New Jersey
Alternate Proficiency Assessment (APA)

2010
Technical Report

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PART 1: INTRODUCTION

The purpose of this technical report is to provide information about the New Jersey Alternate Proficiency Assessment (APA) administered in 2009–2010. This report is intended for use by those who evaluate tests, interpret scores, or use test results for making educational decisions. It consists of the following sections: test design and test development, test administration and training, scoring, reliability and validity, standard setting, and reporting. It includes references to additional reports and documents, and Web sites related to the APA.

The 2010 APA assessed Language Arts Literacy and Mathematics in grades 3, 4, 5, 6, 7, 8, 11 and 12 (if the student was not assessed as a grade 11 student). Science was assessed in grades 4 and 8, and in grades 9, 10, 11 or 12 depending on the grade in which a student received Biology instruction. A total 9,032 students were evaluated by the 2010 APA. Of these, 8,220 students had valid Language Arts Literacy scores, 8,138 students had valid Mathematics scores, and 3,388 students had valid Science scores. Table 1.1 presents the overall performance of students on the 2010 APA. The table shows the number of valid scores and the percent of students at each proficiency level for students assessed.

1.1 Purpose of the Assessment

The New Jersey Alternate Proficiency Assessment was developed for two purposes:

- To measure the progress of a small percentage of students with the most significant cognitive disabilities who cannot participate in the regular statewide assessments even with accommodations.

- To ensure that the educational results for all students are included in the statewide accountability system at the individual, school, district, and state levels.

Accountability through assessment provides equity in program and educational opportunities for all students. Alternate assessment ensures an inclusive statewide assessment system and student accountability linked to the common core of learning within the general curriculum in New Jersey.

The New Jersey APA represents a cohesive approach where curriculum, instruction, and assessment work together to build a comprehensive educational program. Curriculum drives instruction and assessment. Assessment and instruction inform the curriculum as well as each other.

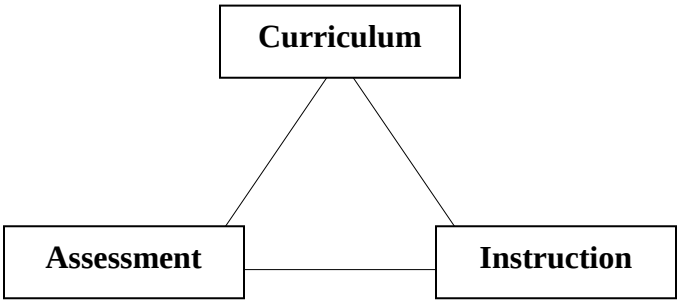
Table 1.1 2010 APA Number of Valid Scores and Percent of Students at Each Proficiency Level

		Language Arts Literacy				Mathematics				Science			
Grade	Total Students Enrolled	Number of Valid Scores	% Part. Prof.	% Prof.	% Adv. Prof.	Number of Valid Scores	% Part. Prof.	% Prof.	% Adv. Prof.	Number of Valid Scores	% Part. Prof.	% Prof.	% Adv. Prof.
3	1333	1272	38.5	45.9	15.6	1249	47.3	42	10.7	-	-	-	-
4	1258	1207	46.6	45.7	7.7	1182	60.5	26.5	13	1140	55.5	42.5	2.0
5	1174	1117	47.5	47.9	4.6	1102	46.9	33.8	19.3	-	-	-	-
6	1178	1109	36.6	53	10.4	1088	49.3	41.5	9.3	-	-	-	-
7	1175	1126	52.6	38.6	8.8	1116	48.7	38.9	12.4	-	-	-	-
8	1191	1132	52.7	42.7	4.6	1127	54.9	36.8	8.3	1069	52	34.9	13.1
9*	131	-	-	-	-	-	-	-	-	130	70	25.4	4.6
10*	213	-	-	-	-	-	-	-	-	210	53.8	42.9	3.3
11*	1258	1182	62.1	28.5	9.4	1196	52.1	34.5	13.4	756	58.2	38.1	3.7
12	121	75	65.3	22.7	12	78	70.5	19.2	10.3	83	60.2	27.7	12.0
All Grades	9032	8220	48.2	43	8.9	8138	51.6	36.1	12.3	3388	55.6	38.1	6.3

*In 2009–2010, APA assessed science in grade 9, 10, 11 or 12 depending on the grade in which a student received biology instruction.

The triangle in Figure 1.1 highlights the relationship between curriculum, instruction, and assessment.

Figure 1.1 Linkage



High-quality assessment practices provide information upon which to base ongoing development of curriculum that is responsive to individual student needs. Aside from the use of a portfolio to capture student learning, this philosophy considers students with significant cognitive disabilities as valued and contributing members of their schools and communities. This performance-based assessment is designed to measure achievement of knowledge and skills that will prepare students for positive post-school outcomes in education, employment, and independent living.

1.2 Overview of the Assessment

Background

The New Jersey Alternate Proficiency Assessment process was developed in response to the *Individuals with Disabilities Education Act of 1997 (IDEA'97)* which required that states develop and conduct alternate assessments beginning no later than July 1, 2000. With the reauthorization of *IDEA'97* as the *Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004),* requirements for alternate assessments remain as follows:

ALTERNATE ASSESSMENTS–

(i) IN GENERAL–The State (or, in the case of a district-wide assessment, the local educational agency) has developed and implemented guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments under subparagraph (A) with accommodations as indicated in their respective individualized education programs.

(ii) REQUIREMENTS FOR ALTERNATE ASSESSMENTS–The guidelines under clause (i) shall provide for alternate assessments that—

(I) are aligned with the State's challenging academic content standards and challenging student academic achievement standards; and

(II) if the State has adopted alternate academic achievement standards permitted under the regulations promulgated to carry out section 1111(b)(1) of the

Elementary and Secondary Education Act of 1965, measure the achievement of children with disabilities against those standards.

(iii) CONDUCT OF ALTERNATE ASSESSMENTS–the State conducts the alternate assessments described in this subparagraph. (Sec. 612 (a) (16) (C))

In addition, the *No Child Left Behind Act of 2001 (NCLB)* requires that all students, including those with disabilities, participate in the state assessment program. NCLB also requires that the measurement of progress toward meeting state standards include assessment results for all students.

The Alternate Proficiency Assessment fulfills these requirements and is based on the Core Curriculum Content Standards (CCCS) in the content areas of language arts literacy, mathematics, and science. In this manner, all students in New Jersey are moving toward the same general standards with whatever modifications or supports they need. Including students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The alternate assessment was designed for a very small percentage of the total school population for whom traditional assessments, even with accommodations, would be inappropriate measures of their progress.

Portfolio Assessment

The Alternate Proficiency Assessment (APA) is a portfolio assessment designed to measure progress toward achieving New Jersey's state educational standards for those students with the most significant cognitive disabilities who are unable to participate in the general assessments: New Jersey Assessment of Skills and Knowledge in grades 3–8 (NJ ASK), the High School Proficiency Assessment (HSPA), and the End of Course Biology Test (EOC).

A portfolio is a collection of student work samples, student demographic data, and instructional information that relates to a student's progress on the New Jersey Core Curriculum Content Standard (CCCS), strands, grade-level cumulative progress indicators (CPIs), and skill statements called CPI links. Evidence of student performance as demonstrated in the student portfolio was collected twice during instructional activities over the school year. To score the portfolios, trained expert scorers used a scoring rubric designed to measure student performance on the skill, the level of independence when performing the skill, and the relationship of the skill to the grade level cumulative progress indicator.

Uses of Assessment Results

The APA measures the student's achievement of the Core Curriculum Content Standards (CCCS) in Language Arts Literacy, Mathematics, and Science. APA results should not be used as the sole basis for instructional decisions.

Each content area assessed receives a proficiency level. The three proficiency levels are:

- **Advanced Proficient** exceeded the level of proficiency
- **Proficient** met the state level of proficiency
- **Partially Proficient** is below the state minimum level of proficiency.

The proficiency level classification allows the APA results to be combined with the results from general assessment for accountability purposes for state and federal reports. For accountability purposes, the APA is both a student assessment and a school/district program assessment.

It is important to recognize that the APA system does not report scale scores. The data provided are the key components when interpreting the portfolio results. The APA scores are based solely on the information provided in the portfolio submitted; therefore, it is inappropriate to compare these scores to other APA students and students taking the general assessments. Scale scores are not appropriate for use for the APA system as there are no issues of equating involved. There are no sets of test items; therefore, there are no item difficulties, nor is there a need to equate test scores from year to year.

For additional information about the APA, the standards on which the APA is based, or information regarding the participation of students with disabilities in the statewide assessment system, see these documents published by the New Jersey Department of Education:

New Jersey Alternate Proficiency Assessment 2009–2010 Procedures Manual at: http://pem.ncspearson.com/nj/apa/Documentation_0910.aspx

Core Curriculum Content Standards at: http://www.nj.gov/njded/cccs

1.3 Organizational Support

New Jersey Department of Education (NJDOE). The APA is administered by the Office of State Assessments (OSA) within the New Jersey Department of Education (NJDOE). The NJDOE coordinates the development and implementation of New Jersey's statewide assessment program, which is designed to measure student attainment of New Jersey's Core Curriculum Content Standards. The OSA works collaboratively within the department and with school districts to collect and report information about student academic achievement in order to inform instruction, increase student learning, and help parents and the public assess the effectiveness of their schools.

The staff of the NJDOE plans, schedules, and directs all APA activities. They are extensively involved in the APA development, training, document review, assessment security and authenticity, and quality-control procedures.

Pearson. The prime contract for developing, administering, and scoring the APA was awarded to Pearson in May 2004. In partnership with Inclusive Large Scale Standards and Assessment (ILSSA), Pearson presents extensive administrator training materials, sample activities, forms templates, planning tools, instructional materials, and resources for APA educators at http://pem.ncspearson.com/nj/apa. Major Pearson activities include:

- Creating and monitoring the schedule for the APA administration, all tasks, subtasks, and activities to be conducted;
- Developing all APA reports, programs, committee communications, training materials, etc., in consultation with NJDOE staff;
- Designing, constructing, proofing, and printing assessment materials, forms, and documents;
- Packaging, distributing, and retrieving all assessment documents;
- Processing and scoring the student portfolios;
- Providing electronic data management and documentation;
- Establishing and implementing required standard setting and psychometric reporting.

Inclusive Large Scale Standards and Assessment (ILSSA). ILSSA assists NJDOE and Pearson with content development, planning, and execution including training and scoring support for the APA. ILSSA is a group of educators dedicated to improving educational opportunities for all students, especially those with significant cognitive disabilities. Since 2001, ILSSA has worked with the NJDOE to implement the APA. During their years of partnership with the NJDOE, ILSSA has provided technical assistance and professional development on a range of topics, from all aspects of implementation of the APA, to research-based practices and access to the general curriculum. Beginning in the summer of 2007, ILSSA worked closely with NJDOE on revisions of the APA through the development of an up-front alignment design, redesign of the scoring rubric, standard setting, and increasing the standardization of the assessment items. They also worked closely with New Jersey educators to provide training and support for teachers with examples of standards-based instruction for better meeting requirements of the revised portfolio assessment.

ILSSA was formed in August 1998 in response to states' and school districts' need to respond to the assessment and other requirements of the Individuals with Disabilities Education Act (IDEA'97) and the Elementary and Secondary Education Act.

New Jersey APA Educators. Due to the nature of the APA, educators are more extensively involved with the APA administration than the other NJ statewide assessments. For that reason, the NJDOE developed the APA with the very important assistance of several APA educator committees. The committees included representatives of various groups who are knowledgeable about educating students with significant cognitive disabilities and who have an interest in alternate assessment. The committees consisted of panels of special education teachers, child study team members, general education teachers, and administrators. Participants were chosen because of their qualifications as well as their educational expertise. Selection criteria included number of years teaching, student population served, district factor group (DFG), type of educational facility, and regional location. Special care was taken to ensure gender and racial/ethnic representation on the committees. Committee meetings supporting the 2009–2010 APA were as follows:

- APA Curriculum (Created Sample Items) Committee: July 28 – August 1, 2008
- APA Performance Level Descriptors Committee: February 24 – 25, 2009
- APA Standard Setting Committee: June 9 – 12, 2009
- APA Rangefinding Committee: March 22 – 26, 2010

PART 2: TEST DESIGN AND TEST DEVELOPMENT

2.1 Design History

The NJ APA was first administered during the 2001–2002 school year in two content areas: language arts literacy and mathematics at grades 4, 8, and 11. During the 2004–2005 school year, the APA was expanded to include science in grades 4, 8 and 11 and the assessment of language arts literacy and mathematics in grade 3.

Since the 2006–2007 administration, language arts literacy and mathematics have been assessed in grades 3-8 and 11; and science assessed in grades 4, 8 and 11. With the implementation of the High School End of Course Biology Exam in 2009, however, Science expanded to grades 9 and 10 depending on when a student was enrolled in Biology. In 2010, eligible students who were not assessed in language arts literacy, mathematics, or science in grade 11 were required to assess in grade 12. (This includes students who did not take a Biology course until grade 12.)

Since 2002–2003 APA student performance results have been combined with the results of the general assessment for state and federal accountability reporting. The APA proficiency levels were designed to parallel the general education assessment. Up through 2007, portfolios were scored based on six dimensions: student progress, connection to standards, social interaction, independence, self-determination, and generalization. For each content area, student performance was classified into one of three proficiency levels based on progress and program:

- Advanced Proficient
- Proficient
- Partially Proficient

A student's progress score for each content area was classified into one of three levels:

- Substantial Progress
- Considerable Progress
- Minimal Progress

A student's program score was also classified into one of three levels.

- Commendable
- Satisfactory
- Needs Improvement

The program score was derived by adding the scores of the remaining five dimensions: connection to standards, social interaction, independence, self-determination, and generalization. A holistic sorting method was used to determine the cut scores for the three program levels.

The student progress level and the program level were combined to derive the three proficiency levels. At the recommendation of the APA Advisory Committee, the performance classification weights the program level more than the student progress level due to the use of state assessment results for school and district accountability. Table 2.1 prescribes how the proficiency was classified.

Table 2.1 APA Proficiency Classification (2003-2007)

Proficiency Levels		**Student Progress Levels**		
		Substantial	**Considerable**	**Minimal**
Program Levels	**Commendable**	Advanced Proficient	Advanced Proficient	Proficient
	Satisfactory	Proficient	Proficient	Proficient
	Needs Improvement	Proficient	Partially Proficient	Partially Proficient

A standard setting was conducted in January and February 2003 in order to determine the cut scores for the program level. These cut scores were applied to all grade levels for both mathematics and language arts literacy. When science was added to the APA in the 2004–2005 administration, the same program-level cut scores were applied.

For the 2006–2007 administration, in preparation for the transition to a new test design, the weight of program score determined by the Social Interaction, Independence, and Generalization dimensions was reduced by half. The scoring rubrics were revised to reflect the changes.

The APA underwent significant changes between 2007-2008 and 2008-2009, including changes to the test specifications, assessable content, and scoring dimensions. Prior to the 2007-2008 administration, peer reviewers from the U.S. Department of Education provided the New Jersey Department of Education test design and administration recommendations for the new version of the APA (to be administered in 2008-2009). These recommendations included the following:

- APA students must be assessed on a subset of skills from the general assessment. The skills must be mapped to the general assessment specifications, and address the breadth and depth of skills tested across grade levels.
- The skills assessed must link to the cumulative progress indicators of the student's assigned grade level.
- Students in the same grade must be assessed on the same content; teachers choose from a limited selection of standards and strands to assess their students.
- Strengthen the alignment of the APA program design to grade level academic content and progress indicators.

In light of these recommendations, 2007–2008 was an interim year of change prior to full implementation of the new APA test design in 2008-2009. Based on the USDOE peer review, skills assessed on the APA were required to be academic in nature and linked to a grade-level cumulative progress indicator (CPI). Therefore in 2008, for the purpose of

Adequate Yearly Progress reporting, only the dimensions of Student Progress and Connection to Standards were assessed. The dimensions of Social Interaction, Independence, Self-Determination, and Generalization assessed in previous years were not evaluated in 2008. In addition, the connection to standards score replaced the previous program dimension score. An interim standard setting was conducted in April 2008. The interim standard setting was to ease the further transition of additional changes for the re-designed APA.

The 2008 APA proficiency level for each content area was based on the total score, calculated as the sum of the Connection to Standards and Student Progress scores. These two score dimensions are described below:

- **Student Progress** – to evaluate student progress toward achieving the targeted skills related to the CCCS
- **Connection to Standards** – to determine the extent to which the portfolio content is linked to the CCCS

Each content area assessed received a proficiency classification – Advanced Proficient, Proficient, or Partially Proficient – which allowed the APA results to be combined with New Jersey's general assessment results for accountability purposes as required by the United States Department of Education.

In 2008–2009 the fully redesigned APA became operational. As a result, new performance level descriptors and a new standard setting were required. The new design, described in Section 2.2, was scored on the three dimensions: Complexity, Independence and Performance which are combined to determine a total score. A new standard setting was held and the cut scores that resulted were used for reporting in 2009 and onwards. Longitudinal analyses and comparisons across or including the 2008-2009 assessment year are not recommended, nor are they likely to be interpretable.

- The **Complexity** Dimension is used to evaluate the CPI Link assessed and how closely the complexity and difficulty (Matched, Near, Far) links to the CCCS and grade-level cumulative progress indicators (CPI).
- The **Independence** Dimension is used to evaluate the extent to which the student completed the assessment items independently.
- The **Performance** Dimension is used to evaluate the student's accuracy when performing skills represented in the CPI Links.

Table 2.2 shows the number of portfolios with valid scores for each content area by grade level for the APA test administrations from 2003–2004 through 2009–2010.

Table 2.2 Number of Valid Scores 2003-2004 through 2009-2010 Administrations

Grade	2003–2004		2004–2005			2005–2006			2006–2007		
	LAL	Math	LAL	Math	Science	LAL	Math	Science	LAL	Math	Science
3	835	840	784	741	---	908	863	---	1005	956	---
4	829	814	773	742	710	882	804	794	997	982	894
5	---	---	---	---	---	---	---	---	1037	1016	---
6	---	---	---	---	---	---	---	---	1015	1006	---
7	---	---	---	---	---	---	---	---	990	975	---
8	728	694	768	755	723	930	852	871	1033	1037	989
9*	---	---	---	---	---	---	---	---	---	---	---
10*	---	---	---	---	---	---	---	---	---	---	---
11*	647	630	657	645	554	642	609	596	978	953	885
12	---	---	77	78	---	194	185	---	90	88	---
All Grades	3039	2978	3059	2961	1987	3556	3313	2261	7145	7013	2768

Grade	2007–2008			2008–2009			2009–2010		
	LAL	Math	Science	LAL	Math	Science	LAL	Math	Science
3	1001	994	---	1190	1164	---	1272	1249	---
4	1075	1039	958	1092	1064	1009	1207	1182	1140
5	1018	1021	---	1101	1084	---	1117	1102	---
6	1038	1021	---	1093	1079	---	1109	1088	---
7	1036	1014	---	1111	1092	---	1126	1116	---
8	930	946	892	1079	1085	1011	1132	1127	1069
9*	---	---	---	---	---	55	---	---	130
10*	---	---	---	---	---	109	---	---	210
11*	1054	995	66	1125	1136	503	1182	1196	756
12	36	36	---	74	72	---	75	78	83
All Grades	7188	7066	1916	7865	7776	2687	8220	8138	3388

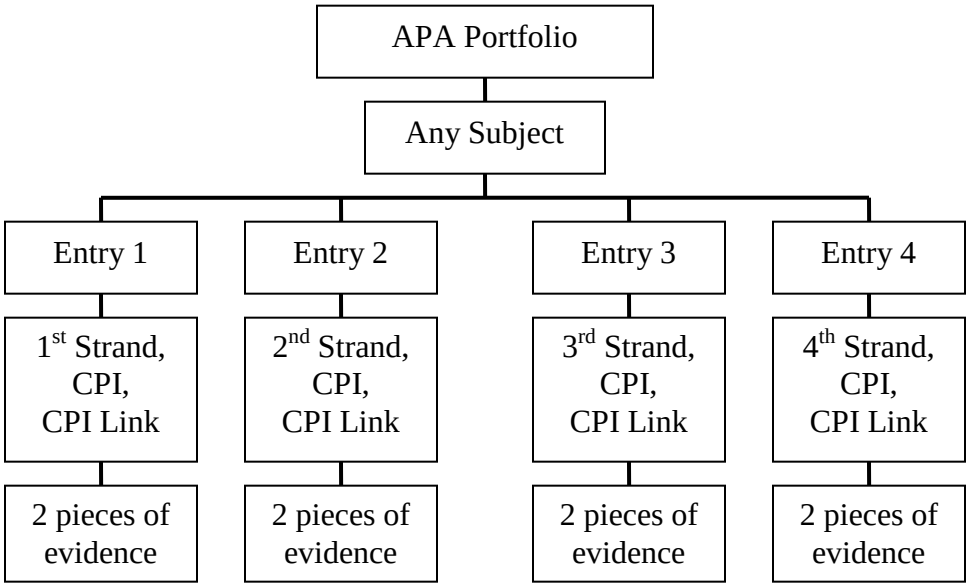
*In 2009–2010, APA assessed science in grade 9, 10, 11 or 12 depending on the grade in which a student received biology instruction.

2.2 Test Design

The design of the APA remains the same across grades and content areas; it is the specific academic content being measured which differs. In each APA subject area, four strands from the NJ CCCS are measured. For each strand, a CPI from the CCCS and an associated CPI link must be identified for measurement. The CPI Links and their associated CPIs and Strands are available through the NJ DOE Website (http://pem.ncspearson.com/nj/apa/CPILinks_0910.aspx). To assess student mastery of the CPI link, the teacher uses data collected from classroom learning and assessment activities.

The student's ability to complete the tasks in the activities is measured once early in the assessment window, providing the 1st piece of evidence. The student is then measured late in the assessment window on the same targeted skill to see the extent to which their performance has improved, providing the second piece of evidence. A graphic, representing the structure of the APA is presented in Figure 2.1.

Figure 2.1 APA Structure



- Each entry is scored on 3 dimensions: **Performance**, **Complexity** and **Independence** by two scorers
- **Performance** is worth twice as many points as Complexity or Independence
- **Performance** is the largest contributor to total score
- Total Score = Entry 1 + Entry 2 + Entry 3 + Entry 4
- An Entry = (**Performance**$_{scorer1}$+**Performance**$_{scorer2}$) + **Complexity**$_{average}$+ **Independence**$_{average}$

Each entry in a student's portfolio is scored on the three dimensions defined previously: complexity, independence, and performance. These dimensions are evaluated using the 2 pieces of evidence submitted for each entry. One piece of representative evidence is collected early in the year as a baseline score; another piece of representative evidence is collected near the end of the year. The difference in student performance exemplified on the two is a measure of the student's performance. Scores are combined across entries to determine the student's proficiency level in a subject. This scoring is described in greater detail in Part 4.

2.3 Test Specifications

The APA has Test Specifications by grade and content area which prescribe the standards and strands that must be assessed. Test specifications were written in order to provide more guidance on how to link to grade-level CPIs, and to address the federal requirement of linkage to the skills tested in the general assessments. Specifying the requirements increases standardization of the assessment for students with significant cognitive disabilities. Students may not be assessed in functional, behavioral, or access (social, motor, etc.) skills. Functional activities and materials might be used to promote understanding during instruction, but the evidence and activities demonstrating student achievement for assessment must be academically focused and represent the entire grade-level CPI Link.

Each APA portfolio in each grade requires four entries per content area of Language Arts Literacy and Mathematics. In Grades 4, 8 and high school the portfolio must also have four entries in Science. The test specifications below identify the standards, strands, and CPIs that must be assessed.

- Four entries based on Language Arts Literacy standards from the CCCS.
    - Two entries based on 2 different strands and CPIs from standard 3.1 (Reading)
    - Two entries based on 2 different strands and CPIs from standard 3.2 (Writing)
- Four entries based on 4 different Mathematics standards from the CCCS with specified strands and CPIs at each grade level.
    - One entry based on a specified strand, CPI and CPI Link from Standard 4.1 (Number and Numerical Operations)
    - One entry based on a specified strand, CPI and CPI Link from Standard 4.2 (Geometry and Measurement)
    - One entry based on a specified strand, CPI and CPI Link from Standard 4.3 (Patterns and Algebra)
    - One entry based on a specified strand, CPI and CPI Link from Standard 4.4 (Data Analysis, Probability, and Discrete Mathematics)
- Four entries based on different Science standards from the CCCS.
    - Grade 4
        - One entry based on a specified strand, CPI and CPI Link from Standard 5.5 (Life Science)

        - One entry based on a specified strand, CPI and CPI Link from Standard 5.6 (Physical Science – Chemistry)
        - One entry based on a specified strand, CPI and CPI Link from Standard 5.8 (Earth Science)
        - One entry based on a specified strand, CPI and CPI Link from Standard 5.9 (Astronomy and Space Science)
    - Grade 8
        - One entry based on a specified strand, CPI and CPI Link from Standard 5.5 (Life Science)
        - One entry based on a specified strand, CPI and CPI Link from Standard 5.6 (Physical Science – Chemistry)
        - One entry based on a specified strand, CPI and CPI Link from Standard 5.7 (Physical Science – Physics)
        - One entry based on a specified strand, CPI and CPI Link from Standard 5.9 (Astronomy and Space Science)
    - High School
        - Two entries based on 2 different strands, CPIs and CPI Links from standard 5.5 (Life Science)
        - Two entries based on 2 different strands, CPIs and CPI Links from standard 5.10 (Environmental Studies)

2.4 Alignment

Federal peer review guidance indicates that a state's academic achievement standards must be aligned with the State's academic content standards and capture the full range and depth of knowledge and skills defined in the State's academic content standards (USED, 2007). For the APA this was achieved by the development of grade-level specific achievement level descriptors and achievement levels that cover the full range of knowledge and skills articulated in the CPI Links. The process for developing the descriptors and setting the achievement levels is fully described in Section 6. This section details the development of the CPI Links and their alignment to the state's content standards.

Prior to the development of essence statements and CPI Links, a subset of the NJ Core Curriculum Content Standards was prioritized for measurement on the APA. In 2007 the NJ DOE worked with ILSSA and NJ educators to identify appropriate standards and associated CPIs for the APA population. The standards and CPIs identified differed across grades to ensure the broadest coverage of the CCCS. Subsequently, the essence associated with each identified CPI from the CCCS was established by a committee of NJ educators, facilitated by ILSSA. A flow chart explaining this process is attached as Appendix A.

The CPI Links are skills statements that directly link to the critical essence of CPIs from the NJ Content Standards. Providing these statements removes the need for educators to determine an appropriate instructional link to the CPIs as the CPI Links have already been vetted using criteria developed in NJ based on the peer-reviewed work of special education researchers and the National Alternate Assessment Center (NAAC). The

criteria used as guiding principles for test development and alignment processes are excerpted below from page 22 of the 2009-2010 NJ APA Procedures Manual.

Table 1: *Criteria for Instruction and Assessment that Links to Grade Level Content*

1. The content is academic and includes the major domains/strands of the content area as reflected in state and national standards (e.g., reading, math, science).
2. The content is referenced to the student's assigned grade level.
3. The achievement expectation is linked to the grade level content, but differs in depth or complexity; it is not grade level achievement.
4. There is some differentiation in achievement across grade levels or grade bands.
5. The focus of achievement promotes access to the activities, materials, and settings typical of the grade level but with the accommodations, adaptations, and supports needed for individualization.
6. The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance (category of knowledge).
7. Multiple levels of access to the general curriculum are planned so that students with different levels of symbolic communication can demonstrate learning.

Adapted from Browder, D.M., Wakeman, S.Y., Flowers, C.P., Rickelman, R.J., & Pugalee, D. (In press). Creating access to the general curriculum with links to grade level content for students with significant cognitive disabilities: An explication of the concept. *Journal of Special Education.*

As a result of the development of the essences and the CPI Links, educators no longer need to develop appropriate targeted skills and criteria, resulting in increased standardization in the academic content to which APA students are exposed, and in the expectations of performance on that academic content.

Each Link is presented at three different levels of complexity to provide examples of how the essence of grade level content can be taught to students with the most significant cognitive disabilities who have varied levels of communication and skills. The three levels of connection to each CPI are:

- Matched Link
- Near Link
- Far Link

Each CPI Link maintains fidelity with the grade level CPI (content centrality) but the complexity and difficulty varies from Matched to Far Link (performance centrality). **Complexity** is the expectation level at which the student should perform the skill (remembering, understanding, applying, analyzing, evaluating and creating). **Difficulty** involves the number of concepts, skills, or ideas on which the student will be working or

the type of adaptations and supports in place. Difficulty can be changed by reducing the number of nouns addressed within the CPI, limiting the amount a student has to do, or by using adaptations such as adapted text or limited number of items.

All CPI Links are aligned with grade level CPIs; however, they differ in the level of complexity and difficulty at which the student is expected to perform. Matched Links have more complexity and difficulty than the Far Links.

The different levels of the CPI Links do not correspond to a particular communication system, learning style, or disability category of a student. Students may be using a Matched Link in one entry and a Far Link in another.

Matched Link: Contains skill statements that are approximately the *same complexity* level of the CPI expectation but the *level of difficulty is lessened*.

- For instance, if the CPI complexity level is "understanding" then a matched link usually requires the student demonstrate understanding. However, if the CPI expectation is that the student understands similes, metaphors, personification, and alliteration, the matched link *might* only require a few of those concepts, thus modifying the difficulty level.
- Difficulty may also be lessened by providing an adapted text, fewer problems, or other supports.

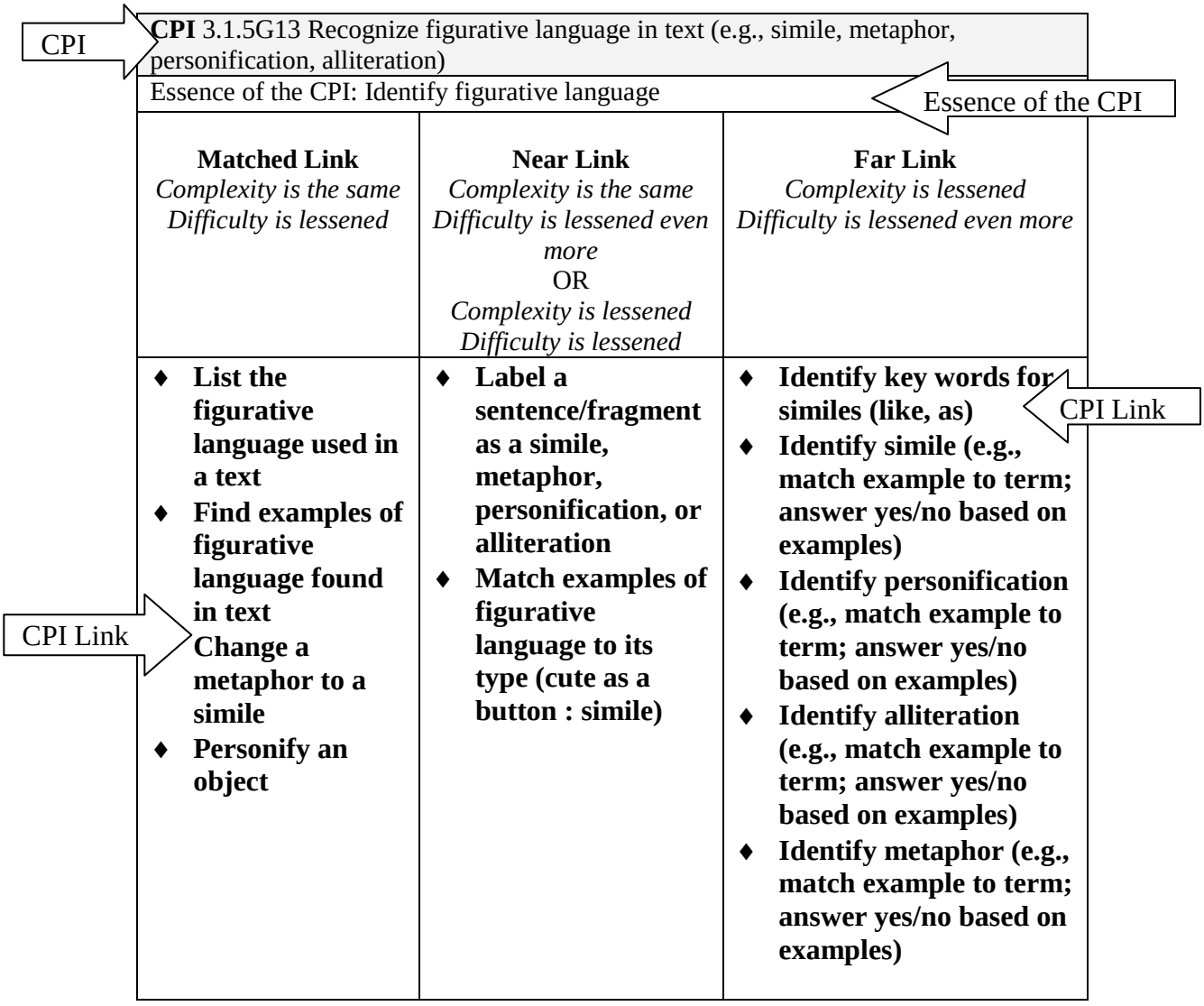
Near Link: *May be the same or lower complexity* as the CPI expectation but the *difficulty level has been lessened even more*.

- Near links were developed in two different ways. If the complexity level for the CPI is at the "understanding" level, then the near link *may be* "understanding" but the difficulty level has been modified to include fewer concepts and additional supports.
- Or, a near link may have been developed by modifying the complexity level so that instead of "understanding" the student is required to demonstrate "remembering."

Far Link: Contains skill statements that are a *lower complexity* level *and difficulty is lessened even more*.

- For instance, if the CPI expectation is at the "understanding" level, the student is only expected to perform at the "remembering" level.
- Also, the difficulty level has been lessened so that the student is only identifying part of the concept/skill required in the CPI and has additional supports.

Example of a CPI Link



Part 3: TEST ADMINISTRATION AND TRAINING

3.1 Participation in the Alternate Proficiency Assessment

All students with disabilities must participate in the state assessment system. Students with disabilities participate in either the general assessment with accommodations for their grade, or in the APA. The Individualized Education Program (IEP) team makes decisions about state assessment participation. Decisions regarding participation in the APA must be documented in the student's IEP. A sample of the IEP form with guidance about how to document decisions is shown at www.nj.gov/education/specialed/iep_form_ann.pdf. The IEP team determines for each content area assessed, whether an individual student will participate in the general assessment or the APA. A student may participate in the APA in a content area only if the IEP team determines that the student has not been instructed in the knowledge and skills tested by the assessment and if the student is unable to correctly complete any of the tasks on the general assessment, even with accommodations and modifications [*N.J.A.C.* 6A: 14-4.10].

