AGLI, record “<b>N</b>” for <b>No</b> for “Task connects to AGLI” and remaining Connection question. Record “<b>N</b>” for <b>No Score</b> for each date of the AGLI. Procedural Error comment 6.</li> </ul>
20	Assessment task documented on the DSS is missing from the evidence, but the evidence is a work product that includes directions that restate the assessment task	Score the assessment.
21	Sample assessment task from the Frameworks appears discrepant with the AGLI text	If a Sample Assessment Task (SAT) from the Frameworks was assessed for a corresponding AGLI from the Frameworks (as indicated by the SAT code), score the assessment.
<b>Dates</b>		
22	More than one set of data is documented on the DSS for a single date	<p>The <b>DSS must contain three different dates</b> that are the last three dates of student performance data.</p> <ul style="list-style-type: none"> <li>• If two scores are documented for a single date, use the score from the first documented session on that date as the score of record on the DSS.</li> <li>• If necessary, adjust other dates recorded on the DSS. If no other information is available and no third date can be confirmed, record “<b>N</b>” for <b>No Score</b> for the third date. Procedural Error comment 7.</li> </ul> <p>A set of data may consist of repeated trials conducted during a single session on a single date (e.g. discrete trials using ABA (Applied Behavioral Analysis)).</p>
23	Date(s) recorded by the student contradict the date(s) recorded on the VE, VE label, and/or DSS	Accept what the teacher has documented and continue to score the assessment.
24	Dates or information printed in the header and/or footer of documents completed with ProFile™ contradict information recorded on the evidence or VE label	Information printed in the header and/or footer of a document completed using the ProFile™ software cannot be considered when reviewing documentation of student performance data. Score the assessment.