Students with disabilities participate in the state assessments during the same grades as their nondisabled peers. Therefore, students with disabilities in grades 3–8, and high school (9, 10, 11 and/or 12), must participate in the statewide assessment system, regardless of educational placement. The student's assigned grade level determines when a student participates in state assessments. This includes students with disabilities attending the following:

- Local district public schools;
- Local district public schools in another part of town;
- Public schools in other towns;
- Receiving schools including county special services school district, public educational service commissions, approved private schools for the disabled, college-operated programs, Marie H. Katzenbach School for the Deaf, jointure commissions, and regional day schools;
- Private schools in accordance with a Naples placement;
- Private schools for the disabled out of state (placed there by a New Jersey district or authorized state agency); and
- State educational facilities.

Students on homebound instruction were also required to participate in state assessments.

Guidelines for grade 12 students are:

- If a senior was new to the state and had not participated in either the APA or the HSPA, the IEP team determined which assessment was appropriate and the student participated in that assessment.

- Students, who were juniors the previous year and should have participated in the APA but did not, must participate in the APA.

Students with disabilities who participate in one or more content areas of the HSPA, regardless of whether or not they were required to pass the HSPA in order to meet graduation requirements, were not eligible to participate in the APA in that (those) content area(s).

The document, "Guidelines to Determine Which Students Should Participate in the New Jersey Statewide Assessment Through the Alternate Proficiency Assessment," appears in Appendix B. Also included is a chart that provides the individual determinations that must be made to evaluate student eligibility for participation in the APA.

Personnel Responsibilities

Identifying a student who should take the Alternate Proficiency Assessment as the state assessment of record requires the input of many personnel. The district's director of special education, the child study team members, and other educators may be involved in this decision, although the IEP team makes the final decision about participation in the APA.

The school administrator, director of special education, and the APA coordinator are responsible for ensuring that the APA is correctly developed for the appropriate students during the prescribed data collection period. The dissemination of information to the APA student's educators, oversight of the APA process, and the review of the portfolio are all administrators' responsibilities. It is also the direct responsibility of the administrators to ensure that these assessments are submitted on time for scoring, and that the student demographic information coded on both the general assessment test book/answer folder and the APA assessment scan sheet is accurate and complete.

All educators of students who participate in the APA process are responsible for reviewing the *APA Procedures Manual* and following all procedures when collecting educational information that will be submitted in a portfolio. All educators should review the scoring guidelines and plan how to include student work in the portfolio that meets these guidelines. In most cases, the evidence contained in the portfolio is submitted by several teachers, though the student's lead teacher does the coordination of the development and submission of the APA to the coordinator.

3.2 Test Administration Procedures

For each school and district with any student assessed with the APA, the NJDOE required that an administrator (special education director, principal, director of curriculum, child study team members, etc.) be assigned to the role of test coordinator. These individuals were responsible for ensuring that all APA tasks were completed, including the dissemination of information, the completion of all portfolios, the review of the completed portfolios for accuracy and authenticity, and adherence to all APA

deadlines. Table 3.1 displays the calendar shown on the inside front cover of the *APA Procedures Manual (2009–2010).*

Table 3.1 2009-2010 Calendar for APA

Event	**Date**
Administrator Training	September 22, 23, 24, 25, 2009
Training for APA Teachers	On-line Training http://pem.ncspearson.com/nj/apa *Select the 'Documentation' tab*
First Collection Period	September 1, 2009–November 13, 2009
Second Collection Period	December 14, 2009–February 19, 2010
Portfolio Completion Date	February 19, 2010
Administrator Review of Portfolio	February 22–26, 2010
Portfolio Collection Materials Sent To Districts/Schools	February 2010
Portfolios Returned to Contractor	March 1–5, 2010
Portfolios Returned after this Date will NOT be scored	March 17, 2010
Student Demographic Record Changes	March 22–April 9, 2010
APA Scoring	Spring 2010
Scores Reported to School Districts	June 2010
Portfolios Returned to Districts	September 2010

3.3 Pre-Administration Training

For schools with any students participating in the APA, NJDOE required one administrator and at least one teacher to attend a pre-administration training session held at four regional locations across the state in the fall. The mandatory half-day training session for administrators focused on student participation guidelines for the APA, the administrators' roles and responsibilities, and the APA design. For teachers, on-line training modules were created that focused on the APA test design, CPI Links, Universal Scoring Rules, the required portfolio components and scoring rubrics. The training modules also included information on the revisions to the APA. A list of training modules is shown in Table 3.2.

The administrator training for the 2010 assessment was held September 22-25, 2009. In addition to the regional training sessions, online training sessions were simulcast via the Internet with an online application called WebEx. The WebEx training sessions enabled districts and schools to facilitate in-district training and reduce the transportation burden of attending the regional training. The WebEx administrator training session was Wednesday, September 23, 2009.

Table 3.2 Teachers' Training Modules

- APA Introduction, Participation, and Revisions
- APA Test Design and CPI Links
- Common Mistakes
- Contents of an Entry and Acceptable Evidence
- Acceptable Evidence
- Universal Scoring Rule
- Different Instructional Activities & Complexity
- Independence
- Performance
- Steps to Developing Entries
- Sample Entries: LAL, Math, Science
- Score Reports and Administrative Topics

Copies of all APA training materials are available on the Pearson Web site: http://pem.ncspearson.com/nj/apa.

3.4 Test Security Procedures

Due to the nature of the APA, educators are more extensively involved in preparing and handling the assessment materials than for other NJ statewide assessments. The following statements concerning the professional and ethical responsibility of educators administering the APA appeared on page 4 of the *APA Procedures Manual (2009–2010).*

- **It is the responsibility of all contributors to a student's portfolio to ensure that any and all data and documentation reflect authentic, accurate, and truthful information.**
- **Any student portfolio that is found to contain inauthentic data and/or documentation may result in professional consequences for staff and financial consequences for the school or district.**

There are several different occurrences that result in a security breach of an APA. As such, it is imperative that all staff involved in the development and submission of an APA adhere to the procedures and guidelines that are defined in this manual.

Evidence submitted in a portfolio must not be fabricated, altered, or duplicated for multiple students. Evidence must be dated with the date of the actual occurrence of the production of this evidence. Materials should not reflect date changes using white out or other methods.

District and school administrators, as well as the student's educators, are responsible for ensuring that the APA reflect a true picture of the student's acquired knowledge and skills.

3.5 Portfolio Construction

Developing an APA Portfolio Entry

An entry is a collection of evidence that documents a student's knowledge and application of key concepts and skills pertaining to a particular content standard and grade-level CPI. Evidence may include teacher graded student work samples, captioned photographs, and snapshots of completed student work.

The APA test specifications for each grade level and content area delineate four standards and strands that must be assessed. A portfolio entry is produced for each set of standards and strands. In addition, a related cumulative progress indicator (CPI) is selected for assessment from the list in the test specifications. For instance, in 5th grade there are three possible CPIs to choose from in the reading strand *Comprehension Skills and Response to Text*.

In addition to the portfolio entries, a completed portfolio contains:

Table of Contents – A table of contents helps the teacher and/or student organize the portfolio. A table of contents can be adapted to meet the individual needs of each student.

Entry Cover Sheet – The entry cover sheet is used to document the entry type (Language Arts Literacy, Mathematics, and Science), entry number, standard, strand, CPI, CPI link type, and the specific CPI link.

The steps for developing an entry are explained in of the APA Procedures Manual. These six steps are as follows:

Step 1: Select a CPI and one related CPI Link to be assessed.

Step 2: Assess the student to get an initial piece of evidence (accuracy must be 39% or lower) to collect for APA entry.

- Student must score 39% or below on accuracy in order to assess this link.
- Must be completed within the first assessment window:
  September 1– November 13, 2009
- If adjustments were made to the selected link or prompt level, place only the newest evidence of the initial activity in the portfolio.

Step 3: Identify additional age- and grade-appropriate activities for use during instruction. Provide instruction on the CPI Link.

Step 4: Determine when evidence can be collected to document the final instructional assessment of the CPI Link for APA purposes.

- Must be completed within the second assessment window
  December 14, 2009 – February 19, 2010
- Document the evidence.
- Include all necessary scoring information.

Step 5: Based on student's accuracy score and level of prompt information on the "final" activity, determine if additional instruction and collection of evidence needs to occur for the entry.

- Determine if additional instruction is necessary.
- If the accuracy or independence scores are not as high as expected, provide additional instruction.
- Reassess the CPI Link.
- Collect the final piece of evidence from the very last activity on which the student was assessed.
- The second piece of evidence should not be at a more intrusive prompt level than the initial piece of evidence.

Step 6: Review evidence to ensure that all required information related to test design requirements is included.

- Ensure all required information is included.
- Evidence should address all of the universal scoring rules and elements of the APA scoring rubric.
- Collected during the two collection periods

- Has at least 5 questions/items/task elements per piece of evidence
- Two different activities
- Assesses the entire CPI Link
- Only assesses the CPI Link
- Has student's name and full date on the evidence
- Includes accuracy percentage score on the evidence
- Includes independence percentage score on the evidence

For teachers preparing to administer the APA, extensive instructions appeared in the procedures manual on the teacher training slides, and on the Web site http://pem.ncspearson.com/nj/apa/Documentation.aspx. The Web site showed 29 sample activities. A number of annotated examples of acceptable evidence and unacceptable evidence were pictured in the procedures manual. Additionally, the instructions listed acceptable and unacceptable work samples.

To begin development of an APA portfolio entry, teachers selected a CPI and one related CPI Link to be assessed. Figure 3.1 summarizes how decisions for choosing CPI Links should and should not be made. CPI Links for each grade level and each content area appear in Appendix F of the procedures manual.

"Use of Prompting and Scoring Evidence," Chapter 5 in the procedures manual, describes the types of supports, prompts, and activity formats that are acceptable for instruction and those that are acceptable for assessment. Pages 38–40 from the procedures manual, included in Appendix C of this Technical Report, provide teachers with information about task directions, prompts, and instructional supports.

Additionally, Appendix C shows the "Planning Entry Tool" form with instructions from the Procedures Manual. On page 1 of the "Planning Entry Tool," teachers documented their planned instructional lessons/unit of study needed to teach the skills and concepts of the CPI and the CPI Link. Also on page 1, teachers listed the supports by answering:

1. How will the student ***access*** instruction?
2. How will the student ***interact*** with instruction and materials?
3. How will the student ***demonstrate knowledge, skills, and concepts*** acquired?

After selecting the CPI and related CPI Link, teachers assessed students to obtain the initial pieces of evidence. Figure 3.2 summarizes the important points that teachers had to consider as they prepared to administer and score the initial entry.

Figure 3.1 Choosing a CPI Link for the APA

How Do You Choose a CPI Link? Think About a Student	
Decisions Are Based On: • The student's grade • What the student already knows • How quickly the student learns new information • High expectations for students • Initial level of prompts (*if any)* needed for the student to succeed • How well the student performs on the initial activity	**Decisions Are Not Based On:** • Student's mode of communication • The student's disability category • Low expectations for students • Supports needed by the student to participate and perform in the curriculum

Figure 3.2 Administering and Scoring an Activity for APA

Scoring the activity correctly for assessment purposes is important. The evidence must include scoring information (percent scores) about

- a student's accuracy when performing the skill, and
- the number of items/questions/task elements that the student performed independently.

Teachers must understand the difference between:

- providing *task directions*,
- providing *supports*,
- providing *indirect prompts* (verbal, model, and gestural),
- providing *physical prompts*, and
- providing the answer (*directly prompting the student with the answer to the question*)

To ensure that scoring information on the evidence is accurate.

Scoring an activity for APA requires documentation of how well the student performed the skill.

- Accurate performance

And documentation of how many of the items/questions/task elements were done independently.

- Independence level

Scoring for APA separates these two concepts.

Scoring the activity for accuracy requires a consistent understanding of when to mark an answer right or wrong.

- Certainly, if the student performed the skill independently, the answer is either correct or incorrect.
- But what about when the student receives a prompt? How do you score the item correct or incorrect?

Scoring a Piece of Evidence

When an instructional activity is to be used as evidence in an entry, the teacher must score the activity based on the number of test items (questions, task elements) the student got correct/incorrect, and the number of items that the student completed independently.

Each piece of evidence must include two separate scores: one for accuracy and one for independence.

Scoring for Accuracy

Each item on the assessment evidence should be scored as either correct (+) or incorrect (–). The student should give a response or perform the skill or step for each item of the assessment. If the student requires a specific prompt level to respond, provide an indirect prompt (V, G, M) or, if necessary, a physical prompt. Accuracy is scored based on the student's first attempt to perform the skill. Accuracy scores are documented on the evidence as a percentage score (the number of correct responses divided by the total number of items and multiplied by 100). The total number of test items must always be at least five. If the student required a physical prompt, the item must be scored as incorrect.

Scoring for Independence

Each item on the assessment will receive a second score based on the level of independence at which the student performed the skill. If the student responds independently, the item will be marked with an "I". If the student required a prompt level to respond or perform the skill, then the item must be marked with the level of prompt. The typical hierarchy of prompts goes from least to most intrusive as verbal (V), gestural (G), model (M), and physical (P). The level of prompt a student receives is a teacher's decision, based on the CPI Link selected, the student's prior knowledge, and other instructional information. If the student completes all of the items independently, state that on the evidence. In addition, the percentage of time the student performed the items independently must be calculated and documented for every piece of evidence (calculated by dividing the number of items performed independently by the total number of items multiplied by 100).

Table 3.3 summarizes the correct and incorrect scoring of items for accuracy and independence.

Table 3.3 Scoring of Items for Accuracy and Independence

An item is scored as correct + when:	**An item is scored incorrect – when:**
A student performs item independently and accurately	A student performs item independently but inaccurately
An indirect verbal prompt is provided and the student performs the skill correctly	An indirect verbal prompt is provided and the student performs the skill incorrectly
An indirect gestural prompt is provided and the student performs the skill correctly	An indirect gestural prompt is provided and the student performs the skill incorrectly
An indirect model prompt is provided and the student performs the skill correctly	An indirect model prompt is provided and the student performs the skill incorrectly
	A physical prompt is provided (e.g., the teacher moves the student's hand, wrist, elbow, etc.,) to place the sticker in the correct place on the coordinator grid.

Scoring Writing

One of the requirements for acceptable evidence is that it must include at least five test items, for example, identifying five nouns. Writing tasks may require five discrete components, or may need to be scored using a rubric. The Links will include the word "*rubric*" next to the link when it is necessary to score the task using a rubric. A rubric must include all parts of the CPI Link, and allow calculation of an accuracy and independence score.

When scoring student writing with a rubric, the writing must be scored solely on the skills/concepts within the selected CPI Link. Therefore, it is important that the dimensions of the rubric include only the academic skills included in the CPI Link. Behavioral skills should not be included in the writing rubrics.

Teachers create scoring rubrics specifically to address the academic content required in a CPI Link. These rubrics should follow the guidelines noted above: they should address only academic skills and only those skills/concepts present in the CPI Link.

Appendix D shows examples of appropriate writing rubrics.

Part 4: SCORING

From March to early June 2010, the Performance Scoring Center (PSC) at Pearson scored the APA portfolios. An APA portfolio included four entries for each assessed content area-Language Arts Literacy, Mathematics, and Science.

Each entry in a portfolio was scored independently by *at least* two readers for each dimension of the scoring rubric. Table 4.1 shows the total number of Language Arts, Mathematics, and Science readings across grade levels.

Table 4.1 Total Number of Readings for the APA Portfolios

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Language Arts Literacy					
Complexity	10850	10215	9527	9527	9536
Performance	10874	10191	9535	9530	9526
Independence	10839	10186	9524	9510	9499
Mathematics					
Complexity	10915	10215	9568	9541	9566
Performance	10881	10190	9551	9509	9518
Independence	10852	10179	9541	9483	9510
Science					
Complexity	--	10246	--	--	--
Performance	--	10216	--	--	--
Independence	--	10213	--	--	--

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts Literacy					
Complexity	9819	--	--	10215	985
Performance	9811	--	--	10205	983
Independence	9793	--	--	10195	984
Mathematics					
Complexity	9800	--	--	10186	984
Performance	9797	--	--	10175	984
Independence	9788	--	--	10182	984
Science					
Complexity	9761	1084	1760	10164	994
Performance	9748	1075	1755	10140	990
Independence	9713	1073	1750	10140	990

As part of operational scoring, each entry of a portfolio was reviewed and given a rating of 0 to 4 for Complexity, Performance, and Independence. The scoring rubric shown in Figure 4.1 presents the criteria used to score each APA entry.

Each entry is scored independently by at least two readers for each dimension of the rubric. An entry score is derived from two scores, one from each reader. If the scores given by the two readers are not equal, a third reader scores the "discrepant"

dimension(s). The third reader's score is then combined with the equivalent or highest adjacent score.

Figure 4.1 Alternate Proficiency Assessment Scoring Rubric

Score Point	0	1	2	3	4
Dimension					
Complexity	Evidence provided is unscorable; all dimensions will receive a score of zero.	CPI link was assessed but there are major flaws in the evidence.	CPI link is a far link to the grade-level indicator.	CPI link is a near link to the grade-level indicator.	CPI link is a matched link to the grade-level indicator.
Performance	Evidence is not scored, score is not a percentage, or score cannot be replicated; all dimensions will receive a score of zero.	Accuracy of work is 0-39% based on the last activity. Or Second activity includes more intrusive prompt.	Accuracy of work is 40-59% based on the last activity.	Accuracy of work is 60-80% based on the last activity.	Accuracy of work is 81-100% based on the last activity.
Independence	Evidence does not include percentage of time student was independent, is not clear, or percentage cannot be replicated: all dimensions will receive a score of zero.	Student completed items/tasks independently 0-39% of the time.	Student completed items/tasks independently 40-59% of the time.	Student completed items/tasks independently 60-80% of the time.	Student completed items/tasks independently 81-100% of the time

Major milestones and meetings for the 2009-2010 APA portfolio scoring included:

Rangefinding preparation……..March 1–5, 2010
Rangefinding meeting……...March 22-26, 2010
Scoring preparation ……..March 29–April 9, 2010
PSC and ILSSA meet to finalize training process……April 12, 2010
Training……April 13–21, 2010
Scoring begins……..April 22, 2010
Scoring ends…….June 9, 2010

4.1 Scorer Selection

Since 2004, the Pearson Performance Scoring Center (PSC) has scored the NJ APA at their site in Tucson, Arizona. Scorers selected for the APA at the PSC must have at least a bachelor's degree. Preference was given to candidates with the following credentials:

- educational background, teaching experience, and/or certification in special education
- experience in scoring alternate assessment portfolios
- experience in scoring large-scale educational assessments.

All scorers received rigorous training prior to scoring. Scorers received continuous training and monitoring all through scoring.

In April 2010, the PSC hired 120 scorers. All scorers were Pearson rehires.. There were 64 females and 56 males. One hundred twelve scorers had previously scored an alternate assessment; 77 scorers had previously scored the NJ APA. Eight scorers were experienced scorers, but had not scored an alternate assessment before.

All scorers had a minimum of a bachelor's degree. The scorers included 14 education majors, 9 English and writing majors, 15 science and mathematics majors, and 15 social and behavioral science majors (e.g., anthropology, sociology, psychology, social work).

There were 114 scorers present on day one, 2 scorers resigned during the training window, 112 scorers took the qualification test, and 97 scorers met the qualifying criterion. Scorers' characteristics are summarized in Table 4.2.

After completion of scorer training and qualification, 10 table leaders and 12 floating supervisors were selected, based on their qualification scores and ability to oversee a team.

Table 4.2 Summary of the Scorers' Characteristics

Scorers' Characteristics	Number
Number of Scorers Hired	**120**
Experience	
Rehires	**120**
Previously Scored an Alternate Assessment	**112**
Previously Scored NJ APA	**77**
New Hires	**0**
Previously Scored an Alternate Assessment	**0**
Education	
Degree Group	
Business	15
Education	14
Engineering	4
Fine Arts	8
Humanities	11
Law	1
Liberal Arts	19
Public Administration	3
Science	14
Social and Behavioral Science	15
General, Other, Unknown	16
Qualification	
Scorers Present for Qualification	**112**
Scorers Met Criterion	97
Scorers Not Meeting Criterion	15

Security at the Scoring Site

Providing an environment that promotes the security of test items, student responses, data, and employees is of utmost concern to Pearson. Therefore, throughout the NJ APA operational scoring, Pearson employed the following standard safeguards for security at the Tucson site:

- Site personnel were stationed at the entrance to verify that only employees or authorized visitors were permitted access.
- No materials were allowed outside the facility during the project without the permission of a person or persons designated by the NJDOE.
- Scoring personnel signed a nondisclosure and confidentiality form in which they agreed not to use or divulge any information concerning tests, scoring guides, or individual student responses.
- All staff displayed Pearson identification badges at all times while in the scoring facility.
- All contact with the press was handled through the NJDOE.

4.2 Rangefinding

Rangefinding is a most important component within the scoring procedure. Rangefinding is the process by which a wide range of portfolios are reviewed by a committee of New Jersey Special Education teachers for the purpose of selecting exemplars to use in the training, monitoring, and qualification of scorers and for establishing/revising the scoring guidelines. To the extent possible, these portfolios represent the range of abilities and characteristics in the population tested as well as a range of student work sample types.

Preparation for the 2010 rangefinding began with a meeting in Iowa City from March 1–5, 2010, to identify portfolios for New Jersey teachers and administrators to score during rangefinding. Participants in this meeting were:

- ILSSA content specialists who produce the scoring training materials and share the training responsibility with the PSC scoring directors.
- PSC scoring directors with the responsibility for training supervisors and scorers, and overseeing and monitoring scoring.
- Pearson program team members who direct the day-to-day operations for the APA by working with NJDOE staff members and New Jersey educators.

Prior to this meeting, ILSSA and PSC staff reviewed training materials from the rangefinding of the previous assessment year and made necessary revisions. ILSSA and PSC staff members drew upon their experience with the redesign of test specifications and their several years of experience scoring the APA to revise the training materials. ILSSA began work with the NJDOE in 2001. The PSC first scored the NJ APA in 2004. Staff members at the PSC and ILSSA worked closely with the NJDOE to develop the scoring rubric. Revised materials for rangefinding were reviewed and approved by the NJDOE.

To provide portfolios for rangefinding, the NJDOE sent Pearson a list of districts that could return their APA portfolios early for scoring. Staff members at ILSSA and PSC pre-screened the early-return portfolios to identify those to use for rangefinding. Portfolios were selected to represent the following:

- range of school districts
- different types of schools
- grade level of students (elementary, middle, high school)
- skill level (access skill, modified expectation)
- severity of disability (severe/profound, moderate, mild-moderate)
- possible score levels (low, medium, high)

Fifteen New Jersey teachers and administrators participated in the rangefinding meetings from March 22–26, 2010, at the Mercer Community College Conference Center in West Windsor, New Jersey. Rangefinding committee members were certified in special education with appropriate grade-level and content-area expertise.

Staff members from NJDOE, ILSSA, and PSC led the meeting. At the beginning, committee members were introduced to their tasks of reviewing and scoring rangefinding portfolios used to train the scorers. The portfolio components, the scoring handbook, the rangefinding matrix, and the sample entries were discussed.

Then, the rangefinding committee was divided into table groups of teams to aid the discussion of individual portfolios. For each table, a leader was selected to maintain notes, portfolio discussions, and record consensus scores. Each table also included a staff member from NJDOE, ILSSA, or Pearson to facilitate discussion and answer questions. The table groups scored through two phases described as follows:

- Phase I – Three members of a team independently scored a portfolio. After the portfolios were scored, the table leader guided the reconciliation discussion. If there were differences among the three scores, the group reached agreement through discussion and review of the rubric. The group then noted specific details for their scoring of each portfolio on the rangefinding matrix. The scoring worksheets and the rangefinding matrix were placed in an envelope for each portfolio. Then, each portfolio was transferred to another table for one more score.
- Phase II – When each portfolio was scored the fourth time by another table, staff members from NJDOE/ILSSA/PSC/Pearson compared the GROUP score sheet with the fourth score sheet. This provided a check for consistency across the table groups. If scores were not consistent, a scorer from the original team and the fourth scorer from a different table discussed the scores to determine a consensus.

The PSC scoring director was responsible for facilitating the flow of the portfolios and maintaining a log detailing the scoring for each portfolio. Security of the rangefinding material was maintained throughout the meeting. While the meetings were in session, a

staff member from Pearson, ILSSA, or NJDOE was present in the meeting room. The rangefinding materials were locked in secure storage when the meetings were not in session.

Immediately after the rangefinding meeting, staff members from NJDOE, ILSSA, and Pearson met to finalize and approve the consensus scores. APA portfolio scoring required a minimum of 16 portfolios to be used as follows:

- 5 for practice
- 3 for qualification
- 2 for additional training and qualification
- 6 for validity (2 per each science grade, if possible)

NJDOE received a copy of the official rangefinding record from Pearson, including the consensus scores and the teachers' comments.

During the week following rangefinding, staff members from NJDOE, ILSSA, and the PSC reviewed decisions at their home sites. The PSC scoring director added information on the placement of each portfolio in the training and qualifying sets. To present a wide range of possible scoring scenarios, a variety of entries from different portfolios were chosen for the qualifying portfolios. Through this work, the NJDOE, ILSSA, and PSC staff continued to discuss the selected portfolios with conference calls and e-mails.

All training sets and qualifying portfolios were submitted to NJDOE for approval and required sign off before scorer training began.

4.3 Scorer Training

Training for scoring the APA portfolios was conducted by ILSSA content specialists and Pearson scoring directors with the guidance of the NJDOE APA Coordinator. The scorers were trained to score all content areas (Language Arts Literacy, Mathematics, and Science) and all grade levels (grades 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12).

Scoring directors began the training with an introduction to the content standards and entry points and how these align to one another. Training included discussion of the training entries, the scores for each dimension, and the rationale behind these scores. ILSSA content specialists designed a slide presentation that showed examples and non-examples of each dimension and content area.

Scorers received the *New Jersey Alternate Proficiency Assessment Scoring Handbook 2009-2010* and paper copies of all training materials. The scorers were encouraged to take notes throughout training as well as during the entire scoring process. Scorers had their scoring handbooks available to refer to and were instructed to ask questions regarding specific portfolios throughout scoring.

Scorers worked through the scored rangefinding entries, clarified the scoring criteria, and practiced scoring. Scorers were given the opportunity to score the practice sets based on the training in the scoring handbook and the training set. True scores for these practice sets were then reviewed and justified with the group. PSC directors used the Cumulative Training Report by Dimension to assist with the review. Retraining that was indicated by the practice sets was conducted.

Qualification sets were then administered. Three qualification rounds (one portfolio per round—36 scores) were administered and scored. A re-qualification round along with additional training was available for those who required another round to meet the criteria. A reader's scores for the three qualification rounds and re-qualification (if necessary) rounds were averaged.

During qualification, PSC supervisors and directors with the NJDOE APA Coordinator reviewed and analyzed several reports including the Daily Qualifying Reports by Portfolio and the Cumulative Qualifying Reports by Dimension.

To qualify, scorers were required to attain a total of 75% exact agreement and 86.1% exact plus adjacent agreement (summative) across all portfolios and dimensions. Also, a minimum of 83.3% of exact and adjacent agreement scores (summative) was required for the Complexity dimension in order to qualify. Potential scorers who did not meet these requirements but were statistically close (would qualify if successful on two more portfolios) were retrained.

If an entry does not meet the test design requirements, a score of zero is assigned for all dimensions. Because the zero score rules were very important to APA scoring, all scorers received additional training as necessary on the entries with zero rules.

The NJDOE APA Coordinator was present for the final qualification round and the beginning of scoring.

4.4 Scoring Procedures

The purpose of scoring is to measure whether the evidence submitted for each CPI link demonstrates that the student has attained the conditions required for independent and accurate performance and the degree to which it is aligned to the New Jersey Content Standards. Participants during scoring included the Pearson PSC scoring directors, supervisors, and trained scorers; ILSSA content specialists; and, during the first week of scoring, the NJDOE APA Coordinator.

PSC scoring directors and supervisors ensured that scoring was conducted independently by trained and qualified scorers without discussion between or among scorers. Scoring supervisors monitored scorers with the close supervision of the scoring directors. Scorers were required to bring questions about scoring a particular portfolio and rubric interpretation to their supervisor and/or director.

Scorers worked at tables of 8 to 10 people with a table leader supervising. Stacks of portfolios to score were labeled:

- To Be First Scored
- First Score Complete
- To Be Second Scored
- Second Score Complete
- To Be Transferred
- To Be Filed

Each scorer began by signing out a portfolio on a batch tracking log. The scorer removed the portfolio from its bag and verified the batch and serial numbers. The scorer reviewed the Scoring Worksheet; circled 1, 2, or 3 indicating which scorer they were; and printed the student's name, grade, and school on the Scoring Worksheet. Then, the scorer used the table of contents to look through the portfolio to be certain the different entries were distinguishable. If the entries were not clearly separated, the scorer attempted to identify the separate entries. If this could be done, the scorer placed an adhesive note between the entries. On the edge of the adhesive note, the scorer wrote the corresponding entry or required component. If the separate entries could not be identified, the scorer took the portfolio to the table leader.

Scorers followed the detailed instructions in the *New Jersey Alternate Proficiency Assessment Scoring Handbook 2009-2010* to score the portfolios. Scorers began their work using the "Universal Scoring Rules for Each Entry" shown in Figure 4.2. Critical points included checking that the appropriate standards, strands, and CPIs were assessed for the grade level; verifying that the dates fell within the appropriate collection period; confirming that the first piece of evidence had an accuracy score of 39%, or lower; replicating the percent score for independence; identifying at least five test items; and determining that only the specified CPI Link was assessed.

Instructions for the scoring rubric in the scoring handbook provided several pages of detailed information for each dimension. These instructions extensively expanded the scoring rubric to include a definition of terms, flowcharts, scoring rules/clarifications, and scoring notes. The instructions for the dimension scoring are shown in Appendix E.

The score for each dimension was not to influence a scorer's score for another dimension. Each dimension of the rubric was reviewed and scored separately. Also, each content area was scored independently. No information from one content area was to influence the scoring of another.

Four monitor codes were used for scoring the APA entries. Scoring Directors assigned codes for off grade; security breach; insufficient evidence due to extended sick leave (illness); or no evidence (not ill). The scoring handbook included the page "Instructions for the Use of Monitor Codes." These instructions and the pages "Security Breaches – Preponderance of Evidence" and "Security Alerts" appear in Appendix F.

Entries that did not meet the test design requirements were assigned a score of zero for all dimensions. In 2010, additional training was provided to scorers to enable them to better identify issues that would result in a zero score. Scorers were authorized to assign zeroes pertaining to Universal Scoring Rules 1-6. Rather than complete an explanation sheet for those zeroes, scorers inserted a sheet into the binder that listed identifiable errors. This insert outlined the possible reasons an entry might receive a zero and encouraged the teachers to re-examine the entry(ies) which received zeroes.

Scorers escalated portfolios that did not follow Universal Scoring Rules 7-12 to their supervisors. The supervisors escalated the portfolio to the floating supervisors or Scoring Directors and ILSSA depending on the issue identified. The portfolios were shelved in the appropriate area to await review. The portfolio was reviewed and a teacher explanation checklist was completed and the appropriate scores were assigned to the monitor. The checklists were used as direct feedback to teachers on the issues encountered. Explanation sheets were written for 7,105 portfolios out of 9,034 portfolios.

When scoring was completed, the scorer returned the portfolio and the monitor to the bag. Then, the scorer placed the portfolio on the “First Score Complete” stack. The scorer signed out another portfolio alternating between the “To Be First Scored” stack and the “To Be Second Scored” stack.

Figure 4.2 Universal Scoring Rules for Each Entry
New Jersey Alternate Proficiency Assessment Scoring Handbook 2009–2010
Pages 10–11

Review each entry by following the steps below. This review must be completed prior to assigning the scores for each content area.
This is the procedure that must be followed prior to scoring each dimension of the rubric. For more information and examples/non-examples on each of the following Universal Scoring Rules, refer to the PowerPoint training.

1. Review the Entry Cover Sheet and verify the following:
    a. Using the APA Test Specifications, verify that appropriate standards, strands, and CPIs documented on the entry cover sheet are from the student's assigned grade level.
        1. See pages 1-8 of your CPI Links document for required standards, strands and CPIs by grade.
        2. For portfolios in grades 9, 10, 11, or 12, make sure that they use 12th grade standards, strands, and CPIs.
            a. For Language Arts Literacy and Math, the headings will say Eleventh (11^{th}) Grade. For science, the heading will say "High School (H.S.).
    b. Verify that the CPI Link on the Entry Cover Sheet is from the same grade level that is recorded on the PSC scoring monitor and on the bag. If it does not match see the table leader.
2. Review the evidence
    a. Count the number of pieces of evidence provided for each entry. If any entry does not have at least two pieces of evidence OR has more than 4 pieces of evidence per entry, see the table leader.
    b. Verify that evidence is appropriate. **In order to begin scoring an entry, it must meet the Universal Scoring Rules. If any of the criteria are not met on two pieces of evidence, the entry will score a zero for all dimensions and must be brought to the table leader.** Evidence must include the following:
        1. Student's Name
        2. Complete date (month/day/year)
            a. Verify that the dates fall within the appropriate collection period
                i. Sept. 1, 2009 - November 13, 2009 for the first piece of evidence
                ii. December 14, 2009 - February 19, 2010 for the second piece of evidence
            b. If the dates are earlier or later, place a sticky memo on it and mark **Do not use**

Figure 4.2 (Continued)

Universal Scoring Rules for Each Entry

New Jersey Alternate Proficiency Assessment Scoring Handbook 2009 – 2010
pages 10–11

3. Each item must be marked as correct or incorrect for performance.
    a. First piece of evidence must be 39% or lower
    b. If the first piece of evidence is over 39%, the entry will score zeros for all dimensions.
    c. If the accuracy score is missing from the evidence, the entry will score zeros for all dimensions.
    d. Must be able to calculate score
4. Each item must be marked as independent or prompted (with prompt level specified)
    a. All items must be marked as either independent (I) or with a prompt level (V, G, M, P)
    b. If the independence percentage is missing from the evidence, the entry will score zeros for all dimensions.
    c. Must be able to calculate score
5. The activity must have assessed the CPI link using at least 5 items. Reference the 5 items handout and training PowerPoint for more detailed information.
6. Rubric is included when specified in a Writing (3.2) CPI Link
7. Appropriate format (student work sample, photographs, writing rubrics). **For examples refer to the training PowerPoint slides…**
    a. Reflects student's mode of communication
    b. Student response is evident
    c. First piece is not more difficult than second piece
8. Review the evidence to ensure that the entire CPI Link has been assessed.
9. Review the evidence to ensure that it matches the essence of the standard and strand (i.e., science should be doing a science activity), CPI and CPI Link. **If it does not match the essence of the standard, strand, CPI or CPI Link, see the table leader. (For examples refer to the training PowerPoint, slides…)**
10. Review the entry to ensure the same CPI Link has been assessed in both pieces of evidence.
11. Review the entry to ensure that it does not include evidence on more than the skills contained within the CPI Link. (This may be found in the student work or in a writing rubric.)

4.5 Quality Control of Scoring

A scoring supervisor monitored eight to ten scorers under close supervision of the Scoring Director. Scorers were required to bring questions about scoring a particular portfolio and rubric interpretation to their Scoring Supervisor or Scoring Director in every instance.

- ePS reports – The scoring directors had access to reports that document individual and group performance such as inter-rater reliability, frequency distribution, project completion, and validity. The scoring directors reviewed reports daily to ensure that all items are being scored within acceptable parameters and within the scheduled timeframe.
    - **Rater reliability reports:** The Scoring Director reviews inter-rater reliability reports daily to assess how accurately scorers are assigning scores. There are three reports that address inter-rater reliability specifically and these are available in either daily or cumulative format.
        - "Inter-Rater Reliability by Reader." Both daily and cumulative Inter-Rater Reliability by Reader reports are available. It provides a view of how reliable the scorers are scoring the project on an on-going basis. This report shows the exact agreement, adjacent and non-adjacent percentages for each scorer. Scoring Directors use this report to look at individual scorer, team, and room totals and determine if any retraining is needed. If a scorer, team or the room as a whole has an average agreement below the acceptable level predetermined by the New Jersey Department of Education, it indicates that there is a misconception held by a portion of the scorers that needs to be addressed. The reliability of resolution scores is also provided.
        - "Inter-Rater Reliability by Dimension." Both daily and cumulative Inter-Rater Reliability by Dimension reports are available. This report is used in the same manner as the Inter-Rater Reliability Report. This report further breaks down reliability and resolution information by subject and dimension. This report allows the scoring directors to see if a particular dimension within a content area is below the acceptable level predetermined by the New Jersey Department of Education.
        - "Inter-Rater Reliability by Grade and Dimension." Both daily and cumulative Inter-Rater Reliability by Dimension reports are available. This report is also used in the same manner as the Inter-Rater Reliability Report. It breaks down reliability and resolution information by subject, dimension, and grade. Scoring directors use this report to see if a particular grade is below the acceptable level predetermined by the New Jersey Department of Education.
    - **Frequency distribution reports:** Frequency distribution reports document the percentage of scores assigned to each score point (0-4) and condition code (5, 6, A and B) by team, reader, and the group overall. These reports are reviewed by the Scoring Director. This report is produced both on a daily and

cumulative basis. If a scorer is assigning significantly more or fewer of a particular score point or condition code than the group/room average, retraining may be required.

- Backreading – In conjunction with the statistics provided in the ePS reader performance reports, scoring supervisors backread between five and ten percent of the portfolios. Immediate backreading helped identify individual trends and tendencies and was the foundation for the individual feedback and retraining provided. Backreading results were documented and recorded by the supervisor on backreading tally forms.

- Validity – Scorers were required to score student portfolios that had a pre-assigned "true score." Statistics from the scoring of validity portfolios showed how often scorers agree with the true score and can be an indication of problem scorers or scoring trends. Each scorer was required to attain a percentage agreement with the true scores as established by the NJDOE. Any scorer who fell below this Validity requirement was retrained and placed on probation. If a scorer fell below the established percentage on two consecutive validities, they could be released from the project.

Additionally, the NJDOE monitored scoring. Reports available during scoring for the NJDOE review included:

- Cumulative Inter-Rater Reliability by Reader (daily)
- Cumulative Validity Report by Dimension (daily)
- Cumulative Holistic Frequency Distribution (weekly)
- Cumulative Inter-Rater Reliability by Dimension (weekly)
- Cumulative Inter-Rater Reliability by Grade and Dimension (weekly)

4.6 Task Examination

During scoring, codes were assigned as follows:

5	Off Grade
6	Security Breach
A	Insufficient evidence due to extended sick leave (illness)
B	No evidence (not ill)

The distribution of assigned codes and scores is shown by grade in Table 4.3. The greatest number of codes assigned to portfolio entries was at Grade 12. About 32%, or 2856 ratings for each dimension were assigned a code instead of scored. The large percentage of codes in grade 12 is due to the low number of portfolios being submitted at the 12th grade, and based on the fact that Science is optional at this grade level. Directions to scorers for assigning the codes appear in Appendix F.

Two points to note while interpreting Table 4.3:

- Three content areas—Language Arts Literacy, Mathematics, and Science—were administered in Grades 4 and 8 so there is a greater number of readings for these grades than in Grades 3, 5, 6, and 7 in which only Language Arts Literacy and Mathematics were administered.
- Similarly, Grade 11 shows a greater number of readings since Science was administered in Grade 11 if students were receiving Biology instruction.

Generally, students did better on the Performance and Independence dimensions than the Complexity dimension. For example, at Grade 8, 42.4% of the entries received a score of 4 on the Performance dimension and 49.0% of the entries received a score of 4 on the Independence dimension. For the Complexity dimension, 32.0% of the Grade 8 entries received a score of 2, 15.7% received a score of 3, and 13.9% received a score of 4.

Table 4.4 provides the percentage of total reads (across dimensions) assigned a condition code for each content area within a grade, and the number and percentage of condition codes associated with each of the four code categories (i.e., 5, 6, A, and B). For example, 489 of the 32563 total reads conducted in Grade 3 Language Arts Literacy (approximately 2%) resulted in a condition code. Of those 489 reads, 7% were due to security breach, 27% were due to insufficient evidence related to illness, and 67% were due to no evidence being provided. This table shows that, within a grade, the percentage of total reads resulting in a code was typically greater in Mathematics than Language Arts Literacy. In addition, across grades and content areas more than 2/3 of the time codes were associated with the "no evidence provided" (e.g., B) category.

This table also shows that Grade 11 Science had the highest percentage of overall reads resulting in a condition code (39%)- 99% of which were due to lack of evidence. This is not surprising considering all students must take Math and Reading in grade 11, but science depends on when a student takes Biology.

Table 4.3 Distribution of Codes and Scores

	Scores	CODES		0		1		2		3		4	
	Reads	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Grade 3													
Complexity	21765	501	2.3%	6355	29.2%	65	0.3%	7204	33.1%	4440	20.4%	3199	14.7%
Performance	21755	500	2.3%	6331	29.1%	1088	5.0%	718	3.3%	3590	16.5%	9507	43.7%
Independence	21691	499	2.3%	6334	29.2%	1345	6.2%	629	2.9%	2169	10.0%	10672	49.2%
Total	**65211**	**1500**	**2.3%**	**19020**	**29.2%**	**2498**	**3.8%**	**8551**	**13.1%**	**10199**	**15.6%**	**23378**	**35.9%**
Grade 4													
Complexity	30676	1411	4.6%	9540	31.1%	123	0.4%	9264	30.2%	5828	19.0%	4509	14.7%
Performance	30597	1407	4.6%	9516	31.1%	979	3.2%	979	3.2%	4528	14.8%	13187	43.1%
Independence	30578	1407	4.6%	9510	31.1%	1345	4.4%	642	2.1%	2630	8.6%	15044	49.2%
Total	**91851**	**4225**	**4.6%**	**28566**	**31.1%**	**2447**	**2.7%**	**10885**	**11.9%**	**12987**	**14.1%**	**32741**	**35.6%**
Grade 5													
Complexity	19095	687	3.6%	5633	29.5%	95	0.5%	6454	33.8%	3857	20.2%	2349	12.3%
Performance	19086	687	3.6%	5630	29.5%	592	3.1%	630	3.3%	2863	15.0%	8665	45.4%
Independence	19065	686	3.6%	5624	29.5%	1010	5.3%	591	3.1%	1887	9.9%	9247	48.5%
Total	**57246**	**2061**	**3.6%**	**16888**	**29.5%**	**1698**	**3.0%**	**7675**	**13.4%**	**8608**	**15.0%**	**20260**	**35.4%**
Grade 6													
Complexity	19068	763	4.0%	5473	28.7%	114	0.6%	6426	33.7%	3222	16.9%	3070	16.1%
Performance	19039	762	4.0%	5464	28.7%	609	3.2%	609	3.2%	3237	17.0%	8358	43.9%
Independence	18993	760	4.0%	5470	28.8%	969	5.1%	570	3.0%	1956	10.3%	9288	48.9%
Total	**57100**	**2284**	**4.0%**	**16407**	**28.7%**	**1692**	**3.0%**	**7605**	**13.3%**	**8415**	**14.7%**	**20716**	**36.3%**
Grade 7													
Complexity	19102	592	3.1%	6017	31.5%	96	0.5%	5711	29.9%	3725	19.5%	2961	15.5%
Performance	19044	590	3.1%	5999	31.5%	647	3.4%	647	3.4%	2971	15.6%	8189	43.0%
Independence	19009	589	3.1%	5988	31.5%	893	4.7%	893	4.7%	1654	8.7%	9371	49.3%
Total	**57155**	**1772**	**3.1%**	**18004**	**31.5%**	**1636**	**2.9%**	**7252**	**12.7%**	**8350**	**14.6%**	**20521**	**35.9%**
Grade 8													
Complexity	29364	1556	5.3%	9514	32.4%	206	0.7%	9396	32.0%	4610	15.7%	4082	13.9%
Performance	29340	1555	5.3%	9506	32.4%	968	3.3%	763	2.6%	4137	14.1%	12440	42.4%
Independence	29278	1552	5.3%	9486	32.4%	1083	3.7%	615	2.1%	2167	7.4%	14346	49.0%
Total	**87982**	**4663**	**5.3%**	**28506**	**32.4%**	**2257**	**2.6%**	**10774**	**12.2%**	**10914**	**12.4%**	**30868**	**35.1%**

Table 4.3 (Continued)

	Scores	CODES		0		1		2		3		4	
	Reads	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9													
Complex.	1084	0		496	45.8%	2	0.2%	323	29.8%	165	15.2%	96	8.9%
Perform.	1075	0	0.0%	496	46.1%	10	0.9%	10	0.9%	161	15.0%	398	37.0%
Indep.	1073	0	0.0%	496	46.2%	10	0.9%	10	0.9%	39	3.6%	518	48.3%
Total	**3232**	**0**	**0.0%**	**1488**	**46.0%**	**22**	**0.7%**	**342**	**10.6%**	**365**	**11.3%**	**1012**	**31.3%**
Grade 10													
Complex.	1760	9	0.5%	693	39.4%	14	0.8%	514	29.2%	371	21.1%	158	9.0%
Perform.	1755	9	0.5%	693	39.5%	19	1.1%	44	2.5%	193	11.0%	797	45.4%
Indep.	1750	9	0.5%	695	39.7%	23	1.3%	16	0.9%	89	5.1%	921	52.6%
Total	**5265**	**26**	**0.5%**	**2081**	**39.5%**	**56**	**1.1%**	**574**	**10.9%**	**654**	**12.4%**	**1876**	**35.6%**
Grade 11													
Complex.	30565	4799	15.7%	9445	30.9%	336	1.1%	6969	22.8%	5135	16.8%	3882	12.7%
Perform.	30520	4822	15.8%	9431	30.9%	732	2.4%	824	2.7%	3510	11.5%	11201	36.7%
Indep.	30517	4822	15.8%	9430	30.9%	1373	4.5%	549	1.8%	1953	6.4%	12390	40.6%
Total	**91602**	**14443**	**15.8%**	**28305**	**30.9%**	**2442**	**2.7%**	**8342**	**9.1%**	**10598**	**11.6%**	**27472**	**30.0%**
Grade 12													
Complex.	2963	951	32.1%	812	27.4%	21	0.7%	385	13.0%	483	16.3%	308	10.4%
Perform.	2957	952	32.2%	810	27.4%	74	2.5%	80	2.7%	310	10.5%	733	24.8%
Indep.	2958	952	32.2%	810	27.4%	104	3.5%	21	0.7%	281	9.5%	790	26.7%
Total	**8878**	**2856**	**32.2%**	**2433**	**27.4%**	**198**	**2.2%**	**486**	**5.5%**	**1074**	**12.1%**	**1831**	**20.6%**
Total	**525522**	**33829**	**6.4%**	**161697**	**30.8%**	**14946**	**2.8%**	**62487**	**11.9%**	**72162**	**13.7%**	**180676**	**34.4%**

Table 4.4 Distribution of Condition Codes by Grade and Content Area

Grade	Content Area	Total Reads	Reading Resulting in a Condition Code		5 - Off Grade		6 - Security Breach		A - Insufficient Evidence due to Illness		B - No Evidence	
			#	% of Total Reads	#	% Assigned a Code	#	% Assigned a Code	#	% Assigned a Code	#	% Assigned a Code
3	LAL	32563	489	2	0	0	33	7	130	27	326	67
	Math	32648	1045	3	0	0	33	3	131	13	881	84
4	LAL	30592	642	2	0	0	61	10	122	19	459	71
	Math	30584	1253	4	0	0	61	5	122	10	1070	85
	Sci	30675	2321	8	0	0	61	3	123	5	2137	92
5	LAL	28586	886	3	0	0	57	6	172	19	657	74
	Math	28660	1232	4	0	0	57	5	143	12	1032	84
6	LAL	28567	915	3	0	0	86	9	143	16	686	75
	Math	28533	1399	5	0	0	86	6	143	10	1170	84
7	LAL	57100	771	1	0	0	57	7	143	19	571	74
	Math	28594	1020	4	0	0	57	6	143	14	820	80
8	LAL	29423	941	3	0	0	29	3	147	16	765	81
	Math	29385	999	3	0	0	29	3	147	15	823	82
	Sci	29174	2695	9	0	0	29	1	146	5	2519	93
9	Sci	3232	0	0	0	0	0	0	0	0	0	0
10	Sci	5265	26	0	0	0	0	0	0	0	26	100
11	LAL	30615	1439	5	0	0	0	0	61	4	1378	96
	Math	30543	1069	4	0	0	0	0	61	6	1008	94
	Sci	30444	11954	39	0	0	0	0	61	1	11893	99
12	LAL	2952	1032	35	0	0	0	0	24	2	1008	98
	Math	2952	960	33	0	0	0	0	24	2	936	98
	Sci	2974	865	29	0	0	0	0	24	3	841	97

Part 5: RELIABILITY AND VALIDITY

5.1 Reliability

Many traditional measures of reliability are not appropriate to portfolio-based alternate assessments because they do not offer opportunities for test-retest, or provide internal standardized items or tasks as a sample of a domain which can be used for all students. These limitations do not prohibit applying the concept of reliability to portfolio-type alternate assessments. Instead of trying to apply traditional statistics, we need instead to look for opportunities to look for sources of consistency in student performance and opportunities in which sources of error external to the students and their abilities may be impacting student scores. For sources of error, we can look to inter-rater reliability and decision accuracy.

Inter-rater Reliability

Inter-rater reliability investigates the extent to which examinees would obtain the same performance level if the portfolio had been scored by different scorers. Inter-rater reliability is calculated as the percent agreement between raters. The metrics tracked and reported are "exact agreement" and "adjacent agreement." Exact agreement is when the two independent scorers assign the same score to the same student work. Adjacent agreement is when the two independent scorers assign adjacent scores to the same work.

Table 5.1 shows the percent of portfolio entries scored with exact agreement and adjacent agreement as well as the percent of scores that require resolution. All entries were scored for each of the three dimensions–Complexity, Performance, and Independence. A third scorer must score if the first two scores are not equal.

Table 5.1 shows that scores for Grade 3 Language Arts Literacy entries on the Complexity dimension were in exact agreement for 98.1% of the entries. A third reader was required for scoring 1.9% of the entries. For the Grade 3 Language Arts Literacy entries on the Performance and Independence dimensions, scores were in exact agreement for 97.6% of the entries on the Performance dimension and were in exact agreement for 98.3% of the entries on the Independence dimension. A third reader was required for scoring 2.4% of the entries on the Performance dimension and 1.7% of the entries on the Independence dimension.

The percentage of entries requiring a third reader for resolution ranged from approximately 1.3 to 3.7 in Language Arts Literacy; 1.3 to 2.9 in Mathematics; and 1.2 to 5.6 in Science. Resolution rates were highest in grade 8 for Language Arts Literacy and Mathematics, and grade 10 in Science. A high inter-rater reliability coefficient indicates that subjectivity and differences between scorer's estimates of student work was not a source of significant error in the students' scores.

Decision Consistency

Decision consistency, or decision accuracy, analyses allow for comparison between expected and actual student achievement. Generally, teachers are asked to indicate the performance level they expect students to achieve based on their classroom experience with the students. This level is compared with the students' actual performance level. The decision consistency measure is likely to be somewhat biased in NJ, since APA teachers are directly involved in creating the portfolio evidence and scoring the accuracy of student work. However, due to the stakes associated with students' performance level classifications, it is an important analysis to undertake. Decision consistency studies are planned for the 2010–2011 administrations and beyond.

Table 5.1 Consistency Between APA Portfolio Scorers

	GRADE 3			GRADE 4			GRADE 5			GRADE 6		
	% Exact	% Adjacent	% Res. *	% Exact	% Adjacent	% Res. *	% Exact	% Adjacent	% Res. *	% Exact	% Adjacent	% Res. *
Language Arts Literacy												
Complexity	98.1	1.2	1.9	98.0	1.3	2.0	98.0	1.2	2.0	98.1	1.2	1.9
Performance	97.6	1.3	2.4	98.5	0.8	1.5	97.8	1.1	2.2	98.0	0.9	2.0
Independence	98.3	1.1	1.7	98.6	0.9	1.4	98.0	1.2	2.0	98.4	0.9	1.6
Mathematics												
Complexity	97.2	1.8	2.8	98	1.2	2.0	97.4	1.5	2.6	97.8	1.5	2.2
Performance	97.9	1.0	2.1	98.5	0.8	1.5	97.8	1.1	2.2	98.4	0.7	1.6
Independence	98.4	0.7	1.6	98.7	0.8	1.3	98.0	1.1	2.0	99.0	0.4	1.0

	GRADE 7			GRADE 8			GRADE 11			GRADE 12		
	% Exact	% Adjacent	% Res. *	% Exact	% Adjacent	% Res. *	% Exact	% Adjacent	% Res.*	% Exact	% Adjacent	% Res. *
Language Arts Literacy												
Complexity	98.0	1.4	2.0	96.3	1.3	3.7	97.1	1.0	2.9	98.2	0.4	1.8
Performance	98.2	0.9	1.8	96.5	1.1	3.5	97.3	0.8	2.7	98.6	0.0	1.4
Independence	98.7	0.6	1.3	96.9	0.9	3.1	97.5	0.8	2.5	98.4	0.4	1.6
Mathematics												
Complexity	97.5	1.6	2.5	97.1	0.7	2.9	97.6	0.8	2.4	98.4	0.2	1.6
Performance	98.5	0.5	1.5	97.1	0.8	2.9	97.8	0.6	2.2	98.4	0.0	1.6
Independence	98.7	0.7	1.3	97.3	0.8	2.7	97.6	0.8	2.4	98.4	0.2	1.6

	GRADE 4			GRADE 8			GRADE 9		
	% Exact	% Adjacent	% Res. *	% Exact	% Adjacent	% Res. *	% Exact	% Adjacent	% Res. *
Science									
Complexity	98.1	1.5	1.9	96.9	1.2	3.1	95.5	1.5	4.5
Performance	98.7	0.8	1.3	97.2	1.0	2.8	97.2	0.4	2.8
Independence	98.8	0.8	1.2	97.9	0.6	2.1	97.5	0.2	2.5
	GRADE 10			**GRADE 11**			**GRADE 12**		
	% Exact	% Adjacent	% Res. *	% Exact	% Adjacent	% Res. *	% Exact	% Adjacent	% Res. *
Complexity	94.4	1.2	5.6	98.1	1.0	1.9	98.0	0.8	2.0
Performance	95	0.5	5.0	98.6	0.5	1.4	98.8	0.2	1.2
Independence	95.6	0.1	4.4	98.6	0.6	1.4	98.8	0.4	1.2

*Complexity,Performance and Independence Dimensions – If the first two scores are not equal, then a third reader must score the dimension.

5.2 Validity

The *Standards for Educational and Psychological Testing* states, "Ultimately, the validity of an intended interpretation of test scores relies on all the available evidence relevant to the technical quality of a testing system. This includes evidence of careful test construction; adequate score reliability; appropriate test administration and scoring; accurate score scaling, equating, and standard setting; and careful attention to fairness for all examinees," (p. 17). This section presents efforts to document and gather evidence to support the interpretation of APA performance scores. Efforts focus on documenting content aspects of evidence and gathering consequential aspects of evidence. While this section summarizes evidence supporting claims as to the validity of the APA performance scores, many parts of this technical report provide appropriate evidence for validity. Given the procedural and empirical evidence available and rationale presented below, valid performance standards-based interpretations and uses of the scores are generally supported.

The process implemented by the New Jersey Department of Education for developing and implementing the APA is an example of the content aspect of validity. The content aspect includes evidence of construct relevance, representativeness, and technical quality. Baker and Linn (2002) suggest that "Two questions are central in the evaluation of content aspects of validity. Is the definition of the content domain to be assessed adequate and appropriate? Does the test provide an adequate representation of the content domain the test is intended to measure?"(p. 6) The following sections help answer these two very important questions and also address Standard 1.6 of *the Standards for Educational Psychological Testing.*

Standard 1.6 When the validation rests in part on the appropriateness of test content, the procedures followed in specifying and generating test content should be described and justified in reference to the construct the test is intended to measure or the domain it is intended to represent. If the definition of the content sampled incorporates criteria such as importance, frequency, or criticality, these criteria should also be clearly explained and justified.

Appropriateness of Content Definition

In 1996, the New Jersey State Board of Education adopted the New Jersey Core Curriculum Content Standards, an ambitious framework for educational reform in the State's public schools. New Jersey's standards were created to improve student achievement by clearly defining what all students should know and be able to do at the end of thirteen years of public education. The DOE was conscientious in involving content specialists, alternate assessment specialists, policy experts and measurement experts to ensure that the program was designed and implemented appropriately given the population of students being assessed and the federal requirements that the program must meet. New Jersey educators, DOE staff, special education directors, and other state stakeholders were involved in the process throughout and provided feedback and

guidance on all stages of APA development. Such stakeholder involvement helps to ensure that the results of the APA assessments are viewed as meaningful and important to teachers and parents.

Since the adoption of those standards, the New Jersey Department of Education has continuously engaged in discussion with educators, business representatives, and national experts about the impact of the standards on classroom practices. To assist teachers and curriculum specialists in aligning curriculum with the standards, the department provided local school districts with a curriculum framework for each content area. The frameworks provided classroom teachers and curriculum specialists with sample teaching strategies, adaptations, and background information relevant to each of the content areas. In addition, the statewide assessments were aligned to the Core Curriculum Content Standards. This alignment of standards, instruction, and assessment was unprecedented.

The State Board wisely required that the standards be reviewed and revised every five years. The review process, begun in May 2001, involved teachers, school administrators, students, parents, and representatives from business, higher education, and the community. In addition, several content areas were reviewed by Achieve, Inc., and the Council of Chief State School Officers (CCSSO). In response to this unprecedented review, the 2004 New Jersey Core Curriculum Content Standards provide the level of specificity and depth of content that will better prepare students for post secondary education and employment. The standards are based on the latest research in each of the content areas and identify the essential core of learning for all students.

The language arts literacy, mathematics, and science standards were adopted by the State Board of Education in July 2002. In April 2004, the language arts literacy standards were revised to comply with the requirements of the No Child Left Behind Act of 2001 (NCLB) and readopted by the Board. Five content areas including the visual and performing arts, comprehensive health and physical education, world languages, career education and consumer, family, and life skills, and technological literacy were also adopted by the Board in April 2004. To complete the revision process, the social studies standards were adopted in October 2004. The 2004 standards in all nine content areas replace the 1996 standards. Local school districts must align their curriculum and instructional program with the 2004 New Jersey Core Curriculum Content Standards. As required by regulation, the next five-year revision process began during the 2008–2009 school year for all nine content areas.

Since the adoption of the original 1996 New Jersey Core Curriculum Content Standards (CCCS), the State Board approved administrative code that implements all aspects of standards-based reform. N.J.A.C. 6A:8 requires districts to: align all curriculum to the standards; ensure that teachers provide instruction according to the standards; ensure student performance is assessed in each content area; and provide teachers with opportunities for professional development that focuses on the standards.

In January 2008, the NJDOE Office of Academic Standards released Phase One of a standards clarification project. The purpose of this project is to provide materials in each

of the nine content areas that convey an understanding of the priorities in the current New Jersey Core Curriculum Content Standards and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

Phase One contained guidance framed as Areas of Focus for state assessment of Language Arts Literacy, Mathematics, and Science in Grades 5–8. Developed by the Office of Academic Standards working with teams of field-based educators, the Areas of Focus included exemplars of how cumulative progress indicators may be assessed on state assessments.

In January 2008, the Core Curriculum Content Standards in Mathematics were readopted with the following revisions:

- The new standards are more specific and clearer than the previous standards;
- The new standards are organized into a smaller number of standards that correspond to the content clusters of the statewide assessments;
- The new standards are intended to serve as clear guides to the assessment development committees so that there should be no gaps between the standards and the test specifications; and
- The new standards include expectations at grades 2, 3, 5, 6, and 7, as well as at grades 4, 8, and 11.

In preparing its recommendations, the mathematics panel considered the *Principles and Standards for School Mathematics* published by National Council of Teachers of Mathematics (NCTM, 2000); the review of New Jersey's 1996 standards by Achieve, Inc.; and other states' standards.

Similarly, the Core Curriculum Content Standards in Language Arts Literacy were influenced by the national standards developed by the National Council of Teachers of English and the International Reading Association, the Achieve review of the 1996 standards, and research by the National Reading Panel. Standards for the end of Grade 12 were adopted in January 2008.

The Core Curriculum Content Standards in Science were adopted in 2002 and published in 2004. Revised standards were adopted in June 2009. The projects and publications of the American Association for the Advancement of Science, the National Research Council, the National Science Teachers Association, and the National Assessment of Educational Progress were considered by the science panel during the development of the standards.

Adequacy of Content Representation

Adequacy of the content representation of the APA is critically important because the test must provide an indication of student progress toward achieving the knowledge and skills identified in the CCCS, and the test must fulfill the requirements under NCLB.

In December 2007, January 2008, and February 2008, the APA Advisory Committee met with a number of special education and content specialists to develop the APA test specifications. The APA test specifications delineate the standards and strands that must be assessed for each grade level and content area. ILSSA content specialists, NJDOE special education and content specialists, and special and general education teachers selected the Cumulative Progress Indicators (CPIs) available for the APA assessment. Then, skill statements that directly link the critical essence of the CPIs were developed. Documents used during this process included the CCCS, scope and sequence for each content area, and the Areas of Focus from the Standards Clarification Project.

The work of the APA committees was influenced by the "Links for Academic Learning" developed and validated by Flowers, Wakeman, Browder, and Karvonen (2009). Initially, the "Criteria for Instruction and Assessment that Links to Grade Level Content" by Browder, Wakeman, Flowers, Rickelman, Pugalee, Karvonen (2007) and shown in Part 2 of this technical report consisted of eight criteria developed from the recommendations of a panel of alignment experts.

Flowers et al. (2009) described modifications to reflect both current federal policy and needs identified by special educators, measurement experts, and general education experts. The criteria were field tested in three states using varied alternate assessment formats, revised following review by measurement and special education experts and 20 state directors of alternate assessments, and field tested a second time with three additional states.

The revised eight criteria are shown in Table 5.2. Three of the earlier eight criteria are numbered 1, 2, and 3 in Table 5.2. During the work of the APA test development committees and the additional APA committees that followed, the eight criteria and these Standards were addressed:

Standard 3.11 Test developers should document the extent to which the content domain of a test represents the defined domain and test specifications.

Standard 10.1 In testing individuals with disabilities, test developers, test administrators, and test users should take steps to ensure that the test score inferences accurately reflect the intended construct rather than any disabilities and their associated characteristics extraneous to the intent of the measurement.

Evidence to support the APA alignment is given in this technical report in the test development and design sections of Part 2, the portfolio construction section of Part 3,

the scoring rubric and procedures sections of Part 4, and the proficiency level descriptor and standard setting sections of Part 6 and the Appendices. APA committee groups included curriculum, rangefinding, performance level descriptor, and standard setting committees.

Inherent in the portfolio design of the APA is instruction. Parts 2 and 3 describe the teachers' scoring and instruction that occurs between the initial and final collection for the portfolios. Sample activities developed by teachers are available on the APA website. Score reporting for instructional purposes is explained in Part 7.

Table 5.2 Links for Academic Learning (LAL) Alignment Criteria

1. The content is academic and includes the major domains/strands of the content area as reflected in state and national standards (e.g., reading, math, science). 2. The content is referenced to the student's assigned grade level (based on chronological age). 3. The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance. 4. The content differs from grade level in range, balance, and DOK, but matches high expectations set for students with significant cognitive disabilities. 5. There is some differentiation in content across grade levels or grade bands. 6. The expected achievement for students is for the students to show learning of grade referenced academic content. 7. The potential barriers to demonstrating what students know and can do are minimized in the assessment. 8. The instructional program promotes learning in the general curriculum.
Flowers, C., Wakeman, S.Y., Browder, D.M., & Karvonen, M. (2009). Links for academic learning (LAL): A conceptual model for investigating alignment of alternate assessments based on alternate achievement standards. *Educational Measurement: Issues and Practice.* 28(1), 25–37.

With information from teachers and scorers from the 2008–2009 APA administration, the following modifications will be made for future administrations:

- Some CPI Links will be revised and a few will be added.
- CPI Links related to assessment of spelling words will be deleted since these did not link to the other assessment specifications.
- Teachers must mark every item/question with an "I" when an item is performed independently, even if 100% of the test items were completed in this manner.
- When a teacher assesses a writing skill that requires a rubric for scoring, the student's writing sample must have editing/scoring notations that correspond with the rubric scores.

Consequential Validity

Additional important validity evidence comes from the positive and negative, the intended and unintended consequences of an assessment. The consequences of a high stakes test for an at-risk, and often marginalized, population are especially important. To determine whether some of the state's intended purposes are being met, such as increased exposure to academic content for significantly cognitively disabled students and increased involvement of special education teachers in the academic work of schools, measuring consequences can be achieved by surveying teachers about their teaching methods, content, and school experiences. Additional surveys of other stakeholders can provide even greater insight into the consequences of the APA. New Jersey plans to undertake development of such a survey in 2011-2012.

The consequences of test use can also be investigated by looking at distributions of scores across sub-groups in the tested population. We have calculated the number and percent of students from various sub groups who achieve each of the three proficiency levels, separately by grade and subject. The subgroups addressed are disability category and public versus private school attendance.

For the disability category analysis frequencies were computed to investigate the number of students from each disability category categorized into each of the three proficiency levels. These frequencies were looked at separately for each subject with all grades combined as well as within each subject at each grade.

In the body of the report only the combined grades frequencies of disability category by proficiency level are presented. Table 5.3 presents the frequency tables for Language Arts Literacy, Mathematics, and Science. The tables for each grade separately are included in Appendix J.

The frequencies provide an indication of whether there are differences with respect to disability category and/or proficiency level. The frequency tables provide an indication that in almost all grades there is some relationship between the indicated disability category and the proficiency level into which a student is categorized. However, the relationship seems weak and is not consistent enough across grades to indicate bias. Additionally, while all students with significant cognitive disabilities are likely able to make progress on academic content, and all deserve the opportunity to be exposed to academic content, there is also likely some relationship between the types and significance of students' disabilities and their ability to reach proficiency as defined for AYP (adequate yearly progress) report under the No Child Left Behind regulations.

The relationship between proficiency level private and public school attendance was also investigated by subject; sample sizes were too small to interpret when looked at by grade. The combined, across-grade frequencies for each performance level are provided by school type in Table 5.4. Similar to the results of proficiency level by disability categories analyses, there is a relationship between students' placements in public or private school and their proficiency level. However, it is difficult to interpret these

numbers or to conclude bias due to the nature of private school placements of students with significant cognitive disabilities in New Jersey.

Table 5.3 Combined Grade Proficiency Level Frequencies by Disability Category

Combined Grade Table of Disability												
	LAL				Math				Science			
Disability Category	Adv. Prof.	Prof.	Part. Prof.	Total	Adv. Prof.	Prof.	Part. Prof.	Total	Adv. Prof.	Prof.	Part. Prof.	Total
Auditorily Impaired	5	6	10	21	2	10	9	21	--	3	7	10
Autistic	252	1208	1163	2623	317	1004	1283	2604	41	416	537	994
Cognitively Impaired	67	433	625	1125	92	381	639	1112	31	178	307	516
Communication Impaired	64	141	177	382	70	118	176	364	12	40	77	129
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	4	14	16	34	7	9	19	35	--	6	8	14
Multiply Disabled	236	1442	1562	3240	345	1177	1699	3221	87	549	805	1441
Orthopedically Impaired	1	7	3	11	4	8	--	12	--	2	2	4
Other Health Impaired	27	110	126	263	48	83	124	255	13	38	36	87
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	63	136	225	424	99	118	199	416	28	46	76	150
Traumatic Brain Injury	7	20	26	53	14	18	23	55	2	9	12	23
Visually Impaired	--	3	3	6	--	1	4	5	--	--	1	1
Blank or Double Grid	2	12	25	39	3	10	26	39	--	5	15	20

Table 5.4 Combined Grade Proficiency Level Frequencies by School Type

	LAL				Math				Science			
	Adv. Prof.	Prof.	Part. Prof.	Total	Adv. Prof.	Prof.	Part. Prof.	Total	Adv. Prof.	Prof.	Part. Prof.	Total
Public School	728	3526	3954	8208	1001	2934	4191	8126	214	1290	1879	3383
Private School	--	6	7	13	--	3	10	13	--	2	4	6
Total	728	3532	3961	8221	1001	2937	4201	8139	214	1292	1883	3389

Additional Validity Studies

Additional validity studies are planned for 2010-2011. Performance Scoring Center (PSC) research will be conducted by collecting feedback from scorers who review a wide variety of portfolios. Their feedback can provide insight into misconceptions or areas for improvement in portfolio creation and may aid the NJDOE in the training of teachers. Additionally, the scoring patterns associated with the NJ APA will be evaluated by examining the patterns of students' proficiency level classifications across time. If the NJ-APA provides for valid inferences regarding a student's expected performance on future APA administrations consistent patterns would be expected.

Part 6: STANDARD SETTING

6.1 Overview of the Process

New performance level descriptors should be created and new standards should be set whenever a testing procedure is adopted that is judged to be meaningfully different than previous testing procedures or whenever the assessed content meaningfully changes due to new test specifications or new content standards. The APA underwent significant changes between the 2007–2008 academic year and the 2008–2009 year, including changes to the test specifications, assessable content, and scoring dimensions. As a result both new performance level descriptors and a new standard setting were required.

In February 2009, the standard setting process began with the development of specific performance level descriptors for each grade and content area for the APA administered in 2008–2009. Performance level descriptors (PLDs) are behavioral descriptions of what students should know and be able to do to achieve a given performance level given the range of skills assessed. The PLDs outline expectations for student performance at each performance level given the assessed components of the curriculum and PLDs are a required component of all assessments under Title I of the Elementary and Secondary Education Act (Federal Register, Volume 67, Number 129, 34CFR, Part 200, August, 2002).

A standard setting was conducted June 9-12, 2009, to describe and delineate the thresholds of performance that are indicative of APA Partially Proficient, Proficient, and Advanced Proficient performance for Language Arts Literacy and Mathematics in grades 3-8 and 11, and for Science in grades 4, 8, and high school. Results of these studies were used to formulate recommendations to the Commissioner of Education and the New Jersey State Board of Education for the adoption of the cut scores (i.e., proficiency levels). In late June and early July, the standard setting panelists recommendations were reviewed by senior staff in the Office of State Assessments and the Office of Special Education Programs, the Assistant Commissioner for the Division of Student Services, the Deputy Commissioner, and the Commissioner. The review led to some modifications to the panels' recommended cut scores, chiefly affecting the advanced proficient cut points. These cut scores were presented to the State Board of Education on July 15, 2009, and approved unanimously be resolution.

Both the PLD development meeting and the standard setting meeting were conducted by the staff from the NJDOE, Pearson, and ILSSA. Appendix G of this document provides a listing of the final PLDs, and an overview of the standard setting process is provided in the following section. A comprehensive report describing the PLD development process and participants is provided in Appendix G of the 2008-2009 APA Technical Report. .Similarly, an abbreviated version of the standard setting technical report, which summarizes the participants and applied methodology and presents some resulting tables is provided in Appendix H of the 2008-2009 APA Technical Report. This report is located at the following link:
http://www.nj.gov/education/assessment/es/njask_tech_report09.pdf

The full standard setting report, available from the NJDOE, provides complete descriptions of the standard setting planning, presentation documents and scripts, demographic information of the panelists, panelists' ratings from one round to the next, and their responses on the evaluation forms. The final cut scores approval by the State Board of Education is also presented.

Educators with extensive knowledge and experience in special education served as panelists for both the PLD and the standard setting meetings. The expert judgments of panelists are most important for developing the PLDs and determining the standard setting cut scores. Nominations were solicited from school districts for teachers and administrators representing excellence in the teaching profession in terms of knowledge and experience in special education. Qualifications considered for the selection of panelists included:

- Current Position Description
- Years Teaching Special Education in New Jersey
- Years Teaching Regular Students in New Jersey
- APA Experience
- Type of Program
- Grade Level/Age of Current Students
- Type of Certification
- Highest Degree

6.2 Procedures

Performance Level Descriptors (PLDs)

In February 2009, 24 PLD panelists met for the purpose of writing the performance level descriptors (PLDs) for Partially Proficient, Proficient, and Advanced Proficient performance. The PLDs are statements of what a student should know and be able to do at each performance level given the content standards assessed.

Dr. Kelly Burling served as primary meeting facilitator and she facilitated the Language Arts Literacy group. Dr. Jason Meyers facilitated the Mathematics group and Dr. Paul Nichols facilitated the Science group. Additional expertise in each subject was contributed by a content specialist in mathematics and science from the NJDOE as well as specialists from the Office of Special Education.

Tables 1-5 in the report present the panelists' gender and ethnicity, the geographic location of their districts, and the panelists' instructional experience by grade ranges. Panelists attended from 18 different districts in New Jersey and several private school settings. The panelists' years of experience ranged from 1 to 33 years with a median of 7.5 years. Seventeen of the 24 participants worked in special education. Their positions included social workers, teachers in self-contained classrooms, curriculum directors for students with disabilities, assessment coordinators, academic teachers, and administrators.

Panelists received training to ensure a common understanding of the APA, the target population, and the scoring dimensions. Extensive training and discussion was provided about the purpose and development of PLDs including activities designed to familiarize the participants with elements of successful PLDs. Panelists were given copies of PLDs from the New Jersey Assessment of Knowledge and Skills (NJ ASK) Grade 4 Mathematics. Pearson facilitators led discussions of these questions:

1. What language in the NJ ASK PLDs distinguishes each level from the others?
2. How are the definitions of student performance different from one another?
3. How is language used to convey meaning?
4. Would that language be useful to describe student performance on the APA?

The process was then repeated with the NJ ASK Grade 8 Mathematics PLDs. The following discussions included:

1. What language is the same or similar?
2. Is the content (knowledge and skills) different from grade 4? How?
3. Do the PLDs reflect qualitative differences in student expectations from one level to the next and one grade to the next?
4. Do they show progression with respect to specific skills students should know and be able to do and not just list the same skills at different levels with the only defining factor being the degree of consistency with which the skills is displayed?
5. Are there times when the degree of consistency is an appropriate defining difference?

Notes taken by the facilitators during this discussion were given to all panelists as a resource for the PLD development within their subject area groups.

The PLD analysis activities also established a basic format for the content area groups to use. Panelists identified the format used in the NJ ASK Grade 8 Mathematics as one they would like to follow for creating the APA PLDs. This format included an introductory statement followed with a bulleted list of knowledge and skills from the NJ Core Curriculum Content Standards (CCCS).

Additional training was provided about the purpose and development of CPI Links. The CPI Links were developed to provide the test specification structure for the APA. Panelists were given (1) a copy of the NJ APA Procedures Manual with tabs marking CPI Links and scoring rubrics (2) a worksheet designed to help the participants review the CPI Links and identify language, knowledge, and skills to be used in the PLDs; and (3) a list of PLD evaluation criteria.

The subject area groups were initially tasked with reviewing the CPI Links for the lowest assessed grade in their subject and beginning to draft statements and sentences that would comprise draft statements for that grade. Panelists continued working through the grades

within their content area. Detailed descriptions of the procedures and discussions for developing the PLDS are included with the PLDs in Appendix G.

Standard Setting Process

Following the assessment administration and the creation of the PLDs, the standard setting panelists met in June 2009 to recommend cut scores. Approximately two-thirds of the operationally scored portfolios were available for standard setting examples. In addition, distributions of scores from the operational 2008–2009 administration were available to serve as impact data. The use of impact data provided panelists an additional frame of reference for their decision making.

Panelists were asked to recommend cut scores distinguishing between:

- Partially Proficient and Proficient
- Proficient and Advanced Proficient

Panelists recommended cut scores for Language Arts Literacy and Mathematics in grades 3–8 and 11 and for Science in grades 4, 8 and high school.

The panelists for standard-setting consisted of eighty-one committee members including special education teachers, child study team members, general education teachers, and administrators. Committee members worked in seven panels based on content and grade. Pearson research scientists served as facilitators for the groups:

- Mathematics grades 3, 4, and 5
- Mathematics grades 6, 7, and 8
- Mathematics and Science grade 11
- Language Arts Literacy grades 3, 4, and 5
- Language Arts Literacy grades 6, 7, and 8
- Language Arts Literacy grade 11
- Science grades 4 and 8

The demographic background by grade and content panel is presented for current grade taught, position type, and current subject type in Table 6.1. Additional tables for grade and content panel are included in the Appendix H for gender, school location, ethnicity, and region.

Similar to the PLD development meeting, the standard setting meeting began with an introduction and extensive training leading to standard setting. Dr. Paul Nichols from Pearson served as the primary meeting facilitator. Dr. Debbie Traub from ILSSA presented the history of the APA and explained how the APA portfolios were constructed and scored. Dr. Nichols described the Body of Work standard setting method.

Dr. Traub recounted the regulatory history behind the APA and the purpose of the IDEA and NCLB. She defined the population of students that participate in the APA. She

defined an alternate assessment and alternate achievement standards. Federal regulations requiring all students to be exposed to grade-level content were explained. Students with the most significant cognitive disabilities must be provided with challenging academic content that is clearly linked to grade level standards. The content is determined by the student's grade level that is based on assigned grade, not on functional level. Across all grades, students must be assessed on the full breadth and depth of the curriculum.

Table 6.1 Demographic Background of Standard Setting Panelists

		Current Grade Taught					
Subject	**Grade Band**	**K-2**	**3-5**	**6-8**	**9-12**	**Multiple**	**Missing**
LAL	3-5	1	5	0	0	6	1
LAL	6-8	0	0	5	0	3	3
LAL	11	0	0	0	6	5	2
Mathematics	3-5	1	5	1	0	6	0
Mathematics	6-8	0	0	5	3	3	1
Mathematics & Science	11	0	0	0	8	3	1
Science	4 & 8	0	2	3	1	4	2

		Position Type					
Subject	**Grade Band**	**Special Ed.**	**Admin.**	**Curr. Spec.**	**Reg. Ed.**	**Other**	**Missing**
LAL	3-5	10	2	1	0	0	0
LAL	6-8	4	2	2	0	2	3
LAL	11	3	2	2	0	2	3
Mathematics	3-5	9	2	1	0	1	0
Mathematics	6-8	9	0	1	2	0	0
Mathematics & Science	11	7	2	1	0	0	2
Science	4 & 8	8	0	0	2	0	2

		Current Subject Taught					
Subject	**Grade Band**	**Math**	**Sci.**	**Lang. Arts**	**Multiple**	**Missing**	**Not Applicable***
LAL	3-5	0	0	0	10	1	2
LAL	6-8	0	0	0	3	3	5
LAL	11	0	0	1	6	4	2
Mathematics	3-5	1	0	1	7	1	3
Mathematics	6-8	2	1	0	6	2	1
Mathematics & Science	11	4	1	1	3	2	1
Science	4 & 8	0	2	0	8	2	0

*Not Applicable: The panelist was not currently in the classroom, e.g., administration.

This introduction was followed with a review of the portfolio process. The portfolio design, scoring of the three dimensions – performance, complexity, and independence, links to the Core Curriculum Content Standards (CCCS) and grade-level cumulative progress indicators (CPI) were described. The review included examples of portfolio entries and evidence. An extensive explanation of the role of the CPI links was provided.

A reasoned judgment step was a warm-up task for the subsequent Body of Work procedure. This warm-up task had two goals:

1. Help panelists become familiar with the three scored dimensions, and
2. Encourage panelists to think about how the scored dimensions can be combined into total scores.

Prior to the reasoned judgment task, panelists were introduced to the scoring rubrics for each score dimension and the descriptions of the dimensions. Panelists became familiar with the three scored dimensions (Performance, Independence, and Complexity) and the ways the dimensions can be combined into total scores. Then, panelists were asked to recommend what combinations of scores would be categorized as Partially Proficient, Proficient, and Advanced Proficient. Panelists were asked to consider a sample of score combinations. Panelists were presented the graph shown in Figure 6.1.

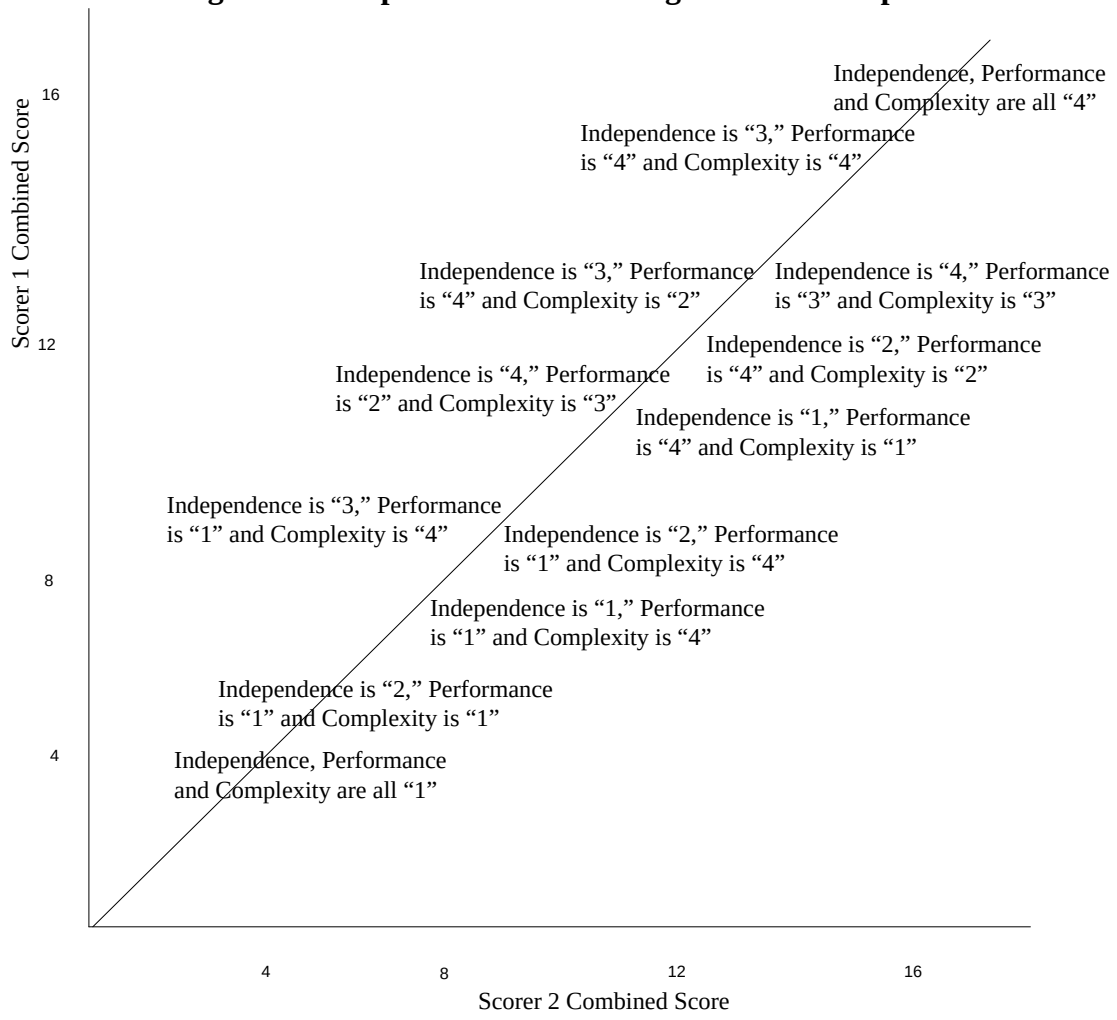
Panelists examined the figure showing the different score combinations. Panelists were reminded that each score was rated 0-4, but that entries which receive a 0 for either performance or complexity receive a 0 for the entire entry. Panelists were given a ratings sheet listing a progression of score combinations from Independence 0, Performance 1, and Complexity 1 to Independence 4, Performance 4, and Complexity 4. Panelists wrote Partially Proficient, Proficient, or Advanced Proficient next to each score combination on the ratings sheet.

The Body of Work method is intended for use with evidence of student learning displayed in a format other than a multiple-choice assessment. For NJ APA, the portfolio submitted comprises a “body of work.”

The Body of Work method uses portfolios in a number of different ways. For a student, a portfolio comprises a complete “body of work.” A student’s portfolio is double scored to increase accuracy. Students whose body of work is of uneven quality were excluded. Only students whose scores were consistent were included. By including only students whose work is consistent, panelists were presented with an easier to understand example of a “Proficient” student or an “Advanced Proficient” student.

Panelists set standards in three steps: training, range-finding, and pinpointing. Refer to the Procedures section of the Standard Setting report for the grade sequence used by each panel, the steps followed by each facilitator as they worked through the standard setting rounds, and the presentation of impact data. The next section in the report, Panelists, shows that 11 to 13 people served on each of the panels.

Figure 6.1 Graph for Reasoned Judgment Warm-Up Task



6.3 Summary of Results

The results summary in the Standard Setting report is organized into five sections: cut score, evaluations, decision factors, reliability, and vertical articulation.

In the Standard Setting report, Table 24 shows the summary of recommended cut scores and impact data for Language Arts Literacy. Table 25 presents the summary recommended APA cut scores and impact data for mathematics and science.

Cut scores computed following rangefinding round 1, rangefinding round 2, and the pinpointing rounds for LAL, mathematics, and science are shown in Table 6.2. Note that values are multiplied by 10.

Table 6.2 Cut Scores After Rangefinding and Pinpointing Rounds

		Rangefinding Round 1		Rangefinding Round 2		Pinpointing Rounds	
Grade	**Subject**	**Cut 1**	**Cut 2**	**Cut 1**	**Cut 2**	**Cut 1**	**Cut 2**
3	LAL	356	506	356	518	368	518
4	LAL	423	525	409	531	403	542
5	LAL	419	534	410	538	426	546
6	LAL	377	511	366	517	379	520
7	LAL	391	529	386	529	397	532
8	LAL	283	527	398	529	404	531
11	LAL	433	527	424	537	415	529
3	Mathematics	370	499	356	509	374	510
4	Mathematics	422	533	414	534	426	532
5	Mathematics	380	520	377	517	373	502
6	Mathematics	381	502	371	514	384	517
7	Mathematics	401	526	400	532	405	522
8	Mathematics	393	515	389	520	389	520
11	Mathematics	287	528	416	531	416	531
4	Science	295	538	301	547	453	561
8	Science	422	551	429	564	429	564
11	Science	412	516	404	528	422	537

*Note that values are multiplied by 10.

New Jersey's normal standard setting process for all assessment programs includes two additional steps: (1) a senior staff level review of standard setting panel recommendations to assure articulation with state education policy and priorities – this review may result in modifications to the panelists recommendations; (2) the presentation of the final cut scores to the State Board for formal adoption by resolution.

The APA panelists recommendations were reviewed over several days by directors, managers, and associated staff from both the Office of State Assessments and the Office of Special Education Programs, and then by the Assistant Commissioner responsible for Special Education, the Deputy Commissioner, and the Commissioner. These consultations led to some modifications to the panels' recommended cut scores, chiefly affecting the advanced proficient cut points. The final set of APA cut scores approved by the State Board is shown in Table 6.3.

Table 6.3 Approved 2009 Cut Scores

		Raw Scores 0-64		2009 APA Impact Percentages (2008 in Parentheses) *All Rounded. May Not =100%*		
Grade	**Subject**	**Proficient Cut Score**	**Advanced Proficient Cut Score**	**% Partially Proficient**	**% Proficient**	**% Advanced Proficient**
3	LAL	36.8	56.2	27 (22)	47 (49)	25 (29)
4	LAL	40.3	60.0	33 (26)	58 (49)	8 (26)
5	LAL	41.6	60.5	37 (29)	55 (47)	8 (24)
6	LAL	37.9	58.1	32 (27)	57 (49)	11 (25)
7	LAL	39.7	58.2	35 (30)	51 (42)	14 (28)
8	LAL	40.4	59.3	35 (39)	52 (40)	12 (22)
11	LAL	41.5	56.2	33 (36)	36 (46)	30 (19)
3	Mathematics	37.4	57.5	35 (17)	42 (52)	23 (31)
4	Mathematics	41.6	56.6	40 (22)	33 (47)	27 (31)
5	Mathematics	37.3	55.0	34 (27)	39 (47)	27 (26)
6	Mathematics	38.4	57.3	40 (29)	46 (45)	15 (26)
7	Mathematics	40.5	58.3	36 (35)	49 (39)	15 (26)
8	Mathematics	38.9	58.9	32 (46)	51 (34)	17 (20)
11	Mathematics	41.6	57.9	40 (56)	36 (30)	24 (14)
4	Science	43.0	62.1	46 (23)	52 (50)	3 (27)
8	Science	42.9	58.3	35 (32)	46 (41)	19 (28)
11	Science	42.2	60.6	40 (26)	51 (56)	10 (18)

*Cut scores approved by the New Jersey State Board of Education on July 15, 2009.

PART 7: REPORTING

The scored portfolios are returned to the schools from Pearson after reporting. The portfolios are confidential pupil records. School and district staff must maintain the confidentiality of the portfolio contents. The portfolio contents are to be shared with parents and others in accordance with pupil records regulations.

The NJ APA provides a variety of reports to the school districts. Score reports are designed to display student identification and score information that can help identify student strengths and weaknesses and recognize weaknesses in instructional programs of the curriculum content standards. Information regarding student progress can assist Individualized Education Program (IEP) teams in selecting appropriate goals and objectives and evaluation criteria for individual students.

Both attending and sending districts receive score reports. Table 7.1 lists the distribution of the specific APA reports. On the APA rosters the instruction and assessment status for APA students is indicated to assist districts review and identify the performance of their students:

Status 1 = students are assessed at the school of residence;
Status 2 = students are sent outside school of residence for instruction and assessment; and
Status 3 = students are received from another school for instruction and assessment.

Status 2 and 3 actually describe the same student, therefore, status 3 students are not included in the summary of performance reports so that the same student is not counted twice.

Districts are required to report test results to their boards of education and to the public within 30 days of receiving test results. However, any report which contains data for less than eleven students may not be publicly reported due to the need to protect student confidentiality.

For teachers and administrators who need to discuss score reports with others, the NJDOE publishes the *Alternate Proficiency Assessment (APA) Score Interpretation Manual* available at http://pem.ncspearson.com/nj/apa/Documentation_0910.aspx The manual provides a broad range of information to assist in the analysis, interpretation, and use of the different APA reports.

In late fall after reporting is complete, a state summary is produced and posted to the NJDOE Web site at www.state.nj.us/njded/schools/achievement/index.html. The state summary is a data file, available in text and Excel formats, containing the same type of results as in the performance by demographics report at the state level.

Table 7.1 Distribution of the APA Reports

District Reports for Students Educated In and Out of the District

(* Receiving Districts and Private Schools will receive only the All Subjects Roster)
* All Subjects Roster (1)
  Summary of Performance - District (1)
  Summary of Performance - School (1)
  Performance by Demographic Groups - District (1)
  Performance by Demographic Groups - School (1)

School Reports for Students who Attend a Receiving School (if applicable)

Receiving School the Student Attends will receive:

Individual Student Reports (2)
All Subjects Roster (1)
Student Roster: Language Arts Literacy (1)
Student Roster: Mathematics (1)
Student Roster: Science (1) Not applicable to grades 3, 5, 6 and 7

Sending School will receive:

Student Stickers (1)
Individual Student Reports (1)
All Subjects Roster (1)
Student Roster: Language Arts Literacy (1)
Student Roster: Mathematics (1)
Student Roster: Science (1) Not applicable to grades 3, 5, 6 and 7
Summary of Performance - School (1)
Performance by Demographic Groups - School (1)

School Reports for Students who Attend a School in their District of Residence

School Student Attends will receive:

Student Stickers (1)
Individual Student Reports (2)
All Subjects Roster (1)
Student Roster: Language Arts Literacy (1)
Student Roster: Mathematics (1)
Student Roster: Science (1) Not applicable to grades 3, 5, 6 and 7
Summary of Performance - School (1)
Performance by Demographic Groups - School (1)

Note for ISR: If a student attends an out-of-state facility, the sending school should provide a copy of the ISR to the out-of-state attending facility as feedback.

7.1 Interpreting Reports

Student Demographic Information

APA teachers included a scan sheet with student demographic information in the inside front cover pocket of the binder for each APA portfolio. The scan sheet information was used to prepare score reports and attach APA scores to the proper schools and districts. Also, the information was used to produce federal reports, including the Adequate Yearly Progress report.

Beginning with the 2006–2007 APA, New Jersey schools had the opportunity to provide student demographic information on a "student pre-ID" file. If a pre-ID file was provided, each student's demographic information was preprinted on the front side of the scan sheet. If any information was found to be missing or incorrect, it could be provided/corrected by the districts gridding the appropriate section on the demographic scan sheet.

After the portfolios were submitted and demographic information scanned, Student Information Record Change Rosters were sent to the districts displaying each student's demographic information collected on the scan sheets. A record change period allows the districts an opportunity to review and correct inaccurate student demographic information that the district provided for the assessment. Record changes are completed before reporting. Corrections to the student information are reflected in the reports. For the APA, the attending school is responsible for making all student data changes. All receiving (attending) schools receive Student Information Record Change Rosters. The attending school is also responsible for making all student data changes requested by a student's home school (sending school). The sending school also receives a copy of the Student Information Record Change Roster. If the sending school identifies any errors, they must contact the receiving school promptly, allowing time to have the corrections applied. If the attending school is located out-of-state, then the sending school is responsible for completing and submitting the record changes and to keep the attending school informed of the accurate student demographic information.

Terms and definitions used across the APA reports are listed in Appendix H.

Score Information

Scores are reported by content area. A full description of the scoring rubric used for rating the APA dimensions is presented in Part 4 of this technical report. Proficiency level is assigned based on the student's total earned score; a combination of the Complexity, Performance, and Independence scores for entries within the content area. The scores are based solely on the information provided in the portfolio; therefore, it is inappropriate to compare these results to other APA students and students taking the general assessments.

Each content area assessed receives a proficiency level. Table 7.2 summarizes the dimension scores.

Table 7.2 2010 APA Dimension Scoring

Dimension	Score Range per Reader	Calculation of Two Reader Scores	Score Range per entry	Entries Required Per Subject	Maximum Possible Points By Subject (Across Entries)
Complexity	0–4	average	0–4	4	16
Performance	0–4	add	0–8	4	32
Independence	0–4	average	0–4	4	16
Maximum Possible Score per Subject					**64**

Of the required four entries, only one scorable entry is required to assign a proficiency level. If the "subject portfolio" contains only one scorable entry, the total score and proficiency level are reported based on the dimension scores of that entry.

Zero Scores for an Entry: If an entry does not meet the test design requirements, a score of zero is assigned for all dimensions. In order to receive a score, each entry had to meet the Universal Scoring Rules (see Procedures Manual, chapter 7, Assessment scoring guide). According to these rules, if any of the criteria listed below are not met on two pieces of evidence, the entry will score a zero for all dimensions.

- No name on evidence
- No date/incomplete date on evidence
- Evidence was collected outside of the testing window
- Accuracy percentages are missing from evidence
- Accuracy score of the first piece of evidence is above 39%
- Independence percentages are missing from evidence
- Less than 5 items on the CPI link/skill
- Not all test items were clearly marked as correct or incorrect.
- Not all test items were clearly marked with a prompt level (V,G,M,P) or as Independently performed (I).
- Writing rubrics have less than 5 items or missing when required in a CPI Link
- Writing sample that required a rubric does not have any editing marks that connect to the rubric dimensions.
- Entry has less than or more than the required amount of evidence for one or both collection periods
- Link was made up (excludes grade level issues) **or** Link does not appear in your grade level document

An entry error sheetor error explanation sheet are provided with the returned portfolios to assist teachers understand the general errors and more complex errors that they made while preparing student portfolios.

No Proficiency Rating: There are times that a student will not receive a proficiency classification in a content area. This occurs only when all entries are deemed unscorable (U).

Unscorable: An entry is deemed unscorable (U) if:

- there is a security breach (U^Y);
- off-grade testing occurs (U^X);
- no evidence is provided (U^B);
- insufficient evidence is collected due to extended medical leave (U^A); or the student takes the general assessment in a content area (U^H).

When the above types of unscorable entries occur, a student will receive a 'Void' for the proficiency level. Instead of scores, the ISR will list an unscorable 'U' code instead of dimension scores for each entry that is voided, indicating the reason that the entry is deemed unscorable. The score for each dimension will be based on any remaining scorable entries within a content area.

If all entries within a content area are unscorable, (medical emergency, off-grade testing, security breach, or took the general assessment), the sub-total and total scores of each dimension is translated to the appropriate 'Void' code, and the unscorable 'U' code will be displayed in reports for each dimension in place of a score.

Valid scores: There is at least one scorable entry in a content area.

Void: This indicates that a student's assessment result is coded void. One or more content area can be voided. The proficiency level for a student is voided if all entries are unscorable. Instead of a proficiency level, one of the following notations is displayed in the reports:

- **ME - displayed as 'Medical Emergency'**
- **V3 - displayed as 'Off Grade'**
- **V4 - displayed as 'Void 4'**
- **V5 - displayed as 'Security Breach'**
- **Took General Assessment**

Medical Emergency (ME)

If there is less than the required amount of evidence due to extensive sick leave or hospitalization during which time the student is not receiving instruction or the amount of instruction and assessment is based on a limited number of contact hours, then an administrator note should be included in the portfolio explaining the lack of evidence. The portfolio will be voided due to extended illness during the collection period. The student will receive an unscorable code of "U" for each dimension and a "Medical Emergency" for the proficiency level will be displayed on the reports.

Off Grade Testing
If a student is assessed at a grade level other than those that require a state assessment, the student will receive a U code for each dimension and "Off Grade**"** for proficiency level displayed on the reports.

Void 4
No entry evidence is provided in the portfolio. When entries are unscorable due to the portfolio components, students will receive a void 4 for their proficiency level.

A student transferred to New Jersey from out-of-state after October 15, 2009, is not required to submit a portfolio for scoring. These students will receive a void 4.

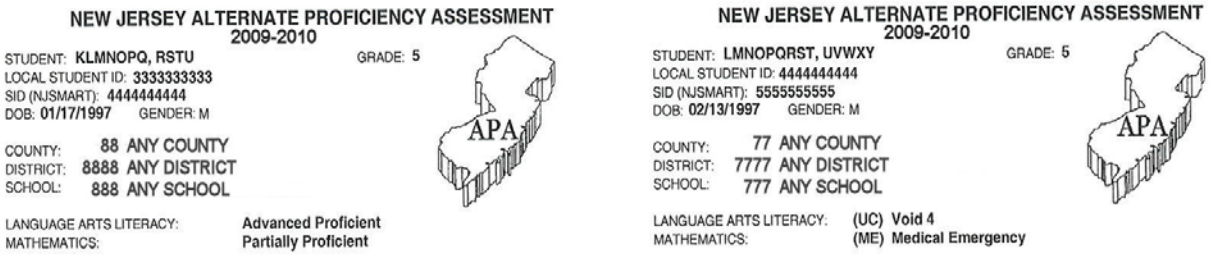
Security Breach
Breach of test security by a school or district. In this case the student report will print a U code for each dimension of the entry and a "Security Breach" for the proficiency level. If a security breach is detected in one content area, all content areas are treated as a security breach and all results voided.

Took General Assessment (NJASK, HSPA)
A student may not participate in both the APA and the general assessment in the same content area. A student may participate in one or some content area(s) and the general assessment with accommodations in the other content area(s) or the APA in all content areas assessed. If the student took the general assessment in a content area, the result of the general assessment will be used for AYP accountability reporting.

Student Sticker and Individual Student Report (ISR)

The Student Sticker (Figure 7.1) displays the student's identification information and proficiency levels. This is a peel-off label designed to be easily attached to the student's permanent record. The Student Sticker is sent to the Sending District or the School/District of Residence only. Receiving Districts do not receive Student Stickers.

Figure 7.1 Sample Student Stickers



The Individual Student Report (ISR) is a two-sided report showing specific student score information on the front of the ISR. A description of the APA and an interpretation of the scores are printed on the back. The school the student attends receives two copies of the ISR, whether it is a receiving school (private school for the disabled, special services school district, jointure commission, educational services commission, college-operated program, or state facility), or a school in the district of residence.

It is the responsibility of the school the student attends to send a copy of the ISR to the child's parent/guardian. The sending school, if applicable, receives one copy of the ISR. The district of residence also receives a copy of the ISR for review by the director of special education and the case manager.

Figure 7.2 presents the front of a student's sample report with demographic information and APA results. The proficiency levels in Language Arts Literacy, Mathematics, and Science are shown in the top section. The scores for the Complexity, Performance, and Independence dimensions for every entry of the student's APA portfolio are provided on the lower half of the ISR. In addition, the maximum number of points obtainable per entry, for each dimension, is displayed in the parentheses below the dimension name for reference. The score data included for each rubric dimension assist in the identification of students' strengths and weaknesses.

Figure 7.3 shows the back of the ISR printed for all students. Information provided assists parents and educators with score interpretation.

Figure 7.2 Sample Individual Student Report
(Grade 8 Front)

New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2009 - 2010
Individual Student Report
Grade 8

School Student Attends
CDS: 88-8888-888
County: ANY COUNTY
District: A DISTIRCT
School: SCHOOL B

Student Name: BLAST, STUDENT1
Title I:
SE: 3
LEP:
LEP Exempt:
HB:
Date of Birth: 06/06/1995
Gender: Male
Local Student ID:
SID: 1234567890

Sending District
CDS:
County:
District:
School:

CONTENT AREA	PROFICIENCY LEVEL
Language Arts Literacy	Proficient
Mathematics	Proficient
Science (not assessed in grades 3,5,6,7)	Advanced Proficient

	LANGUAGE ARTS LITERACY			MATHEMATICS			SCIENCE		
	COMPLEXITY (16.0)[a]	PERFORMANCE (32.0)[a]	INDEPENDENCE (16.0)[a]	COMPLEXITY (16.0)[a]	PERFORMANCE (32.0)[a]	INDEPENDENCE (16.0)[a]	COMPLEXITY (16.0)[a]	PERFORMANCE (32.0)[a]	INDEPENDENCE (16.0)[a]
Entry One[b]	4.0	8.0	4.0	3.0	8.0	4.0	4.0	8.0	4.0
Entry Two[b]	2.0	8.0	4.0	2.0	8.0	4.0	2.0	8.0	4.0
Entry Three[b]	2.0	8.0	4.0	3.0	8.0	4.0	2.0	8.0	4.0
Entry Four[b]	2.0	8.0	4.0	2.0	8.0	4.0	3.0	8.0	4.0
Subtotal	10.0	32.0	16.0	10.0	32.0	16.0	11.0	32.0	16.0
Total	58.0 out of 64			58.0 out of 64			59.0 out of 64		

[a] The number in parentheses is the total number of points possible for each dimension.
[b] The numbers provided are the total number of points obtained.
ME & U^A = Insufficient evidence due to extended sick leave. Reported with Void counts.
V3 & U^X = Off-grade testing.
V4 & U^B = Entry has no evidence.
V4 & U^H = Student took general assessment.
V5 & U^Y = Security Breach due to inappropriate portfolio development.

Note: All names and data are fictional and are for illustrative purposes only.

Figure 7.3 Sample Individual Student Report (Back)

New Jersey Alternate Proficiency Assessment

The Alternate Proficiency Assessment (APA) was administered in the 2009-2010 school year to approximately 9030 students in grades three through eleven. Language Arts Literacy and Mathematics were administered to students at grades 3, 4, 5, 6, 7, 8, and 11. Science was administered at grades 4, 8, 9, 10, and 11. The APA is the alternate assessment for students with the most significant cognitive disabilities and is administered at every grade level at which a general statewide assessment is administered. The APA measures the student's achievement of the Core Curriculum Content Standards (CCCS) in Language Arts Literacy, Mathematics, and Science. APA results should not be used as the sole basis for instructional decisions. The APA is a portfolio assessment that uses student work samples to measure a student's progress related to the CCCS, strands, grade-level cumulative progress indicators (CPI's), and skill statements called CPI Links. For additional score interpretation information, go to http://pem.ncspearson.com/nj/apa, click on Documentation, and refer to the Score Interpretation section.

HOW TO READ THIS REPORT

This **Individual Student Report** (ISR) on the reverse side represents the score results of the 2009-2010 APA. The report is available only to parents, guardians, students, and authorized school personnel. If you have any questions about the report or how to interpret the score, you should contact the student's teacher, principal, or case manager. The list of skills on which the student was tested will be provided by the district. This may be in the form of an attachment to the ISR, or you may receive a copy of the portfolio which contains the list of skills tested.

The **Proficiency Level** is based on the student's total score; a combination of the **Complexity, Performance,** and **Independence** scores for entries within the content area. Three proficiency levels are assigned based on the total score for each content area: partially proficient, proficient, or advanced proficient. The scores are based solely on the information provided in each student's portfolio; therefore, it may not be possible to compare these results to other APA students and students taking the general assessment.

Complexity: The complexity dimension evaluates how closely the CPI Link assesses the CCCS CPI. The CPI Links vary by complexity and/or difficulty in relation (Matched, Near, or Far) to the CPI.

Performance: The performance dimension evaluates the student's accuracy performing the skills represented in the CPI Links. The student's performance is documented by evidence of the student working on the CPI Link within the two collection periods in a school year (September 1, 2009–November 13, 2009, and December 14, 2009–February 19, 2010).

Independence: Independence evaluates the extent to which the student completed test items (questions/tasks elements) independently.

Portfolio requirements. A portfolio contains four entries per content area. Each entry is based on a specified standard and strand from the CCCS, and selected CPI and CPI Links. Requirements by content are:

- Language Arts Literacy: Four entries
  - Two different strands each from standards 3.1 and 3.2
- Mathematics: Four entries
  - One strand each from standards 4.1, 4.2, 4.3, and 4.4
- Science: Four entries
  - Grade 4: One strand each from standards 5.5, 5.6, 5.8, and 5.9
  - Grade 8: One strand each from standards 5.5, 5.6, 5.7, and 5.9
  - High School (Grade 9, 10, or 11): Two different strands each from standards 5.5 and 5.10

The lower half of the ISR provides the scores for Complexity, Performance, and Independence for each entry of the student's APA portfolio. The number in parentheses below the dimension name is the maximum number of points obtainable per entry for each dimension.

Zero Scores for Entry: When an entry does not meet the test design requirements a score of zero is assigned for all dimensions. Refer to the APA training materials on the PEM web site http://pem.ncspearson.com/nj/apa for more information.

An entry is deemed unscorable (U) if there is a security breach, off-grade testing occurs, no evidence is provided, insufficient evidence is collected due to student on extended medical leave, or the student took the general assessment. Instead of a proficiency level, one of the following notations will appear and "NA" will appear instead of dimension scores:

- Medical Emergency (indicating extended medical leave)
- Void 3 (indicating off-grade testing)
- Void 4 (indicating no evidence)
- Void 5 (indicating security breach)
- Took General Assessment

All Subjects Roster

The All Subjects Roster as shown in Figure 7.4 provides a convenient method for reviewing students' complete APA results. Users of this report can quickly determine how a particular student performed in Language Arts Literacy, Mathematics, and Science (when applicable).

Receiving schools receive an All Subjects Rosters listing all APA students who are educated in that school. District schools receive an All Subjects Roster that includes the APA participant students who attend the school, those who live in the area served by the school but attend a school out of district, and those who attend a program within the school but reside in another school district.

Student Roster

Student Rosters are produced for each grade level assessed and separately for content area – Language Arts Literacy, Mathematics, and Science (if applicable). Students' names are listed in descending order by proficiency level. Figure 7.5 shows an example of the Student Roster – Language Arts Literacy for Grade 11. The Student Roster lists the student subscores (dimension scores) followed by total score and proficiency level of a content area. Students with portfolios which were voided are listed alphabetically at the end of each content area roster. This score information enables the program staff to identify strengths and weaknesses across students within the content area.

Sending schools or the Schools of Residence receive Student Rosters that include the students' names of those participating in the APA who attend that school, those who live in area served by the school but attend a school out of district, and those who attend a program within the school but reside in another school district.

Summary of School Performance and Summary of District Performance

Two types of summary performance reports are generated: one at the district level and one at the school level. For each grade, a Summary of District Performance is produced and distributed to each district. Within the district, for each grade level, a Summary of School Performance is generated. These reports provide summary statistics for each content area assessed. Summary reports are produced for public schools and districts only. Summary reports include data for students who were sent out of district, as well as students remaining in the district. Summary reports are not available for receiving districts. The summary performance reports are for the purpose of accountability.

Figure 7.4 Sample All Subjects Roster

New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2009 - 2010
All Subjects Roster
Grade 8

CDS: 88-8888-888
County: ANY COUNTY
District: A DISTIRCT
School: SCHOOL B
Page: 1 of 1

Students Processed: 5

STUDENT NAME / DATE OF BIRTH	SID	Status[a]	Ethnicity	TITLE I	ED	Migrant	SE	LEP	TIS	TID	Gender	PROFICIENCY LEVEL: LANGUAGE ARTS LITERACY	PROFICIENCY LEVEL: MATHEMATICS	PROFICIENCY LEVEL: SCIENCE
BLAST, STUDENT1 06/06/1995	1234567890	1	W		Y		03				M	Proficient	Proficient	Advanced Proficient
CLAST, STUDENT 2 05/25/1995	1234567899	1	H		Y		03				M	Proficient	Proficient	Advanced Proficient
DLAST. STUDENT3 06/19/1996	1234567888	3	B		Y		03				M	Proficient	Proficient	Advanced Proficient
ELAST, STUDENT4 11/28/1995	1234567662	3	W		Y		03				M	Proficient	Proficient	Advanced Proficient
GLAST, STUDENT5 01/23/1996	1234567442	3	H		Y		04				M	Partially Proficient	Partially Proficient	Partially Proficient

[a] 1 = Student was assessed at school of residence.
2 = Student was sent outside school of residence for instruction and assessment.
3 = Student was received from another school for instruction and assessment.

ME = Insufficient evidence due to extended illness.
V3 = Off-grade testing.
V4 = No scorable evidence; see unscorable code(s) on ISR for explanation.
V5 = Security Breach due to inappropriate portfolio development.

Note: All names and data are fictional and are for illustrative purposes only.

Figure 7.5 Sample Student Roster

New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2009 - 2010
Student Roster - Language Arts Literacy
Grade 3

CDS: 88-4444-333
County: YCOUNTY
District: RDISTRICT
School: SCHOOLT
Page: 1 of 1

Students Processed: 4

STUDENT NAME DATE OF BIRTH	SID	Status[a]	Title I	SE	LEP	Gender	Complexity (16.0)[b]	Performance (32.0)[b]	Independence (16.0)[b]	Total Score (64.0)[b]	Proficiency Level
ELAST, STUDENT4 11/28/1995	1234567662	3		02		M	13.0	32.0	16.0	61.0	Advanced Proficient
DLAST. STUDENT3 06/19/1996	1234567888	3		03		M	10.0	24.0	12.0	46.0	Proficient
CLAST, STUDENT 2 05/25/1995	1234567899	2		08		F	8.0	26.0	16.0	50.0	Proficient
BLAST, STUDENT1 06/06/1995	1234567890	3		03		M	9.0	22.0	12.0	43.0	Proficient

[a] 1 = Student was assessed at school of residence.
2 = Student was sent outside school of residence for instruction and assessment.
3 = Student was received from another school for instruction and assessment.

[b] The number in parentheses is the total number of possible score points.

ME = Insufficient evidence due to extended illness.
V3 = Off-grade testing.
V4 = No scorable evidence; see unscorable code(s) on ISR for explanation.
V5 = Security Breach due to inappropriate portfolio development.

Note: All names and data are fictional and are for illustrative purposes only.

A sample of the Summary of District Performance is shown in Figure 7.6. For each school and district, the summary performance reports display these statistics for each content area assessed.

- Number of portfolios processed
- Number of LEP students exempt from taking LAL
- Number of students that took the General Assessment (NJASK or HSPA) in the content area
- Number of students not required to submit entries for the content area
- Number of students with Void Codes. This included those students with Security Breach, Off Grade testing, Medical Emergency, and V4 due to a missing content portfolio.
- Number of students with valid scores
- Number of students in each proficiency level (Number is based on students with valid scores.)
- Percent of students at each proficiency level (Number is based on students with valid scores.)
- Mean scores for each dimension by content area (Mean scores are based on students with valid scores.)

Performance by Demographic Groups

The Performance by Demographic Groups report summarizes student performance by total and by student demographic subgroups: Total, LEP Status, Gender, Ethnicity, Economic Status (Disadvantaged vs. Not Disadvantaged), and Migrant Status. These group reports provide additional achievement information that can be used to make adjustments to curricula that may better serve these student subgroups.

Reports are produced by districts and schools that completed the appropriate demographic coding when the APA was administered or during the record change process. These reports are generated for public schools and districts only.

The Performance by Demographic Groups reports are produced at state, district, and school levels by grade. The district level report presents aggregated data for the district. The school level report shows school level data. At the state level, reports are also produced by District Factor Groups, Charter Schools (DFG-R), Non-Special Needs Districts, and Special Needs Districts. They are distinguished by report title.

This one-page report includes performance data for each of the three content areas: Language Arts Literacy, Mathematics, and Science (when applicable). The percentage of students who fall into each of the three proficiency levels is based on the number of valid scores. This report does not disaggregate the data at the dimension level. Figure 7.7 shows a report example of a District Performance by Demographic Groups.

Figure 7.6 Sample Summary of District Performance

New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2009 - 2010
Summary of District Performance
Grade 8

CDS: 88-8888
County: ANY COUNTY
District: A DISTIRCT

PROFICIENCY LEVEL STATISTICS BY SUBJECT

	Number of Portfolios Processed	LEP LAL Exempt	Took General Assessment	Not Required	Students with Void Code	Number of Students with Valid Scores	Partially Proficient		Proficient		Advanced Proficient	
							Number	Percent	Number	Percent	Number	Percent
Language Arts Literacy	8	0	0	0	0	8	2	25.0	6	75.0	0	0.0
Mathematics	8	NA	0	0	0	8	2	25.0	6	75.0	0	0.0
Science	8	NA	0	0	0	8	4	50.0	0	0.0	4	50.0

MEAN SCORE FOR EACH DIMENSION BY SUBJECT

	Complexity (16.0)[b]	Performance (32.0)[b]	Independence (16.0)[b]
Language Arts Literacy[a]	7.4	21.3	11.4
Mathematics[a]	7.8	23.8	12.4
Science[a]	7.6	21.3	10.9

[a] Includes only Status 1 and 2 students with valid scores.
[b] The number in parentheses is the total number of possible score points.

Note: All names and data are fictional and are for illustrative purposes only.

Figure 7.7 Sample District Performance by Demographic Groups

New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2009 - 2010
District Performance by Demographic Groups
Grade 8

CDS: **88-8888**
County: **ANY COUNTY**
District: **A DISTIRCT**

		Language Arts Literacy[a]							Mathematics[a]							Science[a]						
	Number of Portfolios Processed	Took General Assessment	Not Required	Students with Void Codes	Number of Students with Valid Scores	% Partially Proficient	% Proficient	% Adv Proficient	Took General Assessment	Not Required	Students with Void Codes	Number of Students with Valid Scores	% Partially Proficient	% Proficient	% Adv Proficient	Took General Assessment	Not Required	Students with Void Codes	Number of Students with Valid Scores	% Partially Proficient	% Proficient	% Adv Proficient
TOTAL	8	0	0	0	8	25.0	75.0	0.0	0	0	0	8	25.0	75.0	0.0	0	0	0	8	50.0	0.0	50.0
LEP Status[b]																						
LEP (Current & Former)	0	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA
Current LEP	0	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA
Former LEP	0	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA
Not Current LEP[d]	8	0	0	0	8	25.0	75.0	0.0	0	0	0	8	25.0	75.0	0.0	0	0	0	8	50.0	0.0	50.0
Gender[b]																						
Female	2	0	0	0	2	0.0	100.0	0.0	0	0	0	2	0.0	100.0	0.0	0	0	0	2	100.0	0.0	0.0
Male	6	0	0	0	6	33.3	66.7	0.0	0	0	0	6	33.3	66.7	0.0	0	0	0	6	33.3	0.0	66.7
Ethnicity[b]																						
White	3	0	0	0	3	33.3	66.7	0.0	0	0	0	3	33.3	66.7	0.0	0	0	0	3	33.3	0.0	66.7
Black	1	0	0	0	1	0.0	100.0	0.0	0	0	0	1	0.0	100.0	0.0	0	0	0	1	0.0	0.0	100.0
Asian	0	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA
Pacific Islander	0	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA
Hispanic	4	0	0	0	4	25.0	75.0	0.0	0	0	0	4	25.0	75.0	0.0	0	0	0	4	75.0	0.0	25.0
American Indian/Alaska Native	0	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA
Other[c]	0	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA
Economic Status[b]																						
Disadvantaged	5	0	0	0	5	20.0	80.0	0.0	0	0	0	5	20.0	80.0	0.0	0	0	0	5	20.0	0.0	80.0
Non-Disadvantaged	3	0	0	0	3	33.3	66.7	0.0	0	0	0	3	33.3	66.7	0.0	0	0	0	3	100.0	0.0	0.0
Migrant Status[b]																						
Migrant	0	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA
Non-Migrant	8	0	0	0	8	25.0	75.0	0.0	0	0	0	8	25.0	75.0	0.0	0	0	0	8	50.0	0.0	50.0

[a] Excludes Status 3 students.
[b] Differences in totals among demographic categories resulted from gridding errors or missing data in materials received from districts.
[c] Includes students coded with more than one ethnicity or their ethnicity information is missing.
[d] Includes students coded as Non-LEP and Former LEP. Identical to category titled Non-LEP in previous years. Students appear in each applicable category, but they are included in Total only once.

Note: All names and data are fictional and are for illustrative purposes only.

Data displayed show the number of students with valid scores, the number of students with invalid scores, and the percentage of students that fall into each of the three proficiency levels.

District Data Disks

Districts and receiving schools with ten or more students may request a CD-ROM data disk containing the student raw data file of their students.

State Summary

After reporting, a State Summary data file and state level Performance by Demographic Groups reports are produced and posted on the NJDOE website. The summary data file, available in text and Excel formats, contains the same type of test results based on the reporting data and summarized with an executive summary. http://www.nj.gov/education/schools/achievement/. The Executive Summary is included in Appendix I.

7.2 Parent Letter

To help explain to parents and guardians both the purpose of the APA and the information provided on the Individual Student Report (ISR), a sample form letter is included (Figure 7.8) that can be adapted, signed, photocopied, and sent home with each student along with his/her ISR.

Figure 7.8 Sample Parent/Guardian Letter

Dear Parent/Guardian:

Your child's Individual Student Report for the New Jersey Alternate Proficiency Assessment (APA) is attached. The APA is a portfolio assessment that consists of a collection of student work which was gathered by your child's teachers during instructional activities. Your child participated in the APA between September 1, 2009 and February 19, 2010. Your child's APA portfolio was then submitted to the New Jersey Department of Education and scored by trained readers during the spring of 2010. The attached report provides your child's APA scores in the content areas of Language Arts Literacy, Mathematics, and Science.

The top part of the report tells you the proficiency levels your child achieved on the skills assessed in Language Arts Literacy, Mathematics, and Science. A level of "proficient" or "advanced proficient" is considered meeting the state standard for the APA. The boxes below the proficiency levels show the scores for each "dimension" scored for each content standard assessed by the portfolio. Please refer to the back of the Individual Student Report for further information regarding these boxes.

APA results should not be used as the sole basis for instructional decisions. It is important that districts consider multiple measures on all students before making decisions about the student's instructional placement.

This report is available only to parents, guardians, students, and authorized school officials. If your child attends a school outside of this district, reports are sent to the home school district, your child's neighborhood school, and the school your child attends. All reports are kept confidential. If you have any questions about the report, please contact (insert the district contact name / case mamager / teacher / the principal) at (insert phone number) for assistance.

7.3 Quality Control of Reporting

Quality control procedures at Pearson begin with the use of the Software Engineering Institute's (SEI) Capability Maturity Model (CMM) for software development process management and control. Key process areas of CMM are requirements management, software project planning, software project tracking and oversight, software quality assurance, and software configuration management. Pearson examples of CMM documents include a customer requirements allocation document, a project schedule, functional specifications, a software development project plan, unit test plans, and verification and validation plans. Pearson is certified by an external auditor for CMM Level 4, the second highest level of certification.

After software requirements have been identified, the Pearson software development team prepares project schedules, project plans, functional specifications, and design documents. Pearson begins by creating detailed test plans at both the unit and systems level. A unit test plan is a list of code-unit test cases that are executed and recorded by the software developer. The purpose of the code-unit test process is to ensure that software is developed, maintained, documented, and verified to meet the project requirements for coding and unit testing. As such, the process provides the mechanisms that are necessary to implement the software requirements and design as well as provides code-units quality assurance prior to system test.

After all modules (units) are tested within a system, the CMM process requires a system test. The system test ensures that all the units work together and that outputs from one module match up to the proper inputs for the next module in the system. It also uses expected results to ensure that all requirements have been met. It is important that the system test be performed by a group that is independent of the software development team. This process allows independent verification and interpretation of the requirements. Once the independent testing group has completed the test and given its approval, the system is moved into production mode. It is ready for processing the quality-checking scanned documents and files submitted by a quality-checking team.

Scanning and Scoring

Before actual documents are machine-scanned, a comprehensive check of the scanning and scoring system is performed. The software development tester creates test decks of gridded scanned documents with specific test criteria. The test decks are designed and gridded to cover all response ranges, ID ranges, blanks, and double grids as well as any other responses used by the APA. A file containing the scanned responses is then compared to the expected test results for each document to ensure the scanner is operating correctly. The test decks are processed through the programs for scanning and editing scanned, and packetizing and printing scoring monitors. The second check involves processing and quality-checking the first actual scanned documents received.

As described in the rangefinding section of Part 4, the NJDOE Office of State Assessments asked districts to return their portfolios early following testing so actual

portfolios could be used for rangefinding. Some early return portfolios and additional portfolios received during the scheduled return served a quality-control purpose beginning with hand checking and following with periodical checking throughout scoring.

For both the rangefinding and quality-control purposes, portfolios were selected to represent the following:

- range of school districts
- different types of schools
- grade level of students (elementary, middle, high school)
- skill level (access skill, modified expectation)
- severity of disability (severe/profound, moderate, mild-moderate)
- possible score levels (low, medium, high)

NJDOE Quality Control of Score Reporting

NJDOE Office of State Assessments conducted a quality control of score reporting in June 2010. The NJDOE hand scored a sample of portfolios from a variety of students across grades and content areas.

Pearson printed all applicable reports for 8-10 districts that met requirements specified by the Office of State Assessments for quality control. Requirements for the selected districts included:

- All grades in at least 2 districts
- Each grade represented at least 4 times across the districts
- 3 urban districts, at least 1 private school
- 4-6 public districts (non-specialized districts)
- 4 private districts such as the Department of Children and Families (DCF) districts
- No more than 50 students in a district (multiple schools)
- Sending/receiving relationship and Status: some related districts through sending/receiving relationship (e.g., at least, Status 2 and Status 3), minimum 3 sets. A minimum of 2 districts should be "independent" (e.g., with Status 1 only)

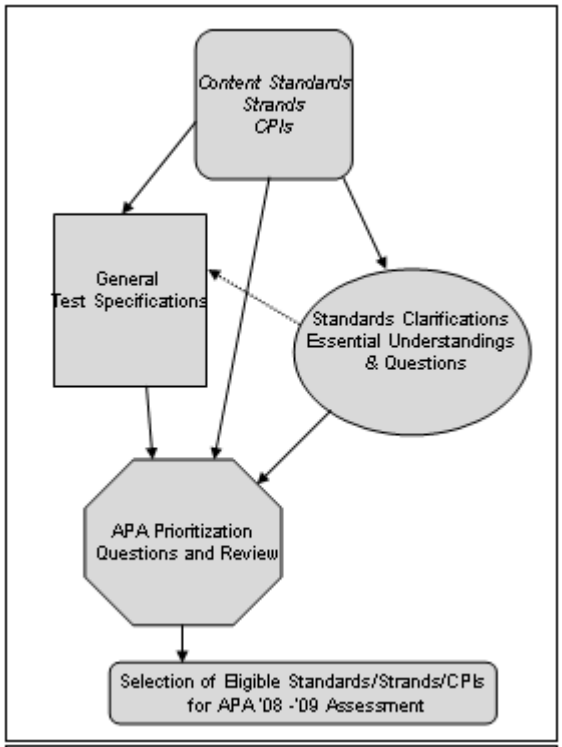
Additionally, the quality-control requirements included these student demographics:

- Migrant: 3-4 students
- SE: As many different codes as possible (including N-unknown or multiple).
- T-I: 3-4 cases each subject (e.g., Language Arts Literacy, Mathematics, Science), and multiple-coded cases (e.g., Language Arts Literacy and Mathematics)
- Economically Disadvantaged: 3-4 students
- LEP: 3-4 cases of each code (<, 1, 2, 3, F1, F2, and Y).

- LEP Exempt LAL: 3 cases
- Home: 3-4 homebound students
- Homeless: 3-4 homeless students
- Ethnicity: 3-4 cases (of all codes, including multiple-codes)
- TIS/TID: 3 cases at minimum of TIS only, TID only, and both TIS and TID.
- Void: At least 3 cases per code (V1, V3, V4, V5); some must have dimension scores for one entry
- Report Footnote: Every case of each footnote (including "U" unscorable codes)
- General Assessment: Several cases of students whose scan sheet indicated they took the general assessment, by subject and by combination of subjects
- 4th Rater: Several cases requiring a fourth reader, with resolution information provided.

For the NJDOE quality-control, Pearson provided the demographic scan sheets, scoring monitors, record changes printout, school names with CDS codes, and a summary sheet for each student. The summary sheets displayed the variable demographics and codes for each student as data was transferred from the scan sheets to the Individual Student Reports (ISRs).

APPENDIX A: Development of the CPI Links



Content Standards
Strands
CPIs

- Source document for instruction and assessment
- Describes what all students should know and be able to do, including students with disabilities
- A scope and sequence document is available to assist in planning for instruction

January 14, 2008 APA Redesign Flow Charland Process 2

APA Prioritization
Questions and Review

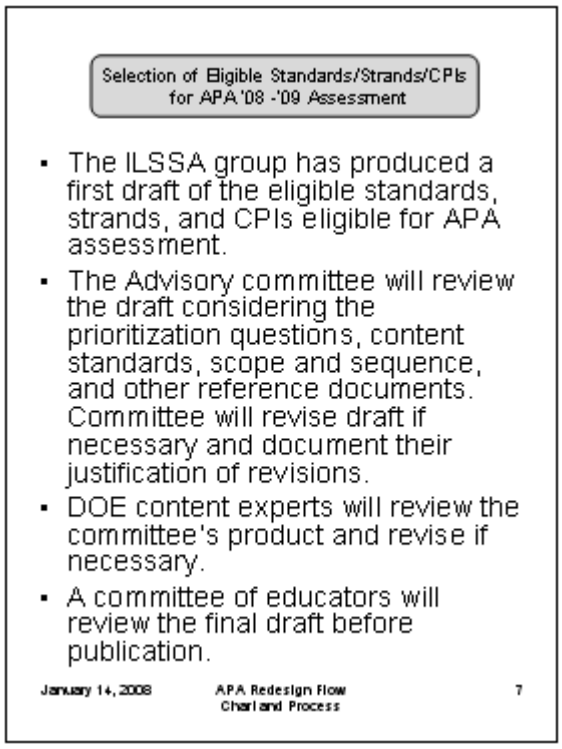
- The process of defining the eligible standards/strands/CPIs for APA assessment requires
  - A review of the intersection of the standards from the test specs and standards clarifications and
  - A prioritization of the remaining available standards based on the APA student population and a series of questions.
    - *The questions should help to define what is most important to assess.* This process should not exclude strands based on the belief of what may not need to be or is not currently taught.

January 14, 2008 APA Redesign Flow Charland Process 5

Educators will consider these questions and statements:

1. APA students must receive standards-based instruction that is linked to grade-level and must be held to high expectations.
2. Which of the strands and CPIs are <u>essential</u> for students to master?
3. Which of the strands and CPIs are <u>very desirable</u> for students to master?
4. Which of the strands and CPIs are <u>desirable</u> for students to master?
5. Which strands and CPIs support learning of higher level skills?
6. Which strands and CPIs promote instruction of foundational skills that will prepare students for future learning?

January 14, 2008 APA Redesign Flow Charland Process 6


Selection of Eligible Standards/Strands/CPIs for APA '08 -'09 Assessment
The ILSSA group has produced a first draft of the eligible standards, strands, and CPIs eligible for APA assessment.
The Advisory committee will review the draft considering the prioritization questions, content standards, scope and sequence, and other reference documents. Committee will revise draft if necessary and document their justification of revisions.
DOE content experts will review the committee's product and revise if necessary.
A committee of educators will review the final draft before publication.
January 14, 2008
APA Redesign Flow Chart and Process
7

APPENDIX B: APA Participation Guidelines

New Jersey Alternate Proficiency Assessment (2009–2010) Procedures Manual
Pages 9 and 10

The New Jersey APA was developed for two purposes:

- To measure the achievement of a **small percentage of students with disabilities** who cannot participate in the regular statewide assessments even with accommodations.

- To ensure that the educational results for all students are included in the statewide accountability system at the individual, school, district, and state levels.

The Individualized Education Program (IEP) team makes decisions about state assessment participation. The IEP must determine **for each content area assessed**, whether an individual will participate in the general assessment or the APA. The New Jersey special education rules and regulations specify that:

Students with disabilities shall participate in the Alternate Proficiency in each content area where the nature of the student's disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications (N.J.A.C. 6A:14-4.10(a)2).

The United States Department of Education (USDOE) nonregulatory guidance regarding achievement standards for students with the most significant cognitive disabilities provides further clarification regarding student eligibility for participation in the alternate assessment based on alternate achievement standards. The guidance states that:

"**only students with the most significant cognitive disabilities may be assessed based on alternate achievement standards…**the Department intended the term "students with the most significant disabilities" to include that small number of students who are (1) within one or more of the existing categories of disability under the IDEA (e.g., autism, multiple disabilities, traumatic brain injury, etc.); and (2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction."

United States Department of Education (USDOE) nonregulatory guidance for alternate assessments can be viewed at http://www.ed.gov/policy/elsec/guid/altguidance.doc.

The attached chart provides the individual determinations that must be made to determine student eligibility for participation in the APA.

Guidelines to Determine Which Students Should Participate in the New Jersey Statewide Assessment Through the Alternate Proficiency Assessment 2009–2010

Student Name:_____

General assessment given at the student's grade level:
NJ ASK3_____ NJ ASK4_____ NJ ASK5_____ NJ ASK6_____
NJ ASK7_____ NJ ASK8_____ HSPA _____

Content Area	Language Arts Literacy		Mathematics		Science*	
Question	Yes	No	Yes	No	Yes	No
1. Is the nature of the student's cognitive disability severe?						
2. Is the student's cognitive disability so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment?						
3. Is the student's cognitive disability so severe that the student cannot complete any of the types of questions on the assessment in the content area, even with accommodations and modifications?						
4. Is the student's Individualized Education Program (IEP) aligned to grade level New Jersey Core Curriculum Standards through modified expectations?						

*Grades 4 & 8, and Grade 9, 10, **11, or 12 –** the year student receives Biology instruction.

If the IEP team has answered yes to all of the questions above, the student should participate in Statewide Assessment through the Alternate Proficiency Assessment.

My signature confirms the accuracy of the information noted above.

_____

Director or Designee Date

A SIGNED COPY OF THIS FORM MUST BE SUBMITTED WITH THE PORTFOLIO

APPENDIX C: Use of Prompting and the Planning Entry Tool

New Jersey Alternate Proficiency Assessment (2009–2010) Procedures Manual
Pages 38-42

Task Directions, Prompts, and Instructional Supports

When providing instruction or scoring student work, it is necessary to understand the differences between providing task directions, prompts, and supports so that you can accurately score student work for the APA. Provided below are clarifying statements to ensure a common understanding of these terms as they relate to the assessment of the CPI Links. Scoring an assessment activity correctly depends on the differentiation of providing directions, supports and prompts.

Task Directions

A **task direction** is the information provided to the student at the beginning of an activity or test. This information tells the student how to complete the activity, offers expectations about the activity, provides background information needed for the activity, or simply asks the question. The following is an example of a task direction:
"We are going to answer some questions about the forces in motion lab activity we just finished. I want you to look at these three pictures. Which one of these pictures represents an unbalanced force?"
Or
"We are going to fill out an application online. Question 3 is going to ask you to choose your state from a drop down box. Click on the arrow and highlight your state."

It is important to understand that the task directions above simply provide the student with the information needed to complete the activity and may pose questions that the student must respond to in order to demonstrate his/her understanding of a skill or concept. However, it is not a prompt that leads the student to the correct performance. For more information on task directions and other supports, please review Part VI of the Fall training.

Task directions must be given to the student for both the first and second activity. It is not a fair assessment to give a student a task with no instruction on what is expected, without reading the directions to the student (if appropriate) or without any necessary supports.

- No prompts provided on the first piece of evidence even though the student has not performed any of the skill or the performance is clearly off topic

Use of Supports

Supports are the instructional and assistive tools that students use to increase independent performance and facilitate their access to grade-level educational materials and activities. The most important thing to remember is that supports garner

independence and facilitate access; they do not lead the student to the correct answer the way a prompt does.

Supports can range from "no-tech" to "high-tech" and can be used to
(a) aid the student in maintaining appropriate body position
(b) facilitate the student's communication
(c) assist the student in accessing the computer or other technological devices
(d) improve the student's ability to express and receive information

Readers and scribes are examples of **"no-tech**" supports that assist students with receiving information and expressing what they know. There are several examples of **"low-tech"** supports, such as pictures, symbols or objects to represent words or ideas, pointers (or other devices) to push a keyboard button or activate simple machines, pencil grips, etc. The **"high-tech"** supports are usually those that first come to mind, such as Alternate Augmentative Communication (AAC) devices, switches, adaptive software and computer peripherals. Some examples of these "high-tech" devices are computer programs that have speech recognition and word prediction or software programs that read whatever is on the computer screen aloud, AAC (or voice output) devices and adaptive devices like a computer touch screen or adaptive keyboard that facilitates access. The most important thing to remember is that supports garner independence and facilitate access; they do not lead the student to the correct answer the way a prompt does.

As you provide instruction, it may be appropriate to provide some supports and prompts that are not acceptable for assessment. For instance, during instruction you may provide hand-over-hand assistance to a student as an introduction to a skill/concept. However, if you provide that prompt level during assessment it will be scored as an inaccurate response since it is a physical prompt.

Use of Prompts

Prompts are the instructional details that teachers provide to students in order to lead or guide the student to the correct response during instructional activities or tests. While the purpose of prompting is to guide the student to the correct answer, the degree of intrusiveness varies depending on the type of prompt given. The typical hierarchy of prompts goes from least to most intrusive in order as verbal (V), gestural (G), model (M), and physical (P). If a student requires a prompt level to respond to items or perform skills, then it is important to determine which prompt level most often gets the student to learn a concept and perform the skill accurately. Teachers must use their knowledge of how the student learns to make that decision.

To accurately document student performance of skills, a distinction must be made between **direct prompts** and **indirect prompts**. An indirect prompt guides/leads the student but does not give the student the answer. The level of prompt provided to the student must be documented on the evidence and will affect the scoring of the activity. Verbal, gestural or model prompts that directly give the student the correct answer (called

direct prompts) are considered a most intrusive prompt in the prompt hierarchy. Direct verbal, gestural and model prompts are useful for instruction but cannot be used for assessment. Only indirect prompts can be used for assessment.

An indirect verbal prompt can

- Provide the student with a clue to try to spark the student's recollection of the activity or lesson so that he/she can respond to the question (e.g., "Remember, the main character did lots of funny things. Point to the main character.")

In the least-to-most prompt hierarchy, the gestural prompt is the next, more intrusive prompt, followed by a model prompt. These prompts are represented by some type of teacher demonstration or gesture that guides the student to the answer.

An indirect gestural prompt can

- Provide the student with a clue as to the general location of an answer (e.g., when looking up a word in the dictionary, the teacher may tap the corner of the page the word can be found on but not exactly where the word is on the page)

An indirect model prompt can

- Provide the student with a clue through teacher demonstration of the skill that the student should demonstrate (e.g., demonstrate how to regroup in an addition problem, giving the student a different addition problem involving regrouping)
- Provide the student with a clue through acting out a scenario (e.g., when presenting a choice of three pictures and asking the student which picture represents an unbalanced force, the teacher may make a sweeping or moving motion to represent an "unbalanced force")

Physical Prompts

A **physical prompt** is any prompt that requires the teacher to touch the student (e.g., physically moving the student's hand, touching the student's wrist). Physical prompts are the most intrusive prompts that a teacher can provide during assessment.

If a student must be given any type of physical prompt in order to perform the skill, the teacher may do so, but *the item must be marked as incorrect (-)* and physical prompt provided (P). Therefore, items completed with physical prompts must be marked as (-P).

Prompt Types Given on the Final Activity

Evidence of the final activity cannot have a more intrusive prompt level than was given on the first piece of evidence/initial activity. Providing a more intrusive prompt on the final piece of evidence unfairly boosts the student's performance level by providing more instructional assistance than was given on the first piece of evidence. **If the final piece of evidence contains a more intrusive prompt than the first piece of evidence, the entry will score a one for Performance.**

For more information on Supports and Assistive Technology, please refer to the document, “Links, Information and Resources on Assistive Technology and Universal Design for Learning.” The document is on the Web site: http://pem.ncspearson.com/nj/apa. Click on the Documentation tab.

Table C.1
Supports, Prompts, and Activity Formats:
Acceptable for Instruction and Acceptable for Assessment

Type of Support, Prompt, or Activity Format	Acceptable for Instruction	Acceptable for Assessment
Physical Prompting	**Yes – with a goal of fading It out**	**Yes, however item will be marked as incorrect (-)**
Color Coding that allows the student to just match colors with no understanding of the concept/skill	**Yes – with a goal of fading it out**	**No – matching colors is not found in the CPI Links**
Less than 5 questions/items	**Yes**	**No – there must always be at least 5 items included in an assessment activity**
Verbal, model, or gestural prompts	**Yes – both direct and indirect. The goal is to fade all prompts.**	**Only indirect prompts are allowed for assessment**
Independent work	**Yes**	**Yes**
Repeating or rephrasing directions.	**Yes – these are supports**	**Yes**
Scaffolding and differentiated Instruction	**Yes**	**Yes**
Communication systems and devices	**Yes**	**Yes**
Modified texts (e.g., PEC symbols added, shorten text, student follows along with objects, pictures, or words while teacher reads)	**Yes**	**Yes**
Ask questions that are not a part of the selected Link	**Yes**	**No**
Providing access for the student (through scribes, sign language, Braille, objects, textures, etc.)	**Yes**	**Yes**
Work with general education specialists/classrooms	**Yes**	**Yes**

Planning Tool

The following tool may be used to assist in developing standards-based activities that will be conducted to instruct the student on the skills and concepts of the chosen CPI and CPI Link and collect data for the APA portfolio.

- Page one of the tool is to be used for planning instructional lessons/unit of study needed to teach the student the skills and concepts of the CPI and CPI link.
- Page two of the tool is to be used for planning two assessment activities: one which will occur prior to the instructional lessons/unit; and one which will occur at the end of the instructional lessons/unit. Page two includes a column to plan what type of evidence will be collected from the activities to include as evidence in the portfolio.
    - Page two can be used as a reference when completing the entry cover sheet and writing a description of the initial activity and the final activity.

New Jersey Alternate Proficiency Assessment Entry Planning Tool

Student Name: **Entry (circle one):** **LAL 1 2 3 4 MATH 1 2 3 4 Science 1 2 3 4**

Standard: Strand:

CPI:

CPI Link:

Standards-based Activities (Instruction)	Supports
Instructional Activities (this section is for instruction that occurs between the time that the first and last piece of evidence is collected):	**1. How will the student *access* instruction?** **2. How will the student *interact* with instruction and materials?** **3. How will the student *demonstrate knowledge, skills, and concepts* acquired?**

New Jersey Alternate Proficiency Assessment Entry Planning Tool

Student Name: _____ **Entry (circle one):** **LAL 1 2 3 4** **MATH 1 2 3 4** **Science 1 2 3 4**

CPI Link:

Standards-based Activities (Assessment)	Supports	Evidence for assessment
Initial Activity for Assessment		
Final Activity for Assessment		

APPENDIX D: Writing Prompt Rubrics

Scoring Writing

One of the requirements for acceptable evidence is that it must include at least 5 items, such as 5 questions or 5 steps to perform the skill. Paragraph writing is not easily broken into 5 items, therefore certain specified CPI Links must be scored using a rubric. The specified Links will include the word "*rubric*" next to the link when it is necessary to score the link using a rubric. A rubric must include all part of the CPI Link, and must average all possible score points for a percent score.

CPI 3.2.12D6 Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications		
Essence of the CPI: Write for workplace and everyday reasons		
Matched Link	**Near Link**	**Far Link**
♦ **Complete a cover letter and resume and judge it against a rubric** ♦ **Write business letters using appropriate format and language *rubric*** ♦ **Complete college applications**	♦ **Complete cover letters** ♦ **Write resumes (e.g., by matching job history to the appropriate heading)** ♦ **Complete job applications**	♦ **Produce sentences for an appropriate audience based on word and subject choice (e.g., non-standard English for peers, standard English for boss)** ♦ **Gather data needed to complete a form (d.o.b., address, date of graduation, etc.)**

When scoring student writing with a rubric, the writing must be scored solely on the skills/concepts within the chosen CPI Link. Therefore it is important that the dimensions of the rubric include only the academic skills included in the CPI Link. Behavioral skills should not be included in the writing rubrics.

When Scoring Student Writing for the Portfolio:

Do:	Do Not:
• Score only academic skills • Score all skills/concepts within one CPI Link • Include five dimensions • Meet the Universal Scoring Rules • Include percent Accuracy and Independence scores • Have each dimension of the rubric scored for Independence and Accuracy	• Score behavioral skills • Score skills/concepts that are not a part of the CPI Link

Teachers can create rubrics specifically to address the academic content required in a CPI Link. These rubrics should follow the guidelines outlined above: they should address only academic skills and only those skills/concepts present in the CPI Link. A rubric must contain at least five dimensions connected to the CPI Link. A dimension is the academic skill/concept that is being assessed for that particular Link. The student work sample must include markings and/or comments that connect to the score points received in the rubric.

Examples of Appropriate Writing Rubric

CPI: 3.2.12D6
CPI Link: "Write business letters using appropriate format and language" *rubric*
Example of a premade rubric

Cover Letter Rubric	Possible Points	Total Points	Prompted Or Independent
Overall Format • Block Style (10 points) • New Times Roman, 12 point font (10 points)	20	15	
Heading • Your complete address (6 points) • Phone number/email address (1 points) • Complete date (2 points) • Correct spacing and indentations (5 points)	14		
Inside Address • Appropriate prefix/title and name (2 points) • Title (2 points) • Organization (2 points) • Organization's address (6 points) • Correct spacing and indentations (5 points)	17		
Greeting • Appropriate salutation choice (2 points) • Appropriate prefix/title and name (2 points) • Correct spacing and indentations (2 points)	6		
Body • Uses Standard English (no contractions, slang, etc.) (10 points) • Clearly outlines purpose and qualifications in the letter (12 points) • Uses clear, concise sentences (10 points) • Correct spacing and indentations (5 points)	37		
Closing and Signature • Appropriate closing choice (2 points) • Correct spacing and indentations (4 points)	6		
Total Possible Points	100	% accurate	% independent

Example of a teacher-made rubric

	Independent or Prompted	1	2	3	4	Score
Heading		Missing	Incomplete, incorrectly formatted, *and* poor word choices	Incomplete, incorrectly formatted, *or* poor word choices	Complete, appropriate word choices, formatted correctly	
Greeting		Missing	Incomplete, incorrectly formatted, *and* poor word choices	Incomplete, incorrectly formatted, *or* poor word choices	Complete, appropriate word choices, formatted correctly	
Body Identifies Purpose		Missing	Incomplete, incorrectly formatted, *and* poor word choices	Incomplete, incorrectly formatted, *or* poor word choices	Complete, appropriate word choices, formatted correctly	
Body Identifies Qualifications		Missing	Incomplete, incorrectly formatted, *and* poor word choices	Incomplete, incorrectly formatted, *or* poor word choices	Complete, appropriate word choices, formatted correctly	
Salutations		Missing	Incomplete, incorrectly formatted, *and* poor word choices	Incomplete, incorrectly formatted, *or* poor word choices	Complete, appropriate word choices, formatted correctly	
	% independent					% accurate

Reason: This rubric is academic, connected to the CPI Link and provides a percent correct score and a percent independent score for the student's work. Percent scores are calculated by adding up the total points earned by student and dividing by the total possible points (in this example 20 possible total points).

APPENDIX E: PSC Scorers' Directions for Scoring Dimensions

Complexity

Complexity evaluates the CPI link assessed based on how closely the complexity and difficulty (Matched, Near, Far) links to the Core Curriculum Content Standards (CCCS) and grade-level cumulative progress indicators (CPI).

Score Point	0	1	2	3	4
Complexity	Evidence provided is unscorable; all dimensions will receive a score of zero	CPI link was assessed, but there are major flaws in the evidence	CPI link is a Far link to the grade-level indicator	CPI link is a Near Link to the grade-level indicator	CPI link is a Matched Link to the grade-level indicator

Definition of Terms

Complexity is the expectation level at which the student should perform the skill (remembering, understanding, applying, analyzing, evaluating and creating).

Difficulty involves the number of concepts, skills or ideas on which the student will be working or the type of adaptations and supports in place; it can be changed by reducing the number of nouns addressed within the CPI, limiting the amount a student has to do, or by using adaptations such as adapted text or limited number of items, etc.

CPI Links provide students with a range of skills/concepts that are aligned to the CCCS and CPIs. *CPI Links* are organized by whether they are a Matched, Near, or Far link to the grade level CPI. For instance, in CPI 4.4.7B4 (see below), the Matched Link has more complexity and difficulty than the Far Link. The Matched Link requires the student to apply probability concepts to answer questions in a real world situation, while most of the Far Links only require students to identify a single concept at a time.

CPI 4.4.7B4 Play and analyze probability-based games, and discuss the concepts of fairness and expected value.		
Essence of the CPI: Understand what probability has to do with describing "fairness" and expected outcomes in games.		
Matched Link	Near Link	Far Link
♦ **Play a probability-based game (anything with a spinner or dice), and use probability to answer questions about fairness**	♦ **Demonstrate understanding of the connection between random and fairness** ♦ **Demonstrate understanding of the connection between independent outcomes and fairness**	♦ **Define and identify independent outcomes in probability** ♦ **Identify a situation that would cause a bias result (e.g., spinner on a tilt)** ♦ **Identify a situation that would cause a random result (spinner on a flat desk)** ♦ **Compare situations that would cause bias results versus random results**

You must review all of the Links for the CPI to ensure the correct Complexity score is given.

When scoring an entry, scorers will evaluate which CPI Link was performed by the student and assign a score accordingly. If a CPI Link is written on the Entry Cover Sheet but the evidence matches a different CPI Link within the **same** CPI, use the evidence to determine the Complexity score, after reviewing this with a table leader. Hence, a student **whose work** demonstrates a Matched Link will score a 4 in complexity. A student **whose work** demonstrates a Near Link will score a 3 in complexity. A student **whose work** demonstrates a Far Link will score a 2 in complexity.

An entry which demonstrates work in a CPI Link but has major flaws will score a 1 in complexity. **A major flaw includes**

- **Assessing only part of the CPI Link (e.g., link specifies compare *and* contrast, but the evidence only assesses compare, and there is no Link that states *only* "compare")**
- **Same activity is used for both pieces of evidence**

These are the only two errors that would cause Complexity to receive a score point of 1. Score Performance and Independence as you normally would.

An ***activity*** is the context and/or application within which the student demonstrates the skills encompassed in the CPI Link. An activity should demonstrate the student working on one specific CPI Link but differ in application or context of the skill from the first activity to the last activity. Whatever CPI Link is used for the first activity must also be used for the final activity. For instance:

- **Application (how the student accesses the skill):**
  - A fill in the blanks worksheet requires different application of a skill than a matching game.
  - Performing word problems are different than performing straight calculation problems.
  - Composing an essay on a computer is a different activity than writing an essay with paper and pencil.
  - Using a graphic organizer to organize information is different than answering multiple choice questions.
  - Using a Smart Board to complete a graphic organizer is a different activity than completing the same graphic organizer with paper and pencil.
- **Context (the surrounding situation for why the student completes the skill; purpose; content area):**
  - Identifying figurative language in the study of poetry by answering multiple choice questions is different than identifying figurative language in commercials and advertisements in the study of consumerism by answering multiple choice questions.

- Completing a job application as practice on a worksheet is different than researching jobs of interest and then completing an application.
- Graphing ordered pairs on a worksheet is different than creating a map by graphing ordered pairs to show where buildings are located.
- Completing a math worksheet on adding decimals is different from going to the store and adding up the price of groceries.
- Answering comprehension questions after reading Charlotte's Web is different from answering comprehension questions after reading Fantastic Mr. Fox.

Each of these examples demonstrates ways that activities can be different.

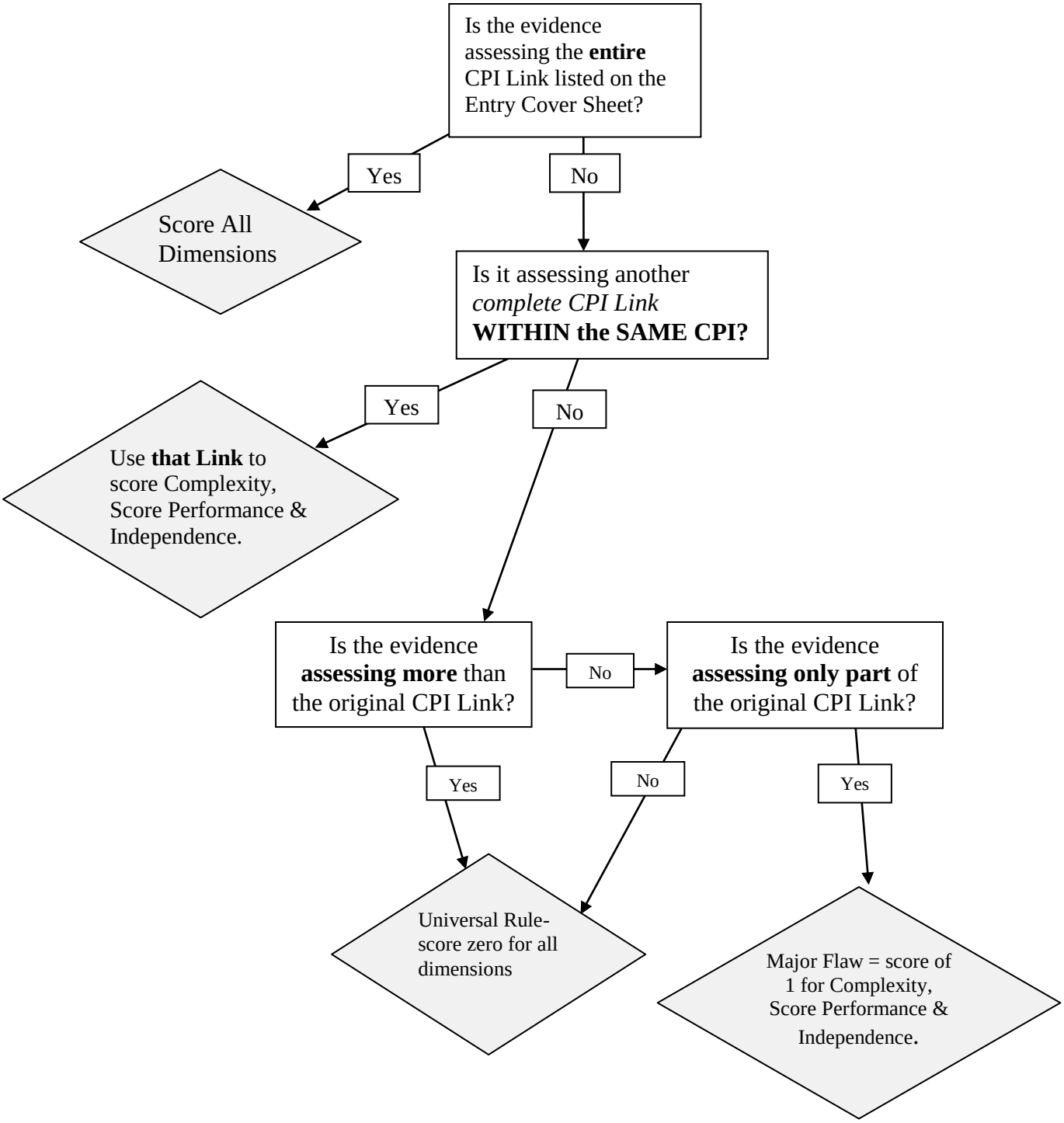
Note:
Using different books of the same genre in the initial and final pieces of evidence, or changing the subject of a specific piece of writing, or changing the equations used to solve problems is now sufficient to indicate that the student has performed the CPI Link in two different activities.
For instance,

- in CPI 3.1.3G10, Matched Link, bullet point 2, "compare and contrast characters," answering multiple choice questions to compare and contrast characters in Catwings is a different activity from answering multiple choice questions to compare and contrast characters in Fantastic Mr. Fox. Activities would also be considered different when answering multiple choice questions to compare and contrast characters in Catwings and using a graphic organizer to compare and contrast the same characters.
- in CPI 3.2.7D5, Near Link, bullet point 3, "write sensory descriptions, using 3 of the 5 senses", using two different picture prompts to write sensory descriptions is considered two different activities. Activities would also be considered different when using a picture prompt of a student sitting in a classroom to write sensory descriptions and when writing a sensory description of the student's current surroundings (such as sitting in a classroom).
- in CPI 4.1.5B5, Matched Link, bullet point 1, "after completing a problem, use the inverse operation to check your work", using two different worksheets with totally different number problems is considered two different activities. Activities would also be considered different when using number problems for the initial assessment and word problems for the final assessment.

If more than the CPI Link is assessed, check to see if there is another CPI Link for that CPI that matches all of the evidence. If so, score it based on the new link. If not, the entry will score zeros in all dimensions (per Universal Scoring Rule).

Prior to Scoring Complexity

This flow chart begins at the end of the Universal Scoring Rules and after it has been determined that both pieces of evidence are assessing the same CPI Link and the same skill(s).



Scoring Rules/Clarifications for Complexity Dimension

1. The CPI Link **addressed and evidenced** determines the score assigned**.**

2. An entry which does not meet the Universal Scoring Rules as outlined on pages 10 - 11 will score a zero in all dimensions.

    a. If the evidence does not reflect the skill expectations of the Link chosen, check within that CPI and see if the evidence reflects a different Link. **Note: Evidence of the skill performance may be reflected in a rubric or in other evidence such as a student work sample, series of photographs with descriptions, etc.** If all of the **evidence reflects a different Link within that CPI,** score it according to the Link it matches, after reviewing with a Table Leader.

        i. If the **evidence does not reflect** a different Link within that CPI, **see your table leader**.

    b. If the **evidence does not assess the entire CPI Link, and no other CPI Link** within that CPI matches the evidence, it is considered a major flaw and will be scored a 1 for complexity.

        i. For example, Matched Link 4.4.7B4 "*Play a probability-based game (anything with a spinner or dice) and use probability to answer questions about fairness*" **if the evidence only demonstrates the student playing a probability-based game then it is a major flaw and will score a 1 for complexity**.

    c. If the **evidence assesses more** than the skills identified in the CPI Link, and does not match a different CPI Link within the same CPI**, see your table leader.**

3. **Two distinct activities are required to show evidence of instruction. If the same activity is used in both pieces of evidence, it is considered a major flaw and will score a 1 in complexity.**

4. If the first piece of evidence appears to be more difficult than the final piece of evidence, this may be a violation of Universal Scoring Rule #7 on appropriate format of the evidence. If you think this is the case, consult your table leader.

Note: If an entry will score a zero for all dimensions follow the process on pages 12-13.

Performance

Performance dimension evaluates the student's accuracy performing the skills represented in the CPI links identified within the portfolio.

Score Point	0	1	2	3	4
Performance	Evidence is not scored, score is not a percentage, or score cannot be replicated. All dimensions will receive a score of zero.	Accuracy of work is 0–39% based on the last activity **Or** The second piece of evidence has a more intrusive prompt.	Accuracy of work is 40–59% based on the last activity.	Accuracy of work is 60–80% based on the last activity	Accuracy of work is 81–100% based on the last activity

Definition of Terms

Accuracy is the number of items that the student performed correctly. Any items that the student answers using a physical prompt must be marked as incorrect. Accuracy must be calculated as a percentage, and each item must be clearly marked as correct or incorrect.

Physical prompt is any prompt that requires the teacher to touch the student (e.g., physically moving the student's hand, touching the student's wrist) to assist the student when answering the question. ***Items completed with physical prompts must be marked as incorrect. Items physically prompted that are scored as correct will receive zero scores for all dimensions within the entry.***

Performance measures how well the student has demonstrated the skill specified in the CPI Link within the collection periods.

Student performance is documented by evidence of the student working on the CPI Link collected within the collection periods. The first piece of evidence must be collected between September 1 and November 13, 2009. The second piece of evidence must be collected between December 14, 2009 and February 19, 2010. **The student must score 39% accuracy or below on the initial piece of evidence in order to meet the Universal Scoring Rule for "baseline" data.**

- ✓ Each item must be marked as correct (+) or incorrect (–), and, for some Writing Links, a rubric must be used to score the writing sample.
  - Any student work where each item is not individually marked will result in a score of zero for all scoring dimensions
  - If a different system is used, then it should be clear as to what symbols are used to indicate correct and incorrect responses.

- ✓ Scorers must be able to calculate the percent accuracy score based on the markings (symbols) of each individual item.

- Remember accuracy percent is determined by dividing the number of correct items by the total number of items presented and multiplied by 100.

✓ Any student performance that required the use of physical prompts must be marked as incorrect. Items completed with physical prompting that are marked as correct will receive zeros for all dimensions within the entry.

✓ Performance scores are based on scorer calculations.
- If the scorer's calculation is different from the teacher's calculation, a note must be placed in the binder.

✓ Any evidence that is not scored by marking each item as correct or incorrect, or if the scorers cannot calculate the percent score from the evidence, will result in the entry scoring a zero for all dimensions.

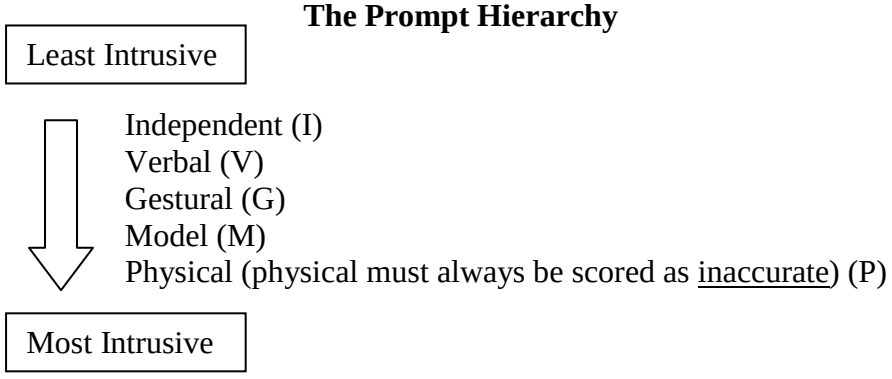
If a rubric was required for assessing a writing CPI Link, then it must meet the criterion for using a rubric. Rubrics must:

✓ be academic
✓ have 5 a minimum of five skill elements or dimensions
✓ assess the entire CPI Link and ***nothing*** but the CPI Link
✓ provide a percent accuracy score with each item marked as correct or incorrect
✓ provide a percent independent score with each item marked as independent or with type of prompt
✓ be included with both pieces of evidence
✓ the same rubric must assess the same skills for both pieces of evidence
✓ writing sample must include editing marks that correspond to the rubric

If the rubric does not include these elements the entry scores a zero for all dimensions. (See examples in the training Power Point.)

* If the second piece of evidence has a more intrusive prompt level than in the first piece of evidence, the entry will score a 1 for Performance. Score Complexity and Independence as you normally would.

The Prompt Hierarchy



If a prompt is used in the first piece of evidence, the second piece of evidence must contain the same level or less intrusive prompt.

Example:

- If the student performs all items independently on the first piece of evidence, but requires verbal prompts, or some other prompt levels, on the final piece of evidence, that is considered more intrusive and will cause the entry to score one for Performance.

- If the student performs all items with a combination of verbal prompts and independent responses on the first piece of evidence, but performs some items with model prompts, verbal, and independent responses on the final piece, the model prompts are considered more intrusive and will cause the entry to score one for Performance.

Teachers may indicate their own prompt hierarchy for their classrooms but it must be clearly documented in the portfolio.

In order to score Performance, the student work must follow the Universal Scoring Rules outlined on pages 10–11. Any work that does not meet those rules will score a zero for all dimensions.

The final piece of evidence for each entry provides the score point used to score Performance.

- ✓ A student who scores 81–100% accuracy on the final piece of evidence will score a 4 for performance.
- ✓ A student who scores 60–80% accuracy on the final piece of evidence will score a 3 for performance.
- ✓ A student who scores 40–59% accuracy on the final piece of evidence will score a 2 in performance.
- ✓ A student who scores 0–39% accuracy on the final piece of evidence will score a 1 in performance.

Scoring Rules/Clarifications for Performance Dimension

1. Ensure that all work follows the Universal Scoring Rules. If the rules are not met, follow the procedures in the Chart of Responsibilities (separate handout).

2. Writing tasks for certain specified CPI Links must be scored using a rubric. A rubric must include all parts of the CPI Link, at least 5 task elements or dimensions, assess the entire CPI Link and only the CPI Link, and scored for accuracy and independence given as percentages. The same rubric must be included with both pieces of evidence and assess the same skills in both pieces of evidence.

3. Writing samples that do not contain editing marks which correspond to the rubric will score zeros in all dimensions.

4. Student work that requires physical prompting must be scored as incorrect. If physical prompts are marked as correct, the entry will receive zero scores for all dimensions.

5. All items must be scored or graded for accuracy by a teacher. Scorers must be able to calculate the percent accuracy based on those scores. Accuracy reflects percent of items/tasks the student performed correctly without physical prompts. If you can not determine the accuracy percentage, see your table leader.

6. If the accuracy percentage is missing from the evidence, the entry will score zeros in all dimensions.

7. Performance scores are based on the scorer's calculations. If the scorer's calculation is different from the teacher's calculation, a note must be placed in the binder.

8. Initial evidence that starts with the student performing the skill at a level higher than 39% will result in the entire entry being scored as zero for all dimensions.

9. Performance must be demonstrated in the actual examples of student work completed during the collection period, with the first piece of evidence coming from the first collection period (September 1 to November 13, 2009) and the second piece of evidence coming from the second collection period (December 13, 2009 to February 19, 2010).

10. Evidence selected for the portfolio should reflect performance of only one CPI Link for each entry.

11. If the second piece of evidence has a more intrusive prompt than the first piece of evidence, score a 1 for Performance.

Note: If an entry will score a zero for all dimensions follow the process on pages 12-13.

Independence

Independence evaluates the extent to which the student completed items independently.

Score Point	0	1	2	3	4
Independence	Evidence does not include percentage of time student was independent, is not clear, or percentage cannot be replicated; all dimensions will receive a score of zero	Student completed items/tasks independently 0–39% of the time	Student completed items/tasks independently 40–59% of the time	Student completed items/tasks independently 60–80% of the time	Student completed items/tasks independently 81–100% of the time

Definition of Terms

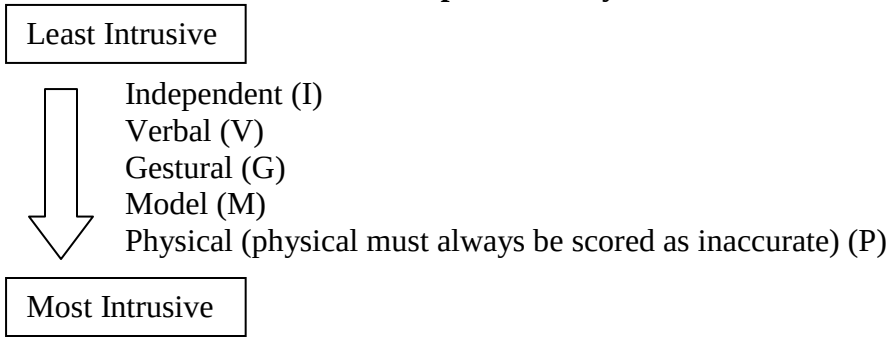
A ***prompt*** is a hint or clue that guides students to the correct answer.

Prompts **leading the student to the correct answer without actually telling the student the correct answer are acceptable.** Prompts may be verbal, gestural, model, or physical prompts.

For instance, the student is supposed to identify the main character of Pippi Longstocking from a choice of 3 pictures. One picture is Pippi, one is her monkey, and one is her horse.

- Independent performance: The teacher says, "Which one is the main character?"
- Verbal prompt: The teacher says, "Which one is the main character?" and then says "The main character is the one who had lots of adventures."
- Gestural prompt: The teacher says, "Which one is the main character?" and gestures to two of the three pictures
- Model prompt: The teacher says, "Which one is the main character?" and acts out one of Pippi's actions (skating on the floor with sponges to wash it)
- Physical prompt: The teacher says, "Which one is the main character?" and then moves the student's hand to the correct picture.

The Prompt Hierarchy



If a physical prompt is required for the student to complete the item, it may be used, but the item must be marked as inaccurate and physically prompted (-P).

If within the description of the activity the teacher mentions that she/he repeated directions or rephrased directions, this is not considered a prompt and has no effect on scoring.
Rephrasing: The teacher says, "Which one is the main character? Who was the story mostly about?"

The final piece of evidence for each entry provides the score point used to score Independence.

- ✓ A student who performs 81–100% of the items/tasks/questions independently will receive a score of 4 for Independence.
- ✓ A student who performs 60–80% of the items/tasks/questions independently will receive a score of 3 for Independence.
- ✓ A student who performs 40–59% of the items/tasks/questions independently will receive a score of 2 for Independence.
- ✓ A student who performs 0–39% of the items/tasks/questions independently will receive a score of 1 for Independence.
- ✓ Evidence that does not include percentage of time the student was independent, is unclear, or cannot be replicated will receive a score of 0 for Independence.

Scorers must be able to calculate the percent independence score. This is done by dividing the number of independent responses by the total number of possible responses and multiplying by 100.

Scoring Rules/Clarifications for Independence Dimension

1. A prompt level must be marked next to each question the student completes.
    - I = independent
    - V= verbal
    - G= gestural
    - M= model
    - P= physical
    - If some other system is used and there is no key, see your table leader.
2. If the independence percentage is missing from the evidence, the entry will score zeros in all dimensions.
3. Scorers must be able to calculate the percent independence score. This is done by dividing the number of independent responses by the total number of possible responses and multiplying by 100.
4. If the student performed an item independently the item must be marked with an I.
5. If the student requires a prompt for an item, the prompt level provided must be documented.
6. Independence scores are based on the scorer's calculations. If the scorer's calculation is different from the teacher's calculation, a note must be placed in the binder.
7. If you cannot calculate the percentage score, see your table leader.

Note: If an entry will score a zero for all dimensions follow the process on pages 12-13.

APPENDIX F: PSC Scorers' Directions for Monitoring Codes, Breaches, & Alerts

Instructions for the Use of Monitor Codes

Code 5 MUST be assigned for all entries and dimensions

Code 5 is used only when the **assigned grade of the student does not align** with the APA requirements. Only those students in grades 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 are eligible for the APA. See the table leader if the grade is in question. (Note to table leader that a scoring director will request additional data from the scan sheet prior to assigning this code.)

Code 6 MUST be assigned for all entries and dimensions

Code 6 is used when the scorer has determined that the portfolio is considered a **security breach** based on the guidelines provided in this handbook. If **any entry** matches the description of a **security breach**, see your table leader.

Code A May be used for all content areas

Code A is used when a portfolio contains a note from the school that states the student has been out of school on **extensive sick leave/hospitalization (medical emergency)**. The following conditions must exist for a portfolio to receive a medical exemption:

- The student is receiving instruction for 10 days or less during a collection period, **and**
- The student has an extended hospitalization or leave due to illness and is not receiving instruction, **and**
- An official record documenting the student absences is provided, **and**
- A letter in the portfolio from an administrator documenting the medical emergency.

If one entry within a content area receives a condition code A, all entries and dimensions within the content area will receive the same condition code. However, **first confirm** that the entries have **less than the required amount of evidence** for each content area. You may only use this code for an entry that has no evidence, or less than the required amount of evidence.
See your table leader.

Code B Must be assigned for all entries and dimensions in a content area

Code B is used when a content area has **no evidence** and there is **no note explaining** that the student was on **sick leave**. Code B may also be used for special circumstances but a letter from an administrator must be included. See your table leader if such a letter is included. **Code B is only used if all four entries in a content area are missing.** If less than four entries are missing, the missing entries will receive a score of 0. The entries that are present may still be scorable.
See your table leader if a content area contains any missing entries.

Security Breaches – Preponderance of Evidence

There are several different occurrences that result in a security breach of an APA portfolio. This list is meant to be a guideline, but is not meant to be exhaustive. Scorers may indeed see other occurrences that lead them to believe a security breach has occurred. It is the scorer's responsibility to call attention to these portfolios and review the information with a table leader. This list will be updated as new occurrences are identified.

Evidence:

- Sometimes evidence has a lot of white-out on the dates and/or names of the students, with writing on top of the white-out. Examine the evidence, and if it appears that the evidence has been changed to suit the portfolio, e.g., changing the student's name, changing dates to match other evidence, changing dates to fit collection period, etc., review the portfolio for a security breach.

- Sometimes there is a preponderance of erasures to change how answers were marked for performance and independence, e.g., wrong answers changed to correct answers, correct answers changed to wrong answers, wrong answers marked correct, prompt levels changed to independent performance, etc. Examine the evidence and if it appears that the evidence has been changed to suit the portfolio then review the portfolio for a security breach.

- There are times when a portfolio looks very familiar, because a scorer has scored other portfolios by that teacher. This sometimes generates the need to pull the other portfolios submitted by that teacher, if the scorer believes that the evidence and data look too similar. If a piece of evidence submitted in one portfolio exactly matches the information on another or multiple student's portfolios, then all of the teacher submitted portfolios should be reviewed for security breaches. It is acceptable to have the same types of evidence in the portfolios, and even evidence of the same classroom assignments. It is not acceptable to have the same performance data within an activity across students (e.g., a worksheet completed by one student is photocopied and used for two or more students).

- If the handwriting in any handwritten material matches the handwriting of a different author, or if the handwriting of one author appears different across evidence submitted, then the evidence should be reviewed for a security breach.

Use of Pictures:
Pictures included in a portfolio must be dated, and the date (hence when the picture was taken) must match the date of the evidence. This is the instruction given to the educators. When you are reviewing pictures for questionable evidence, review the whole portfolio, not only within an entry.

- Pictures dated the same day that show the student in different clothes, accessories, and sometimes even hairstyles, should be reviewed for a security breach. Occasionally the student may have a smock over their clothes for art class. This would not indicate a security breach.

- Pictures dated different days that show the student in the same clothes AND peers/teacher in same outfits, and/or background materials/objects in same location/position (e.g., same writing on blackboard, same materials on student's desk, same materials in same position on teacher's desk, etc.) should be reviewed for a security breach. If the student is in the same clothes across pictures but there is no other circumstance described above, the portfolio would not be considered a security breach. There must be more evidence than just the student in the same clothes.

- If the pictures appear tampered with (e.g., pictures have been hand colored, etc.), the portfolio should be reviewed for a security breach.

- If the date of the picture seems unlikely (e.g., the date is January and the students are all wearing shorts and T-shirts), then review this for security breach. If the date of the picture is inconsistent with information in the picture (e.g., date is January but the calendar on the wall in the picture says March, the date is January but there are Valentine's on the bulletin board in the picture's background), then review for security breach.

Alerts

There are several occurrences that result in a security alert of an APA portfolio. If you suspect one of the following, see your table leader. These situations will be reviewed and escalated to the New Jersey Department of Education.

- The response suggests a situation which warrants investigation such as the possibility of abuse.

- The response suggests that the student intends harm to oneself or others.

- Evidence that appears to be of a private nature, including pictures of self-care tasks like showering, should be brought to your table leader to be reviewed for a security alert.

APPENDIX G: Performance Level Descriptors

Performance Level Descriptors
Language Arts Literacy

Grade 3 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills of reading strategies, comprehension skills, response to text, writing as a product, and mechanics with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Making predictions about a story when given a purpose
- Identifying context clues for decoding words
- Choosing appropriate graphic organizers
- Identifying cause and effect, fact and opinion, main idea
- Matching information in graphs, charts or diagrams
- Identifying theme, character, plot and setting
- Recalling information for descriptive, narrative and nonfiction text
- Identifying nouns, pronouns, verbs or adjectives
- Letter/sound recognition

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills of reading strategies, comprehension skills, response to text, writing as a product, and mechanics with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Answer questions about the purpose of reading
- Make predictions with supports
- Identify and use context clues for decoding words
- Complete graphic organizers
- Utilize graphic organizers to answer questions
- Recognize cause and effect, fact and opinion, main ideas and supporting details in text
- Locate and match information in graphs, charts or diagrams
- Identify and describe theme, character, plot and setting
- Outline and organize information to write descriptive, narrative and nonfiction sentences and/or lists
- Write using correct capitalization, punctuation
- Identifying nouns, pronouns, verbs and/or adjectives
- Identify correct spelling of high frequency words
- Identify words with similar patterns

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills of reading strategies, comprehension skills, response to text, writing as a product, and mechanics independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Assess the purpose of reading
- Make predictions and substantiate conclusions
- Identify and use context clues for decoding words
- Create and utilize graphic organizers to answer questions
- Analyze cause and effect, fact and opinion, main ideas and supporting details in text
- Interpret information in graphs, charts or diagrams
- Compare and contrast theme, character, plot and setting
- Outline and organize information to write descriptive, narrative and nonfiction sentences and/or paragraphs
- Write using correct spelling, capitalization, punctuation, and subject verb agreement

Grade 4 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills of vocabulary and concept development, comprehension skills, response to text, writing as a product, and mechanics with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Matching words to their meanings
- Determining if words make sense in context
- Acquiring dictionary skills such as identifying and using guide words
- Answering basic comprehension questions about text
- Following single step directions containing direction words
- Identifying different types of literature
- Connecting details to a topic
- Writing a topic sentence when provided with details
- Identifying correct sequencing of ideas
- Identifying subjects and verbs
- Identifying a sentence

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills of vocabulary and concept development, comprehension skills, response to text, writing as a product, and mechanics with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify the meaning of words given choices
- Identify contextual clues for word meaning
- Locate words in a dictionary
- Answer questions about text, such as drawing conclusions or identifying evidence to support given conclusions
- Sequence multi-step directions
- Match traits to types of literature
- Generate details about a topic
- Write a topic sentence
- Edit and revise sentences to include one or more of the following: dialogue, details, order of ideas, opening and closing statements, ending punctuation, commas, quotation marks, and capitalization

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills of vocabulary and concept development, comprehension skills and response to text, writing as a product, and mechanics independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Use contextual clues to determine meaning of unfamiliar words
- Use a dictionary
- Draw and support conclusions
- Sequence and follow multi-step directions to complete a task
- Compare and contrast different forms of literature
- Write a topic report including topic sentences and supporting details
- Write a short piece that includes one or more of the following: dialogue, details, order of ideas, and opening and closing statements
- Edit text for ending punctuation, commas, quotation marks, and capitalization

Grade 5 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in comprehension and response to text, inquiry and research, writing as a process, and writing as a product with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Identifying propaganda vocabulary
- Identifying topics and transition words in text and/or outlines
- Identifying figurative language vocabulary
- Matching sources with topics
- Identifying main idea
- Identifying basic characteristics of a paragraph
- Writing a topic sentence when given details.
- Identifying spelling mistakes
- Identifying different types of writing (e.g. persuasive, descriptive, essays, advertisements, etc.)
- Comparing and contrasting different types of basic prose
- Showing variety in sentences by changing the subject

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills of comprehension and response to text, inquiry and research, writing as a process, and writing as a product with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify propaganda techniques and their purpose in text
- Identify topic and major/minor ideas in text and/or outlines
- Match and label types of figurative language
- Answer questions about a topic using a single source
- Write or outline a description of a setting or a plot
- Write or outline an informational paragraph when provided main idea and details
- Identify and correct spelling mistakes
- Utilize a graphic organizer to plan an essay and write a variety of prose
- Revise, expand, and classify simple sentences

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills of comprehension and response to text, inquiry and research, writing as a process, and writing as a product independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Identify propaganda techniques and reasons to support their purpose
- Identify and outline a topic including major/minor ideas
- Identify types of figurative language
- Answer questions about a topic or outline a report using multiple sources
- Summarize text
- Write a story with beginning, middle and end
- Identify and correct spelling mistakes in their own writing
- Utilize a graphic organizer to plan and write a variety of prose
- Write simple and compound sentences

Grade 6 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in comprehension and response to text; inquiry and research; writing as a process; and writing forms, audiences, and purposes with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Identifying literary genres
- Identifying similarities between text and real life
- Identifying and give examples of cultural bias
- Answering questions from given information
- Identifying graphic sources in text
- Matching details and main ideas
- Identifying appropriate adjectives, verbs and adverbs to complete a sentence
- Revise writing for word choice, punctuation, and/or spelling.
- Matching words to the appropriate audience and purpose
- Identifying simple narrative elements

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills in comprehension and response to text; inquiry and research; writing as a process; and writing forms, audiences, and purposes with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify elements and characteristics of a literary genre
- Make connections between story elements and self
- Match elements in text to historical events or cultures
- Draw conclusions when given information from two different texts
- Identify relationships between text and a graphic source
- Summarize an informational text in writing or by completing a graphic organizer
- Write descriptive sentences and justify word choices
- Revise writing for word choice, punctuation and/or spelling.
- Revise writing to include compound or complex sentences.
- Demonstrate understanding of simple narrative elements and techniques through writing, describing, sorting or using a graphic organizer.
- Identify and use words appropriately for a variety of purposes and audiences in simple text

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills in comprehension and response to text; inquiry and research; writing as a process; and writing forms, audiences, and purposes independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Identify elements and characteristics of multiple literary genres
- Compare and contrast story elements across texts
- Compare and contrast points of view from two texts about different cultures or time periods
- Draw conclusions from multiple sources, including graphics and texts
- Write an informational essay
- Write a descriptive paragraph using details and sensory vocabulary
- Revise writing for correct word choice, sentence construction, clarity and spelling
- Revise writing to include compound and complex sentences.
- Demonstrate understanding of narrative elements and techniques through writing
- Select and use appropriate words based on audience and purpose

Grade 7 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a process; and writing forms, audiences, and purposes with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Matching words to their meanings
- Determining if words make sense in context
- Dictionary skills such as identifying and using guide words
- Answering literal comprehension questions about text
- Following single step directions containing direction words
- Identifying different types of literature given choices
- Connecting details to a topic
- Writing a topic sentence when provided with details
- Identifying correct sequencing of ideas
- Identifying subjects and verbs
- Identifying a sentence

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a process; and writing forms, audiences, and purposes with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify the meaning of words, given choices
- Identify contextual clues for word meaning
- Locate words in a dictionary
- Answer questions about text, such as drawing conclusions or identifying evidence to support given conclusions
- Sequence multi-step directions
- Match traits to types of literature
- Generate details about a topic
- Write a topic sentence
- Edit and revise sentences to include at least one of the following: dialogue, details, order of ideas, opening and closing statements, ending punctuation, commas, quotation marks, and capitalization

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a process; and writing forms, audiences, and purposes independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Use contextual clues to determine meaning of unfamiliar words
- Use a dictionary
- Draw and support conclusions
- Sequence and follow multi-step directions to complete a task
- Compare and contrast different forms of literature
- Write a topic report including topic sentences and supporting details
- Write a short piece that includes at least one of the following: dialogue, details, order of ideas, and opening and closing statements
- Edit text for ending punctuation, commas, quotation marks, and/or capitalization

Grade 8 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a product; and mechanics with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Using pictures or a dictionary to define new words in text through matching
- Identifying connotative and denotative word meanings, and/or synonyms and antonyms
- Identifying types of propaganda or examples of its use, given choices
- Comparing and contrasting plots, characters, settings, and/or themes in text after reading, given choices
- Identifying mood, rising action, climax, and resolution in fiction
- Writing a personal narrative, or identify elements of different types of writing such as flashback and/or point of view
- Engaging in pre-writing using graphic organizers or outlining
- Writing sentences with appropriate capitalization and punctuation, including commas and colons in lists

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a product; and mechanics with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Choose dictionary definitions that best define new words in text, given choices
- Make connections between new words and known vocabulary based on context clues
- Identify connotative and denotative meanings of words
- Identify propaganda in advertisements and its type or purpose
- Identify and analyze the use of fiction elements such as characters, character traits, plot sequence and mood in text
- Write prose with appropriate textual elements, such as:
    - setting, plot and characters for fiction,
    - biographical details in chronological order for a biography or autobiography, or
    - essays with a clear purpose and supporting details.
    - Write using some mechanics appropriately such as paragraphs, grammar, transitional words, punctuation, and capitalization

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a product; and mechanics independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Use a dictionary to define new words and refine comprehension based on context clues
- Identify context clues such as restatement and/or contrast that enhance comprehension of new words
- Demonstrate understanding of complex words and relationships between words by:
    - identifying the correct use of words with multiple meanings,
    - matching synonyms, antonyms, connotations and denotations
    - identifying correct use, and/or
    - comparing complex words
- Identify propaganda in multiple sources, the type of propaganda used and its purpose
- Identify fiction elements such as character traits, plot sequence, setting and mood

- Explain how fiction elements in text influence the progression and/or resolution of plot
- Write prose with appropriate textual elements, including themes, literary elements, structures, and supporting details
- Write using mechanics appropriately; including paragraphs with a variety of sentences, grammar, transitional words, punctuation, and capitalization

Grade 11 LAL

Partially Proficient

Students at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in comprehension and response to text; inquiry and research; mechanics; and writing forms, audiences and purposes with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Identifying literary devices given choices
- Identifying information in everyday texts and forms
- Matching electronic resources with a research purpose
- Identifying skills needed for particular careers
- Identifying text clues or prior information that could be used to support a given conclusion
- Ordering sentences using transitions, or revising writing by adding transitions
- Editing writing for initial capitalization, ending punctuation, and spelling using common reference materials such as dictionaries
- Ordering information within writing structures
- Using simple structures such as sequencing in own writing
- Pre-writing and producing simple writing, such as sentences, for everyday purposes such as filling out forms, and for different audiences

Proficient

Students at the proficient level may require prompting to demonstrate basic knowledge and skills comprehension and response to text; inquiry and research; mechanics; and writing forms, audiences and purposes with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify literary devices used in text and match them with intended emotional responses
- Identify and explain the use of literary devices such as onomatopoeia, idioms, alliteration, metaphors, similes, and/or personification
- Identify purposes of everyday texts and forms
- Read and answer questions about technical manuals or instructions
- Evaluate the value of electronic resources for a research purpose
- Identify skills needed for particular careers; or compare personal interests with the skills needed for a particular career
- Identify text clues or prior information from multiple sources that could be used to support a given conclusion
- Use transition chains or transitions to change the direction of an argument in writing
- Use reference books and resources to make simple editing choices in own writing, e.g. thesaurus for synonyms, dictionary for capitalization
- Write using structures to enhance meaning, e.g., problem/solution, headings and subtitles, order of importance and/or cause and effect
- Complete forms and write within given templates for specific purposes, such as job applications, resumes, and cover letters

Advanced Proficient

Students at the advanced proficient level generally demonstrate knowledge and skills in comprehension and response to text; inquiry and research; mechanics; and writing forms, audiences and purposes independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Identify literary devices used in text and identify an appropriate personal emotional response related to the device
- Identify and explain the use of literary devices such as onomatopoeia, idioms, alliteration, metaphors, similes, and/or personification
- Answer questions about everyday texts and completed forms
- Evaluate the appropriateness of instructions for particular tasks
- Follow instructions to complete a task or use an instructional manual
- Critique the value of electronic resources for particular research purposes

- Evaluate own work, school and life experiences for its applicability to career portfolios for particular careers
- Draw conclusions using information from multiple sources or points of view
- Use complex transitions in writing, e.g., transition chains, transitions to change the direction of an argument; cause and effect transitions, and/or compare and contrast transitions
- Edit writing, including own writing, for spelling, capitalization, punctuation; use proofreading marks and/or reference books and materials when appropriate
- Write within specific templates for specific purposes, e.g., reports with titles, subtitles, and headings; sequencing and/or setting within a problem/solution essay, diagrams within a text
- Write for everyday purposes such as completing forms, applications, and business letters

Performance Level Descriptors
Mathematics

Grade 3 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of number sense, geometric properties, patterns, and data analysis at a limited level of performance.

In general, partially proficient students:

- Recognize whole numbers in real world situations
- Recognize and/or identify place value in whole numbers
- Identify two-dimensional objects
- Recognize patterns
- Identify data displays

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of number sense, geometric properties, patterns, and data analysis at a moderate level of performance.

In general, proficient students:

- Demonstrate an understanding of whole number place value
- Apply whole numbers to real world situations
- Order numbers
- Demonstrate an understanding of properties of two- and three-dimensional objects
- Demonstrate comprehension of the mathematical vocabulary describing spatial relationships of objects
- Demonstrate an understanding of, and extend, patterns
- Read and interpret existing data displays

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate knowledge of number sense, geometric properties, patterns, and data analysis at a high level of performance.

In general, advanced proficient students:

- Demonstrate an understanding of place value of 5-digit numbers
- Explain the use of whole numbers in real world situations
- Compare numbers
- Describe and/or classify properties of two- and three-dimensional objects
- Apply mathematical vocabulary describing spatial relationships of objects
- Create patterns
- Analyze, create questions about, and draw inferences from data displays
- Collect data to create data displays

Grade 4 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a knowledge of number sense, coordinate geometry, properties of operations and use of symbols, and systematic listing and counting, at a limited level of performance.

In general, partially proficient students:

- Identify numbers as being large or small
- Recognize that numbers apply to their daily life
- Match corresponding whole numbers, decimals, and fractions to models
- Use a number line to count and order numbers
- Identify the commutative property of addition and multiplication
- Identify <, >, or = symbols
- Sort objects by attributes
- List some possibilities for a counting situation

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of number sense, coordinate geometry, properties of operations and use of symbols, and systematic listing and counting at a moderate level of performance.

In general, proficient students:

- Order and compare fractions and decimals
- Apply numbers to real world situations
- Model fraction/decimal/whole number equivalents
- Use coordinates to locate and label points in the first quadrant
- Identify the commutative, associative, identity and zero properties
- Use symbols (<, >, =) to compare numbers
- Organize objects in a Venn diagram according to attributes
- List all possibilities for a counting situation

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate a knowledge of number sense, coordinate geometry, properties of operations and use of symbols, and systematic listing and counting at a high level of performance.

In general, advanced proficient students:

- Explain how numbers represent specific information in the real world
- Illustrate equivalent forms of whole numbers, decimals, and fractions
- Count the horizontal and vertical units moved between two points in the first quadrant
- Demonstrate an understanding of the commutative, associative, identity and zero properties
- Create sentences using symbols
- Analyze information using a Venn diagram
- Represents in an organized way all possibilities of a counting situation

Grade 5 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of numerical operations, geometric properties, functions and data analysis at a limited level of performance.

In general, partially proficient students:

- Use manipulatives for adding and subtracting decimals and fractions with common denominators
- Identify dividend and divisor, sum, difference, product and quotient
- Identify triangles and quadrilaterals
- Recognize congruent shapes
- Recognize that an input/output table relies upon a pattern
- Conduct a survey
- Identify bar, line, and circle graphs and tables

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of numerical operations, geometric properties, functions and data analysis at a moderate level of performance.

In general, proficient students:

- Use procedures for adding and subtracting decimals and fractions with common denominators
- Use manipulatives to demonstrate basic division problems
- Use estimation skills to check reasonableness of an answer
- Identify polygons and describe them by their angles and sides
- Recognize congruent and similar shapes
- Complete a simple input/output table
- Collect and organize data from a survey
- Answer questions about graphs and tables

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate knowledge of numerical operations, geometric properties, functions and data analysis at a high level of performance.

In general, advanced proficient students:

- Use and explain procedures for adding and subtracting decimals and fractions with common denominators
- Perform division with single or double digit divisors
- Check answers using inverse operations
- Compare and classify polygons
- Illustrate and explain congruent and similar shapes and lines of symmetry
- Explain the rule used and graph coordinate points using an input/output table
- Create a survey, collect and display the data
- Create questions and make inferences and predictions based on a graph or table

Grade 6 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of numerical operations, units of measurement, modeling functions and relationships and systematic listing and counting at a limited level of performance.

In general, partially proficient students:

- Match operations to the corresponding key words
- Add and subtract fractions with the same denominator
- Identify the commutative, associative, identity and zero properties
- Demonstrate understanding of the concepts of area, surface area, and volume
- Identify scale on a map or scale drawing
- Estimate distance using non-standard units of measurement
- Complete a simple input/output table
- Recognize that a graph can represent the relationship between two variables
- List possibilities for a counting situation given a diagram
- Identify all members of a set

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of numerical operations, units of measurement, modeling functions and relationships and systematic listing and counting at a moderate level of performance.

In general, proficient students:

- Match operational symbols to corresponding key words
- Perform all operations with fractions and/or decimals using manipulatives
- Use inverse operations to check answers in multiplication and division problems
- Identify appropriate measurement units for area, surface area, and volume
- Calculate distance using a scale drawing
- Estimate distance using standard units of measurement
- Create an input/output table modeling a real life situation
- Complete a graph showing a relationship between two variables
- Complete a tree or Venn diagram to illustrate a counting problem
- List possible combinations of two elements from a set

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate a knowledge of numerical operations, units of measurement, modeling functions and relationships and systematic listing and counting at a high level of performance.

In general, advanced proficient students:

- Identify the appropriate operation to solve a given problem involving a real world situation
- Perform all operations with fractions and/or decimals using pencil and paper
- Identify the use of the distributive property
- Use appropriate measurement units for problems involving area, surface area, and volume
- Calculate actual distance using a scale drawing
- Solve real world problems using estimated measurements
- Translate an input/output table into a mathematical equation
- Create a graph showing a relationship between two variables
- Create an organized list of all possibilities in a counting problem without duplication
- Apply the multiplication principle of counting

Grade 7 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of number sense, measuring geometric objects, algebraic procedures, and probability at a limited level of performance.

In general, partially proficient students:

- Recognize that percents are a special case of ratios
- Use manipulatives to represent equivalent forms of fractions and decimals
- Distinguish between the use of area and perimeter
- Use manipulatives to compare volume of three-dimensional objects
- Identify integers on a number line
- Use manipulatives to solve linear equations
- Identify the order of operations
- Complete a chart to represent experimental probability
- Identify a situation that would cause a bias or random result in probability based games

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of number sense, measuring geometric objects, algebraic procedures, and probability at a moderate level of performance.

In general, proficient students:

- Match a percent to an equivalent ratio
- Match equivalent forms of fractions, decimals, and percents
- Calculate perimeter and area for basic figures or shapes
- Use manipulatives to compare volumes of pyramids to prisms and cylinders to cones
- Use a number line to show absolute value as distance
- Use a T chart to solve linear equations
- Simplify an algebraic expression using order of operations
- Collect probability data and answer questions using that data
- Demonstrate an understanding of the connection between probability outcomes and fairness

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate a knowledge of number sense, measuring geometric objects, algebraic procedures, and probability at a high level of performance.

In general, advanced proficient students:

- Use ratios, proportions, and percents in given situations
- Convert fractions, decimals, and percents to their equivalent forms
- Find the area and perimeter of combined shapes
- Compare volumes of figures with the same base and height
- Use a number line to graph absolute value or simple expressions
- Solve and graph simple linear equations
- Evaluate an expression using order of operations
- Compare theoretical and experimental probabilities
- Play a probability-based game and answer questions about fairness

Grade 8 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of number sense, measuring geometric objects, number patterns, and vertex edge graphs at a limited level of performance.

In general, partially proficient students:

- Recognize scientific notation and match numbers in scientific notation to their standard notation counterparts
- Calculate perimeter and area for basic figures or shapes
- Classify prisms and pyramids according to their bases
- Identify a sphere and its diameter and radius
- Recognize and describe a number pattern

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of number sense, measuring geometric objects, number patterns, and vertex edge graphs at a moderate level of performance.

In general, proficient students:

- Convert numbers to scientific notation
- Order rational numbers (fraction, decimals, integers)
- Find the area and perimeter of combined shapes
- Find the surface area of various prisms and pyramids
- Match surface area and volume to the appropriate model
- Describe and extend a number pattern
- Identify a vertex edge graph and its parts

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate a knowledge of number sense, measuring geometric objects, number patterns, and vertex edge graphs at a high level of performance.

In general, advanced proficient students:

- Demonstrate the relative magnitude of rational numbers based on their distance from zero
- Compare and order rational numbers
- Find and compare the perimeter or area of a figure and its dilation
- Calculate the volume of three dimensional objects and their dilations and compare the two
- Find the surface area and volume of a sphere
- Create a pattern involving integers
- Follow a path on a vertex edge graph

Grade 11 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of numerical operations, coordinate geometry, functions and relationships and data analysis at a limited level of performance.

In general, partially proficient students:

- Identify square roots with the same radicand
- determine if two matrices can be added and/or subtracted
- Identify positive and negative slopes
- Identify parallel, perpendicular, and intersecting lines on a coordinate plane
- Identify the direction of a vector
- Locate the minimum and maximum points on a graph of a parabola
- Identify a reflection, dilation, and translation
- Identify different ways to collect data

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of numerical operations, coordinate geometry, functions and relationships and data analysis at a moderate level of performance.

In general, proficient students:

- Identify whether radical expressions can be combined using addition and/or subtraction
- Add or subtract two matrices
- Find the midpoint of a line segment on a coordinate plane
- Describe the length and direction of a given vector
- Given a graph of a line, identify the x and y intercepts
- Match the graph of a function to its reflection or translation
- Make predictions using sampling data
- Identify a sample bias in real world situations

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate a knowledge of numerical operations, coordinate geometry, functions and relationships and data analysis at a high level of performance.

In general, advanced proficient students:

- Add or subtract square roots
- Multiply a matrix by a constant
- Find the slope of a line on a coordinate plane
- Add and subtract vectors
- Graph a simple linear function
- Match an algebraic rule to a graph of the function
- Draw conclusions using sampling data
- Draw mathematical conclusions about sample bias

Performance Level Descriptors
Science

Grade 4 Science

Partially Proficient

Fourth grade students performing at the partially proficient level may require prompting, modifications and/or additional supports while recalling knowledge and demonstrate emerging skills in characteristics of life, chemistry, earth science and astronomy with inconsistent performance. Partially proficient students will typically use fewer categories to:

- Identify matter, energy and organization in living systems
- Identify physical properties and changes of matter
- Identify components of the water cycle and states of water in the Earth's system
- Identify components and their sequence within the Earth, Moon and Sun system

Partially proficient students will sometimes demonstrate the ability to identify vocabulary, collect and record data and make a few connections to their real-life experiences.

Proficient

Fourth grade students performing at the proficient level may require some prompting, modifications and/or additional supports while recalling knowledge and demonstrating skills in characteristics of life, chemistry, earth science and astronomy with increased performance. Proficient students will typically be able to:

- Classify and/or sequence matter, energy and organization in living systems
- Classify, compare, and/or describe physical properties and changes of matter
- Sequence and/or order the water cycle, describe states of water in the Earth's system
- Describe, illustrate and/or demonstrate an understanding of the sequence and order within the Earth, Moon and Sun system

Proficient students will frequently demonstrate the ability to comprehend vocabulary, use data to draw conclusions and make connections to the real-world.

Advanced Proficient

Fourth grade students performing at the advanced proficient level will demonstrate the qualities outlined for the proficient student. They may require minimal prompting, modifications and/or additional supports while applying vocabulary, knowledge and skills to explain the characteristics of life, chemistry, earth science and astronomy with a high-level of performance. Advanced proficient students will typically be able to perform skills such as: make predictions, observe, collect data, draw conclusions and make inferences relating to the real-world.

Grade 8 Science

Partially Proficient

Eighth grade students performing at the partially proficient level may require prompting, modifications and/or additional supports while recalling knowledge and demonstrate emerging skills in characteristics of life, chemistry, physics and astronomy with inconsistent performance. Partially proficient students will typically use fewer categories to:

- Identify organisms based upon the diversity of their characteristics. Identify characteristics best suited for survival in a particular environment.
- Identify physical changes and chemical reactions
- Identify types of energy and types of energy transformations
- Identify objects and/or the physical characteristics of the planets and other objects within the Solar system

Partially proficient students will sometimes demonstrate the ability to identify vocabulary, collect and record data and make a few connections to their real-life experiences.

Proficient

Eighth grade students performing at the proficient level may require some prompting, modifications and/or additional supports while recalling knowledge and demonstrating skills in characteristics of life, chemistry, physics and astronomy with increased performance. Proficient students will typically be able to:

- Classify organisms based upon the diversity of their characteristics. Describe the biological evolution of organisms.
- Classify, compare, and/or describe examples of physical changes and chemical reactions
- Classify, illustrate and/or describe types of energy and types of energy transformations
- Compare and/or classify the physical characteristics of the planets and other objects within the Solar system

Proficient students will frequently demonstrate the ability to comprehend vocabulary, use data to draw conclusions and make connections to the real-world.

Advanced Proficient

Eighth grade students performing at the advanced proficient level will demonstrate the qualities outlined for the proficient student. They may require minimal prompting, modifications and/or additional supports while applying vocabulary, knowledge and skills to explain the characteristics of life, chemistry, physics and astronomy with a high-level of performance. Advanced proficient students will typically be able to perform skills such as: make predictions, observe, collect and analyze data, draw conclusions and make inferences relating to the real-world.

High School EOC Biology

Partially Proficient

High School Biology students performing at the partially proficient level may require prompting, modifications and/or additional supports while recalling knowledge and demonstrate emerging skills in characteristics of life and environmental studies with inconsistent performance. Partially proficient students will typically use fewer categories to:

- Identify the components involved in photosynthesis and their role in the energy cycle of life
- Identify the process of evolution by natural selection. Identify the impact of inherited traits and the environment on natural selection.
- Identify the impact of human actions and/or naturally occurring processes on the environment
- Identify the ways human actions impact the ecosystems

Partially proficient students will sometimes demonstrate the ability to identify vocabulary, collect and record data and make a few connections to their real-life experiences.

Proficient

High School Biology students performing at the proficient level may require some prompting, modifications and/or additional supports while recalling knowledge and demonstrating skills in characteristics of life and environmental studies with increased performance. Proficient students will typically be able to:

- Describe the process of photosynthesis and its role in the energy cycle of life.
- Describe the process of evolution by natural selection. Describe the impact of inherited traits and the environment on natural selection.
- Describe, compare and/or contrast the impact of human actions versus naturally occurring processes on the environment
- Use data to assess the impact of human actions on the ecosystems

Proficient students will frequently demonstrate the ability to comprehend vocabulary, use data to draw conclusions and make connections to the real-world.

Advanced Proficient

High school Biology students performing at the advanced proficient level will demonstrate the qualities outlined for the proficient student. They may require minimal prompting, modifications and/or additional supports while applying vocabulary, knowledge and skills to explain the characteristics of life and topics in environmental studies with a high-level of performance. Advanced proficient students will typically be able to perform skills such as: make predictions, observe, collect and analyze data, support conclusions and make inferences relating to the real-world.

APPENDIX H: Terms and Definitions Used in APA Score Reporting

The terms and definitions used across the APA reports are presented below in two sections:

- Student Identification - Descriptions of the student demographic fields noted originated in the instructions in the *Scan Sheet Directions* manual.
- Student Reporting Information - Score information appeared with complete descriptions in the *Score Interpretation Manual*, and often as column headings and footnotes on the reports.

Student Identification

- **School Student Attends:** School of residence or a receiving school. A receiving school is a school a student with disabilities attends that is outside of the student's school of residence. Receiving schools include: private schools for the disabled, special services school districts, educational services commissions jointure commissions, college-operated programs, state facilities, and other public schools.

- **Sending School:** A sending school is the neighborhood school the student would attend if the student was not receiving special education.

- **Date of Birth: shown in month, day, year (mm/dd/yy)**

- **Gender:** M=Male; F=Female

- **Ethnicity:**
  W=White
  B=Black or African American
  A=Asian
  P=Native Hawaiian or other Pacific Islander
  H=Hispanic or Latino
  I=American Indian or Alaska Native

  Multiple codes are allowed

- **Student ID (SID):** A unique student identification (10-digit number) assigned by the state for state assessment reporting. Districts obtained this Student ID through NJSMART at http://www.state.nj.us/education/njsmart/sid

- **Local Student ID:** This stands for school- or district-assigned local ID, if one was provided on the APA demographic scan sheet.

- **Medical Emergency (ME):** If there is less than the required amount of evidence due to extensive sick leave or hospitalization during which time the student is not receiving instruction or the amount of instruction and assessment is based on a limited number of contact hours, then an administrator note was included in the portfolio explaining the lack of evidence. The portfolio was voided due to extended illness during the collection period.

- **HB (Homebound):** Y=yes, indicates the student was coded as a homebound student. A Homebound student receives home instruction for the duration of the collection period as reported by the student's school district.

- **LEP (Limited English Proficient):** For the current administration, the following codes are used for students participating in, or recently exited from, a language assistance program (Bilingual, English as a Second Language, or English Language Services).

  < = LEP student **entered** a language assistance program **ON** or **AFTER July 1, 2008**, and is **currently enrolled in the program**.

  1 = LEP student **entered a** language assistance program **BETWEEN July 1, 2007, and June 30, 2008,** and is **currently enrolled in the program**.

  2 = LEP student **entered** a language assistance program **BETWEEN July 1, 2006, and June 30, 2007,** and is **currently enrolled in the program**.

  3 = LEP student **entered** a language assistance program **BEFORE July 1, 2006,** and is currently **enrolled in the program**.

  4 = **F1-Former** LEP student who **exited** a language assistance program **BETWEEN July 1, 2007,** and the last day of the current APA collection period and is **NO longer** enrolled in the program.

  5 = **F2-Former** LEP student **exited** a language assistance program **BETWEEN July 1, 2006,** and **June 30, 2007,** and is **NO longer** enrolled in the program.

- **Limited-English Proficient (LEP) Exempt (LAL Only)**
  An **E** in the LEP Exempt field indicates that the student entered the United States AFTER July 1, 2008, and is currently enrolled in a language assistance program. These students were not required to take the LAL portion of the assessment, but MUST be assessed in Mathematics and Science.

- **Special Education Classification (SE):** The special education code for each student is indicated on the scannable form by the school. There are 13 codes* for the special education categories of disability used in state assessment data collection. (The APA will begin using the numeric code equivalency for the 2009-2010 assessment.)

A (01) = Auditorily Impaired	H (10) = Orthopedically Impaired
B (11) = Other Health Impaired	I (14) = Specific Learning Disability
C (06) = Communication Impaired	J (13) = Social Maladjustment
D (07) = Emotionally Disturbed	K (16) = Visually Impaired
E (04) = Cognitively Impaired	L (17) = Speech-Language Services Only
F (08) = Multiply Disabled	M (02) = Autistic
G (15) = Traumatic Brain Injury	

* N (99) = Unknown or multiple coding (assigned during data processing)

- **Title I:** L=Language Arts Literacy; M=Mathematics; S=Science. If a student receives Title I services in any of the assessed content areas, the first letter of the content area(s) is displayed. This student lives in an eligible attendance area, meets the criteria for selection to participate in the federal Title I program, and participates in a Title I program as indicated by the district on the student's scannable form (scan sheet).

- **Status:**
  1 = Student was assessed at the school of residence.
  2 = Student was sent outside school of residence for instruction and assessment**.**
  3 = Student was received from another school for instruction and assessment.

- **TIS (Time in School less than one year):** Y=yes, indicates that the student enrolled in the sending school or school of residence after July 1, 2008.

- **TID (Time in District less than one year):** Y=yes, indicates that the student enrolled in the district of residence after July 1, 2008.

- **ED (Economically Disadvantaged):** Y=yes, indicates if the student was coded as economically disadvantaged. A student qualifies as economically disadvantaged if the student is eligible for free or reduced lunch.

- **Migrant (Migrant Status):** Y=yes. The student was coded as migrant. This is defined as a student:
  - Who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, a migratory dairy worker, or a migratory fisher; and
  - Who is, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.

Score Reporting Information

- **Accountability:** The APA is both a student assessment, and a school/district program assessment, for accountability purposes. APA test results are combined with the results from the general assessments for AYP accountability purposes for state and federal reports.
- **Number of portfolios processed:** This is the total number of student portfolios processed, regardless of content areas, including students coded void.

- **Number of LEP students exempt from taking LAL:** The number of students who are not required to take the LAL because they entered the United States after July 1,

2008, and they are currently enrolled in a language assistance program. These students are required to be assessed in Mathematics and Science.

- **Number of students that took the General Assessment (NJASK or HSPA) in the content area:** This is the number of students who took the general assessment in a content area.

- **Number of students not required to submit entries for the content area:** This is the total number of students not required to submit entries based on their grade. Grade 9 and 10 students taking the APA Science did not submit Language Arts Literacy and Mathematics entries. Some APA Grade 11 students previously took the APA Science so no Science entries were submitted.

- **Number of students with no valid scores:** Students without valid scores. This is the total number of students receiving a V1, V3, V4, V5 void code or other unscorable codes.

- **Number of students with valid scores:** This includes only those students who had at least one scorable entry in a content area.

- **Number of students in each proficiency level:** This is the total number of students with valid scores who scored in each proficiency level.

- **Percent of students in each proficiency level:** This is the percentage of students with valid scores who scored in each proficiency level.

- **UNSCORABLE:** An unscorable entry is assigned a zero score. An entry is deemed unscorable (U) if:
  - there is a security breach
  - off-grade testing occurs
  - no evidence is provided
  - insufficient evidence is collected due to extended medical leave
  - the student takes the general assessment in a content area

- **VOID:** The proficiency level for a student will be voided if all entries are unscorable. The levels are replaced with the appropriate void code:
  - **Medical Emergency** = voided due to medical emergency
  - **Off-Grade** = voided due to off-grade testing
  - **V4** = voided due to an entry not being provided
  - **Took General Assessment** = if the student takes the general assessment in a content area;
  - **Security Breach** = voided due to breach of security by a school or district

VOID and UNSCORABLE combinations on Individual Student Reports

- **ME & U^A** = insufficient evidence due to extended sick leave. Reported with Void codes.
- **V3 & U^X** = Off-grade testing.
- **V4 & UB = Entry has no evidence.**
- **V4 & U^H** = Student took general assessment.
- **V5 & U^Y** = Security Breach due to inappropriate portfolio development.

If all entries are unscorable, except for U^A, U^X, U^Y, or U^H, the subtotal and total scores of each dimension is translated to V4.

APPENDIX I: 2010 Executive Summary

2010 New Jersey Alternate Proficiency Assessment

Executive Summary

The Alternate Proficiency Assessment (APA) is a portfolio assessment designed to measure progress toward achieving New Jersey's state educational standards for students with the most significant cognitive disabilities who are unable to participate in the general assessments: New Jersey Assessment of Skills and Knowledge (NJASK), the High School Proficiency Assessment (HSPA), or End of Course (EOC) testing in Biology.

The New Jersey Alternate Proficiency Assessment was developed for two purposes:

- To measure the progress of a small percentage of students with the most significant cognitive disabilities who cannot participate in the regular statewide assessments even with accommodations.

- To ensure that the educational results for all students are included in the statewide accountability system at the individual, school, district, and state levels.

Accountability through assessment provides equity in program and educational opportunities for all students. Alternate assessment ensures an inclusive statewide assessment system and student accountability.

The Alternate Proficiency Assessment was designed and developed to meet the requirements of the *Individuals With Disabilities Education Act of 1997 (IDEA 1997), Individuals With Disabilities Education Improvement Act of 2004 (IDEA 2004),* and *No Child Left Behind Act of 2001 (NCLB).*

The *No Child Left Behind Act of 2001 (NCLB)* requires that all students, including those with disabilities, participate in the state assessment program. NCLB also requires that the measurement of progress toward meeting state standards include assessment results for all students.

The Alternate Proficiency Assessment fulfills these requirements and is based on the Core Curriculum Content Standards (CCCS) in the content areas of Language Arts Literacy, Mathematics, and Science. In this manner, all students in New Jersey are moving toward the same general standards with whatever modifications or supports they need.

The 2009-2010 APA was administered in Language Arts Literacy and Mathematics in grades 3, 4, 5, 6, 7, 8, 11, and grade 12 (if the student was not assessed as a grade 11 student). Science was assessed in grades 4 and 8, and in grades 9, 10, 11 or 12, depending on the grade in which a student received Biology instruction. Evidence of student performance as demonstrated in the student portfolio was collected during two collection periods from September 1, 2009, through November 13, 2009, and December 14, 2009, through February 19, 2010. A portfolio is a collection of student work samples that measure a student's progress related to the Core Curriculum Content Standards, strands, grade-level cumulative progress indicators (CPIs), and skill statements called CPI links.

Extensive APA information is available at http://pem.ncspearson.com/nj/apa.
For the *Core Curriculum Content Standards (July 2004)*, see http://www.nj.gov/njded/cccs.
The 2010 APA state summary reports appear at http://www.state.nj.us/education/schools/achievement/.

Test Design

Peer reviewers from the U.S. Department of Education assisted the New Jersey Department of Education in designing the current version of the APA by providing test design and administration recommendations. These recommendations included the following:

- APA students must be assessed on a subset of skills from the general assessment. The skills must be mapped to the general assessment specifications, and address the breadth and depth of skills tested across grade levels.
- The skills assessed must link to the cumulative progress indicators of the student's assigned grade level.
- Students in the same grade must be assessed on the same content; teachers choose from a limited selection of standards and strands to assess their students.
- Strengthen the alignment of the APA program design to grade level academic content and progress indicators.

In accordance with these recommendations, the APA is developed using test specifications, by grade and content area, which prescribe the standards and strands that must be assessed. Test specifications were written in order to provide detailed guidance on how to link to grade level CPIs, and to address the federal requirement of linkage to the skills tested on the general assessments. Specifying the requirements increases standardization of the assessment for students with significant cognitive disabilities. For example, students may not be assessed in functional, behavioral, or access (social, motor, etc.) skills. Functional activities and materials might be used to promote understanding during instruction, but the evidence and activities demonstrating student achievement for assessment must be academically focused and represent the entire grade-level CPI Link.

Test specifications for the 2009-2010 APA administration are provided below. For Science the specific standards to be assessed differ by grade.

Language Arts Literacy requires four entries from two different strands each from standards 3.1 and 3.2.

Mathematics requires four entries, one strand each, from standards 4.1, 4.2, 4.3, and 4.4.

Science requires four entries as follows:

Grade 4: One strand each from standards 5.5, 5.6, 5.8, and 5.9.

Grade 8: One strand each from standards 5.5, 5.6, 5.7, and 5.9.

High School (Grade 9, 10, 11, or 12): Two different strands each from standards 5.5 and 5.10.

The CPI links were developed from a subset of the Core Curriculum Content Standards, strands, and CPIs. The subset was prioritized for assessment on the APA by ILSSA (Inclusive Large Scale Standards and Assessment) content specialists, New Jersey Department of Education content

specialists, New Jersey special education teachers and general education teachers, and the APA advisory committee. Individuals from each of these areas were also involved in drafting the content in the CPI links and ensuring its alignment to the CCCS. Each CPI link offers three levels of connection to each CPI: Matched Link, Near Link, and Far Link. Educators choose one CPI link per entry and use that as the basis for developing portfolio entries for assessment within the APA.

New test standards should be set whenever a testing procedure is adopted that is judged to be meaningfully different from previous testing procedures. A standard setting for the re-designed APA, administered operationally for the first time in 2008-2009, was conducted June 9-12, 2009, to describe and delineate the thresholds of performance that are indicative of APA Partially Proficient, Proficient, and Advanced Proficient performance for Language Arts Literacy and Mathematics in grades 3-8 and 11, and for Science in grades 4, 8, and high school (grades 9, 10, 11, or 12). Results from the standard setting studies were used to formulate recommendations to the Commissioner of Education and the New Jersey State Board of Education for the adoption of the cut scores (i.e., proficiency levels). Subsequently, in late June and early July of 2009, the standard setting panelists' recommendations were reviewed by the senior staff in the Office of State Assessments and the Office of Special Education Programs, the Assistant Commissioner for the Division of Student Services, the Deputy Commissioner, and the Commissioner. The review led to some modifications to the panels' recommended cut scores, chiefly affecting the advanced proficient cut points. These cut scores were presented to the State Board of Education on July 15, 2009, and approved unanimously.

Scoring Process

The entries of the APA portfolio are scored based on three dimensions:

Complexity: Evaluates how closely the assessed grade-level CPIs link to the CCCS. The CPI links vary by complexity and difficulty in relation (Matched, Near, Far) to the CPI.

Performance: Evaluates the student's accuracy performing the skills represented in the CPI links.

Independence: Evaluates the extent to which the student completed test items (questions/tasks elements) independently.

Complexity is the expectation level at which the student should perform the skill (remembering, understanding, applying, analyzing, evaluating and creating). Difficulty involves the number of concepts, skills, or ideas on which the student will be working or the type of adaptations and supports in place. Performance measures how well the student has demonstrated the skill specified in the CPI Link within the collection periods.

To score the portfolios, trained expert scorers used a scoring rubric designed to measure student performance on the skill, the level of independence when performing the skill, and the relationship of the skill to the grade level cumulative progress indicator.

A proficiency classification for each content area is derived by combining the scores of the three dimensions. Performance contributes twice as many points as Complexity and Independence to the total score. Each content area assessed receives a proficiency level. The three proficiency levels are:

Advanced Proficient exceeded the level of proficiency

Proficient met the state level of proficiency

Partially Proficient is below the state minimum level of proficiency.

Scores are reported by content area. Entries that are inappropriate, missing, or when the student took the general assessment in a content area, are reported as unscorable. If all entries in a content area are unscorable, then the Proficiency Level, Complexity subtotal and total, Performance subtotal and total, and Independence subtotal and total are reported as Void. Of the required four entries, only one scorable entry is required to assign a proficiency level. If the "subject portfolio" contains only one scorable entry, the total score and proficiency level are reported based on the dimension scores of that entry.

The proficiency level classification allows the APA results to be combined with other state assessment results for accountability purposes as required by the United States Department of Education.

It is important to recognize that the APA system does not report scale scores. The data provided are the key components to interpreting the portfolio results. The APA scores are based solely on the information provided in the individual portfolio submitted. Therefore, it may not be possible to compare these scores to other APA students and students taking the general assessments. Scale scores are not appropriate for use for the APA system so there are no issues of equating involved. There are no sets of test items; therefore, there are no item difficulties, nor is there a need to equate test scores from year to year.

This executive summary includes four tables derived from the statewide summary for the 2010 APA. The state summary data file and the state level Performance by Demographic Group reports are produced and posted on the NJDOE website. The Performance by Demographic Group reports show additional columns including the number of portfolios processed and the percentages of students who scored at the Partially Proficient, Proficient, and Advanced Proficient level. Values are suppressed and an asterisk is printed when the number of students with valid scores for a particular group is greater than zero but 10 or less.

Table 1 in this executive summary provides the number of participating APA students with valid scores and the percent of students at each APA proficiency level. The percentages may not total to one hundred due to rounding.

As seen in the Table 1 summary data, a total of 9,032 students were evaluated by the 2010 APA. Of these, 8,220 students had valid Language Arts Literacy scores, 8,138 students had valid Mathematics scores, and 3,388 students had valid Science scores. Science was assessed in grade 4, in grade 8, and for high school in grade 9, 10, 11 or 12, if the student was enrolled in a biology course.

A small number of Grade 12 students participated in the high school level APA because they were either (1) students new to the state for whom IEP teams determined that the APA was the appropriate assessment, or (2) students who were juniors last year and should have participated in the APA last year but did not. Results for these students were extracted in order to report results for the Grade 11 students properly.

Tables 2 through 4 present the grade level performance by demographic groups for subject areas assessed. Results are presented for the total student group and the following demographic variables: limited English proficient status, gender, ethnicity, economic status, and migrant status. These tables show the number of students with valid scores and the percentage of students who scored at or above

Proficient on their portfolios. This percentage, the students in Proficient or Advanced Proficient, was calculated by subtracting the percentage of students in Partially Proficient from one hundred.

Students are counted in the Total Students category only once, but are counted in as many other categories that apply. Some students might not be included in a gender group because of incomplete or missing information. Students with only one ethnic code are reported in the appropriate ethnic group. Examiners were asked to code all categories applicable to indicate a student's ethnicity. Students with multiple ethnic codes or no ethnic code (unspecified) are counted in the category called "Other." Limited English Proficient (LEP) is reported as LEP (Current plus Former) with two subcategories: Current LEP and Former LEP.

The demographic information originates from the data collected on the APA scan sheets submitted for the students by school districts. Demographic information was reviewed by the school district personnel prior to reporting, allowing them an opportunity to correct any errors.

Highlights from the 2010 APA Performance Results

Tables 2, 3, and 4 present the number of students with valid scores and the percentage of APA students who scored at or above Proficient on their portfolios in the tested grade levels. Statewide results are shown in Table 2 for Language Arts Literacy, Table 3 for Mathematics and Table 4 for Science. Total results are summarized as follows:

Language Arts Literacy:

- Grade 3 – 61.5
- Grade 4 – 53.4
- Grade 5 – 52.5
- Grade 6 – 63.4
- Grade 7 – 47.4
- Grade 8 – 47.3
- Grade 11 – 37.9

Mathematics:

- Grade 3 – 52.7
- Grade 4 – 39.5
- Grade 5 – 53.1
- Grade 6 – 50.7
- Grade 7 – 51.3
- Grade 8 – 45.1
- Grade 11 – 47.9

Science

- Grade 4 – 44.5
- Grade 8 – 48.0
- Grade 9 – 30.0
- Grade 10 – 46.2
- Grade 11 – 41.8
- Grade 12 – 39.8

For high school, Science was assessed in Grades 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction. The greatest number of students with valid scores was 756

students in Grade 11. Since much smaller numbers of students took Science in Grades 9, 10 and 12, the discussion is limited to the Grade 11 group.

LEP Status

Less than 2% of the APA test taking population was classified as Limited English Proficient (LEP). For the following summary of LEP students' performance, LEP is defined as current and former LEP students combined. The largest LEP N-count associated with any APA assessment was 18, which occurred in Grade 4 for both Language Arts and Science. Across grades within a content area the relative proportion of students classified as LEP tends to decrease slightly; however, the associated difference in N-counts is minimal. In addition, most LEP students were current LEP students rather than former LEP students. In Language Arts Literacy, the percentage of LEP students scoring at or above Proficient ranged from 38.5% for Grade 5 students to 61.1% for Grade 4 students. In Mathematics, the percentage of LEP students scoring at or above Proficient varied from 41.7% and above for students in Grade 5 to 47.1% for students in grades 3 and 4. In Science, N-counts greater than 10 were only achieved in grade 4. Of these 18 Grade 4 students, 33.3% were classified as Proficient or above.

Gender

The number of portfolios processed indicates that 2 to 2.5 times as many male students took the APA as female students. Within a content area, this ratio consistently decreased from grade 3 to grade 11. For example, in Language Arts Literacy and Mathematics the percentage of male students decreased from 72% at Grade 3, to 64% at Grade 11. In Science the percentage decreased from 72% in grade 4 to 66% in Grade 11.

Language Arts Literacy:

Across all grades, the percentage of female students scoring at or above Proficient was similar to the percentage of male students scoring at or above Proficient. The greatest difference was at Grade 8 with 43.4% of the females and 49.5% of the male students scoring at or above Proficient. In grades 3, 4 and 7 the percentages of students scoring at or above Proficient was greater for female students compared to male students. In grades 5, 6, 8 and 11 percentages were slightly higher for male students.

Mathematics:

Across all grades, the percentages of female students and male students scoring at or above Proficient were similar. The greatest difference was at Grade 7 with 46.9% of the females and 53.5% of the male students scoring at or above Proficient. In grades 3, 4 and 11 the percentages of students scoring at or above Proficient was greater for female students compared to male students. In grades 5-8 percentages were slightly higher for male students.

Science:

Differences in the percentage of students scoring at or above Proficient by gender were larger in Science than the other content areas. The greatest difference was at Grade 11 with 45.1% of males scoring at or above Proficient and 35.6% of the female students scoring at or above Proficient. With the exception of Grade 4, the percentage of male students scoring at or above Proficient was always greater than that of females.

Ethnicity

The highest and lowest N-counts, in consideration of valid portfolios, associated with each content area varied as follows:

White	641 students in Grade 11 Mathematics to
	399 students in Grade 11 Science
Black	329 students in Grade 3 Language Arts Literacy to
	170 students in Grade 11 Science
Asian	77 students in Grade 4 Language Arts Literacy to
	47 students in Grade 11 Science
Hispanic	279 students in Grade 4 Language Arts Literacy to
	134 students in Grade 11 Science

Since 10 or fewer students were associated with the Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, and other ethnic groups, data for these groups were not reported. If there were no students associated with a particular sub-group, an N-count of 0 is provided and NA is reported for % At or Above Proficient.

Language Arts Literacy:

In general, within a given grade-level there were moderate to large differences in ethnic group performance on the Language Arts Literacy component of the APA. The difference between the highest and lowest performing ethnic group, in terms of percentage of students Proficient or above, ranged from 2.3% in Grade 5, to 24.2% in Grade 7. The average difference across grades was approximately 10%.

Across grades there was no consistent pattern with respect to the ethnic group having the highest and lowest percentages of students classified as Proficient or above. For example, in grades 3, 6 and 8 White students had the greatest percentage of students classified as Proficient or Advanced Proficient. In Grades 4, 7 and 11 Asian students had the greatest percentage, and in Grade 5 the highest percentage was associated with both Black and Asian students.

For Grade 3, the percentage of students scoring at or above Proficient level ranged from 57.8% for Hispanic students to 64.8% for White students. (The percentages for the ethnic groups not stated fell between the percentages of the noted ethnic groups.) For Grade 4, the percentages ranged from 46.2% of the Black students to 58.4% of the Asian student group. The Grade 5 percentages ranged from 51.5% for White students to 53.8% for the Black and Asian student groups. The Grade 6 percentages ranged from 60.5% for Asian students to 64.7% for White students. The Grade 7 percentages ranged from 39.0% of the Black student group to 63.2% of Asian students. The Grade 8 percentages ranged from 40.9% of Asian students to 51.8% of White students. The Grade 11 percentages ranged from 33% of the Hispanic student group to 45.2% of the Asian student group.

Mathematics:

Within a given grade level moderate to large differences in ethnic group performance were observed. The difference between the highest and lowest performing ethnic group, with respect to the percentage of student classified as proficient or above, ranged from 1.7% in Grade 5, to 30.3% in Grade 7. The average difference across grades was approximately 11%.

Similar to Language Arts Literacy, across grades there was no consistent pattern with respect to the ethnic group having the highest and lowest percentages of students classified as Proficient or above. In grades 3, 4, 6 and 8 White students had the greatest percentage of students classified as Proficient or Advanced Proficient. In Grades 7 and 11 Asian students had the greatest percentage, and in Grade 5 the highest percentage was associated with Hispanic students.

For Grade 3, the percentage of students who scored at or above the Proficient level ranged from 48% of the Black student group to 55.2% of the White student group. The percentage of students scoring at or above Proficient level for Grade 4 ranged from 32.4% of the Black student group to 42.6% of the White student group. For Grade 5, the percentage ranged from 52.3% of the Asian student group to 54.0% of the Hispanic student group. For Grade 6, the percentage ranged from 44.4% of the Black student group to 54.4% of the White student group. For Grade 7, the percentage ranged from 44.7% of the Black student group to 75% of the Asian student group. For Grade 8, the percentage ranged from 41.3% of the Hispanic student group to 47.3% of the White student group. For Grade 11, the percentage ranged from 41.4% of the Hispanic student group to 53.2% of Asian student group.

Science:

In Science, there were moderate differences in ethnic group performance within a given grade-level. The difference between the highest and lowest performing ethnic group, in terms of percentage of students Proficient or above, ranged from 6% in Grade 11, to 11.6% in Grade 8. The average difference across grades 4, 8 and 11 was approximately 9%. In grades 4 and 8 the White student group had the highest percentage of students classified as Proficient or above. In grade 11, this percentage was largest for Black students.

For Grade 4, the percentage ranged from 38.7% of the Black students to 49.4% of the White students. The percentage of students scoring at or above Proficient level for Grade 8 ranged from 40.4% of the Hispanic students to 52% of the White student group. The percentage of Grade 11 Science students who scored at or above Proficient level ranged from 38.1% of Hispanic students to 44.1% of the Black student group.

Economic Status The number of portfolios processed indicates that approximately 1/3 of the students taking the APA were economically disadvantaged. The greatest percentages (~37.5%) of economically disadvantaged students taking the APA are associated with Grades 6 and 8, and the smallest percentages are associated with Grade 11 (~29%).

Language Arts Literacy:

In general, non-economically disadvantaged students performed better than economically disadvantaged students. The only exception was in Grade 6, where economically disadvantaged students performed slightly better (63.8% compared to 63.2%, respectively). The greatest difference in performance was observed in Grade 7 with 50.9% of non-economically disadvantaged students and 40.4% of economically disadvantaged students scoring at or above Proficient, respectively. The average difference in performance across grades, with respect to the percentage of students proficient or above, was approximately 5%.

Mathematics:

In Mathematics, the percentage of non-economically disadvantaged students scoring at or above Proficient was greater than the percentage of economically disadvantaged students scoring at or above Proficient for all grade levels. The greatest difference was at Grade 8 with 49.2% of the non-economically disadvantaged students and 37.9% of the economically disadvantaged students scoring at or above Proficient. The average difference in performance across grades, with respect to the percentage of students classified as proficient or above, was approximately 5%.

Science:

With respect to Science performance, the non-economically disadvantaged students did better than the economically disadvantaged group in all grades (4, 8 and 11); however, the difference in performance was generally small. The greatest difference was at Grade 4 with 46.2% of the non-economically disadvantaged and 41.5% of the economically disadvantaged students scoring at or above Proficient. In both Grades 8 and 11, the percentage of students classified as proficient or above was extremely similar for economically disadvantaged and non-disadvantaged students.

Migrant Status Only Non-Migrant data appear on this report. Since ten or fewer migrant students took the APA in each grade and content area, data are suppressed for student confidentiality.

Reporting Rules for APA State Summary

In order to safeguard student confidentiality, certain information is suppressed in the state summary files according to the following reporting rules:

- Data are not reported where the number of students with valid scores for a particular group is greater than zero but ten or less.

- Data are not reported when it is otherwise possible to identify individual student performance.

Table 1

2010 New Jersey Alternate Proficiency Assessment

Number of Valid Scores and Percent of Students at Each APA Proficiency Level

		LANGUAGE ARTS LITERACY				MATHEMATICS				SCIENCE			
YEAR	Number of Portfolios Processed	Number of Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Number of Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Number of Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient
Grade 3	1333	1272	38.5	45.9	15.6	1249	47.3	42	10.7	-	-	-	-
Grade 4	1258	1207	46.6	45.7	7.7	1182	60.5	26.5	13	1140	55.5	42.5	2
Grade 5	1174	1117	47.5	47.9	4.6	1102	46.9	33.8	19.3	-	-	-	-
Grade 6	1178	1109	36.6	53.0	10.4	1088	49.3	41.5	9.3	-	-	-	-
Grade 7	1175	1126	52.6	38.6	8.8	1116	48.7	38.9	12.4	-	-	-	-
Grade 8	1191	1132	52.7	42.7	4.6	1127	54.9	36.8	8.3	1069	52.0	34.9	13.1
Grade 9*	131	-	-	-	-	-	-	-	-	130	70.0	25.4	4.6
Grade 10*	213	-	-	-	-	-	-	-	-	210	53.8	42.9	3.3
Grade 11*	1258	1182	62.1	28.5	9.4	1196	52.1	34.5	13.4	756	58.2	38.1	3.7
Grade 12	121	75	65.3	22.7	12.0	78	70.5	19.2	10.3	83	60.2	27.7	12.0
All Grades	9032	8220	48.2	43.0	8.9	8138	51.6	36.1	12.3	3388	55.6	38.1	6.3

*In 2010, the APA assessed Science in grades 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction.

Table 2
2010 New Jersey Alternate Proficiency Assessment
Statewide Performance by Demographic Groups
Language Arts Literacy

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient
STATE TOTAL	1272	61.5	1207	53.4	1117	52.5	1109	63.4	1126	47.4	1132	47.3	1182	37.9
LEP Status														
LEP (Current & Former)	16	50.0	18	61.1	13	38.5	*	*	*	*	*	*	*	*
Current LEP	13	53.8	15	73.3	*	*	*	*	*	*	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	0	NA	*	*
Not Current LEP	1259	61.6	1192	53.2	1108	52.7	1104	63.4	1121	47.5	1122	46.9	1178	38.0
Gender														
Female	352	63.1	342	54.7	344	50.9	351	62.4	379	49.1	389	43.4	428	36.0
Male	919	60.9	865	52.9	772	53.2	758	63.9	746	46.6	740	49.5	753	38.9
Ethnicity														
White	591	64.8	558	58.2	551	51.5	536	64.7	555	51.2	568	51.8	627	39.6
Black	329	58.1	277	46.2	273	53.8	260	63.5	259	39.0	248	42.7	255	36.1
Asian	75	60.0	77	58.4	65	53.8	76	60.5	76	63.2	66	40.9	62	45.2
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	268	57.8	279	50.2	219	53.0	222	62.2	225	44.0	241	42.7	227	33.0
Amer.Indian/AK Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economic Status														
Disadvantaged	444	58.1	436	49.5	394	51.3	414	63.8	371	40.4	425	42.8	349	35.5
Non-Disadvantaged	828	63.3	771	55.6	723	53.1	695	63.2	755	50.9	707	49.9	833	38.9
Migrant Status														
Migrant Status	*	*	0	NA	0	NA	0	NA	*	*	0	NA	0	NA
Non-Migrant	1271	61.4	1207	53.4	1117	52.5	1109	63.4	1124	47.3	1132	47.3	1182	37.9

*Values are suppressed for student counts of 10 or less

Table 3
2010 New Jersey Alternate Proficiency Assessment
Statewide Performance by Demographic Groups
Mathematics

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient
STATE TOTAL	1249	52.7	1182	39.5	1102	53.1	1088	50.7	1116	51.3	1127	45.1	1196	47.9
LEP Status														
LEP (Current & Former)	17	47.1	17	47.1	12	41.7	*	*	*	*	*	*	*	*
Current LEP	14	42.9	15	53.3	*	*	*	*	*	*	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	0	NA	*	*
Not Current LEP	1235	52.8	1167	39.3	1093	53.2	1083	50.8	1111	51.4	1119	45.1	1192	48.0
Gender														
Female	348	53.2	338	40.5	344	49.1	354	50.0	377	46.9	393	43.3	431	48.5
Male	900	52.6	844	39.1	757	55.0	734	51.1	738	53.5	731	46.1	764	47.5
Ethnicity														
White	578	55.2	545	42.6	542	53.1	520	54.4	550	53.3	577	47.3	641	51.6
Black	325	48.0	278	32.4	270	53.0	259	44.4	255	44.7	243	43.2	262	43.1
Asian	75	52.0	76	35.5	65	52.3	75	45.3	76	75.0	64	46.9	62	53.2
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	262	53.1	267	41.2	215	54.0	219	52.1	224	46.9	235	41.3	220	41.4
Amer.Indian/AK Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economic Status														
Disadvantaged	432	51.6	428	37.6	386	52.1	409	47.7	371	49.3	412	37.9	349	42.4
Non-Disadvantaged	817	53.2	754	40.6	716	53.6	679	52.6	745	52.2	715	49.2	847	50.2
Migrant Status														
Migrant Status	*	*	0	NA	0	NA	0	NA	*	*	0	NA	0	NA
Non-Migrant	1248	52.6	1182	39.5	1102	53.1	1088	50.7	1114	51.3	1127	45.1	1196	47.9

*Values are suppressed for student counts of 10 or less

Table 4
2010 New Jersey Alternate Proficiency Assessment
Statewide Performance by Demographic Groups
Science

	Grade 4		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient
STATE TOTAL	1140	44.5	1069	48.0	130	30.0	210	46.2	756	41.8	83	39.8
LEP Status												
LEP (Current & Former)	18	33.3	*	*	0	NA	*	*	*	*	*	*
Current LEP	15	40.0	*	*	0	NA	*	*	*	*	*	*
Former LEP	*	*	0	NA	0	NA	0	NA	0	NA	0	NA
Not Current LEP	1125	44.5	1059	47.9	130	30.0	209	46.4	754	41.8	82	40.2
Gender												
Female	324	49.7	367	44.1	47	25.5	76	43.4	261	35.6	35	48.6
Male	816	42.4	700	50.0	82	32.9	134	47.8	495	45.1	48	33.3
Ethnicity												
White	510	49.4	531	52.0	75	30.7	110	44.5	399	42.4	28	28.6
Black	266	38.7	235	48.1	39	25.6	46	41.3	170	44.1	21	28.6
Asian	76	44.7	64	43.7	*	*	11	45.5	47	42.6	*	*
Pacific Islander	*	*	*	*	0	NA	0	NA	0	NA	0	NA
Hispanic	272	41.2	230	40.4	11	27.3	41	56.1	134	38.1	25	56.0
Amer.Indian/AK Native	*	*	*	*	0	NA	0	NA	*	*	0	NA
Other	*	*	*	*	0	NA	*	*	*	*	*	*
Economic Status												
Disadvantaged	412	41.5	402	47.5	37	35.1	68	52.9	199	41.2	26	46.2
Non-Disadvantaged	728	46.2	667	48.3	93	28.0	142	43.0	557	42.0	57	36.8
Migrant Status												
Migrant Status	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA
Non-Migrant	1140	44.5	1069	48.0	130	30.0	210	46.2	756	41.8	83	39.8

*Values are suppressed for student counts greater than zero, but 10 or less

APPENDIX J: 2010 Frequency Tables of Proficiency Levels by Disability Category

Proficiency Level Distribution by Disability Category – Grade 3

	LAL				Math				SCIENCE			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	1	1	3	5	--	2	3	5	--	--	--	0
Autistic	100	251	192	543	65	236	237	538	--	--	--	0
Cognitively Impaired	8	58	62	128	10	55	63	128	--	--	--	0
Communication Impaired	15	26	28	69	9	20	37	66	--	--	--	0
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	--	1	1	2	--	--	2	2	--	--	--	0
Multiply Disabled	53	208	161	422	37	179	201	417	--	--	--	0
Orthopedically Impaired	--	1	--	1	--	1	--	1	--	--	--	0
Other Health Impaired	5	16	17	38	7	16	13	36	--	--	--	0
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	10	18	21	49	4	10	27	41	--	--	--	0
Traumatic Brain Injury	5	3	3	11	2	3	6	11	--	--	--	0
Visually Impaired	--	--	1	1	--	--	1	1	--	--	--	0
Blank or Double Grid	1	1	1	3	--	2	1	3	--	--	--	0
Total	198	584	490	1272	134	524	591	1249	0	0	0	0

Proficiency Level Distribution by Disability Category – Grade 4

	LAL				Math				SCI			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	2	1	3	6	1	3	2	6	--	3	3	6
Autistic	30	212	201	443	54	121	268	443	6	194	233	433
Cognitively Impaired	7	51	74	132	10	35	85	130	--	42	87	129
Communication Impaired	10	30	36	76	12	15	45	72	4	23	33	60
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	--	--	2	2	--	--	2	2	--	--	2	2
Multiply Disabled	31	218	202	451	62	116	263	441	11	188	235	434
Orthopedically Impaired	1	1	--	2	2	--	--	2	--	1	--	1
Other Health Impaired	2	23	13	38	5	10	19	34	--	17	14	31
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	10	12	25	47	6	12	23	41	2	14	17	33
Traumatic Brain Injury	--	1	2	3	2	--	1	3	--	--	3	3
Visually Impaired	--	--	--	0	--	--	--	0	--	--	1	1
Blank or Double Grid	--	3	4	7	--	1	7	8	--	2	5	7
Total	93	552	562	1207	154	313	715	1182	23	484	633	1140

Proficiency Level Distribution by Disability Category – Grade 5

	LAL				Math				SCI			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Autistic	14	197	180	391	79	139	170	388	--	--	--	0
Cognitively Impaired	2	65	64	131	16	39	73	128	--	--	--	0
Communication Impaired	13	20	27	60	17	21	18	56	--	--	--	0
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	1	2	2	5	1	--	3	4	--	--	--	0
Multiply Disabled	15	207	209	431	77	139	215	431	--	--	--	0
Orthopedically Impaired	--	2	--	2	1	1	--	2	--	--	--	0
Other Health Impaired	2	19	25	46	7	15	18	40	--	--	--	0
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	4	16	15	35	11	14	12	37	--	--	--	0
Traumatic Brain Injury	--	2	2	4	2	1	1	4	--	--	--	0
Visually Impaired	--	1	2	3	--	--	3	3	--	--	--	0
Blank or Double Grid	--	4	5	9	2	3	4	9	--	--	--	0
Total	51	535	531	1117	213	372	517	1102	0	0	0	0

Proficiency Level Distribution by Disability Category – Grade 6

	LAL				Math				SCI			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	--	2	--	2	--	1	1	2	--	--	--	0
Autistic	33	187	111	331	28	138	162	328	--	--	--	0
Cognitively Impaired	8	85	64	157	13	57	84	154	--	--	--	0
Communication Impaired	11	25	27	63	10	21	26	57	--	--	--	0
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	1	4	--	5	1	1	2	4	--	--	--	0
Multiply Disabled	41	249	171	461	31	202	228	461	--	--	--	0
Orthopedically Impaired	--	1	--	1	--	1	--	1	--	--	--	0
Other Health Impaired	7	12	11	30	6	13	12	31	--	--	--	0
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	14	13	18	45	11	10	17	38	--	--	--	0
Traumatic Brain Injury	--	7	--	7	1	5	1	7	--	--	--	0
Visually Impaired	--	2	--	2	--	1	--	1	--	--	--	0
Blank or Double Grid	--	1	4	5	--	1	3	4	--	--	--	0
Total	115	588	406	1109	101	451	536	1088	0	0	0	0

Proficiency Level Distribution by Disability Category – Grade 7

	LAL				Math				SCI			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	--	2	1	3	1	2	--	3	--	--	--	0
Autistic	27	140	172	339	38	144	154	336	--	--	--	0
Cognitively Impaired	13	58	87	158	17	60	80	157	--	--	--	0
Communication Impaired	8	17	23	48	9	16	23	48	--	--	--	0
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	1	3	3	7	1	4	2	7	--	--	--	0
Multiply Disabled	34	173	244	451	42	178	228	448	--	--	--	0
Orthopedically Impaired	--	2	--	2	--	2	--	2	--	--	--	0
Other Health Impaired	4	13	25	42	10	10	20	40	--	--	--	0
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	11	21	33	65	18	14	32	64	--	--	--	0
Traumatic Brain Injury	1	4	3	8	2	2	4	8	--	--	--	0
Visually Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Blank or Double Grid	--	2	1	3	--	2	1	3	--	--	--	0
Total	99	435	592	1126	138	434	544	1116	0	0	0	0

Proficiency Level Distribution by Disability Category – Grade 8

	LAL				Math				SCI			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	--	--	1	1	--	--	1	1	--	--	1	1
Autistic	16	131	138	285	14	123	147	284	24	111	146	281
Cognitively Impaired	8	67	99	174	11	65	96	172	22	56	92	170
Communication Impaired	4	15	16	35	7	14	13	34	6	9	15	30
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	--	3	4	7	1	1	5	7	--	3	4	7
Multiply Disabled	17	217	264	498	34	180	283	497	57	168	255	480
Orthopedically Impaired	--	--	1	1	--	1	--	1	--	1	--	1
Other Health Impaired	4	16	16	36	8	9	19	36	12	9	12	33
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	3	33	45	81	16	20	44	80	19	10	25	54
Traumatic Brain Injury	--	1	9	10	2	2	7	11	--	4	5	9
Visually Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Blank or Double Grid	--	1	4	5	--	--	5	5	--	3	1	4
Total	52	484	597	1133	93	415	620	1128	140	374	556	1070

Proficiency Level Distribution by Disability Category – Grade 9

	LAL				Math				SCI			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	--	--	--	0	--	--	--	0	--	--	1	1
Autistic	--	--	--	0	--	--	--	0	--	3	7	10
Cognitively Impaired	--	--	--	0	--	--	--	0	3	6	20	29
Communication Impaired	--	--	--	0	--	--	--	0	1	--	6	7
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	--	--	--	0	--	--	--	0	--	--	--	0
Multiply Disabled	--	--	--	0	--	--	--	0	1	16	47	64
Orthopedically Impaired	--	--	--	0	--	--	--	0	--	--	1	1
Other Health Impaired	--	--	--	0	--	--	--	0	--	2	1	3
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	--	--	--	0	--	--	--	0	1	5	5	11
Traumatic Brain Injury	--	--	--	0	--	--	--	0	--	1	--	1
Visually Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Blank or Double Grid	--	--	--	0	--	--	--	0	--	--	3	3
Total	0	0	0	0	0	0	0	0	6	33	91	130

Proficiency Level Distribution by Disability Category – Grade 10

	LAL				Math				SCI			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	--	--	--	0	--	--	--	0	--	--	1	1
Autistic	--	--	--	0	--	--	--	0	--	18	21	39
Cognitively Impaired	--	--	--	0	--	--	--	0	--	14	22	36
Communication Impaired	--	--	--	0	--	--	--	0	--	2	15	17
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	--	--	--	0	--	--	--	0	--	2	1	3
Multiply Disabled	--	--	--	0	--	--	--	0	2	40	40	82
Orthopedically Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Other Health Impaired	--	--	--	0	--	--	--	0	1	4	--	5
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	--	--	--	0	--	--	--	0	3	8	13	24
Traumatic Brain Injury	--	--	--	0	--	--	--	0	1	2	--	3
Visually Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Blank or Double Grid	--	--	--	0	--	--	--	0	--	--	--	0
Total	0	0	0	0	0	0	0	0	7	90	113	210

Proficiency Level Distribution by Disability Category – Grade 11

	LAL				Math				SCI			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	2	--	2	4	--	2	2	4	--	--	1	1
Autistic	30	88	161	279	38	102	135	275	11	89	116	216
Cognitively Impaired	17	42	150	209	12	63	131	206	2	48	74	124
Communication Impaired	3	8	19	30	6	11	13	30	--	5	8	13
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	1	--	3	4	2	2	3	7	--	1	1	2
Multiply Disabled	43	164	303	510	59	181	269	509	14	130	210	354
Orthopedically Impaired	--	--	2	2	1	2	--	3	--	--	1	1
Other Health Impaired	3	11	18	32	5	10	22	37	--	5	9	14
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	10	22	66	98	33	34	43	110	--	8	14	22
Traumatic Brain Injury	1	2	6	9	3	5	2	10	1	2	3	6
Visually Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Blank or Double Grid	1	--	4	5	1	1	3	5	--	--	3	3
Total	111	337	734	1182	160	413	623	1196	28	288	440	756

Proficiency Level Distribution by Disability Category – Grade 12

	LAL				Math				SCI			
	Advanced Proficient	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**	**Advanced Proficient**	**Proficient**	**Partially Proficient**	**Total**
Auditorily Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Autistic	2	2	8	12	1	1	10	12	--	1	14	15
Cognitively Impaired	4	7	25	36	3	7	27	37	4	12	12	28
Communication Impaired	--	--	1	1	--	--	1	1	1	1	--	2
Deaf-Blindness	--	--	--	0	--	--	--	0	--	--	--	0
Emotionally Disturbed	--	1	1	2	1	1	--	2	--	--	--	0
Multiply Disabled	2	6	8	16	3	2	12	17	2	7	18	27
Orthopedically Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Other Health Impaired	--	--	1	1	--	--	1	1	--	1	--	1
Social Maladjustment	--	--	--	0	--	--	--	0	--	--	--	0
Specific Learning Disability	1	1	2	4	--	4	1	5	3	1	2	6
Traumatic Brain Injury	--	--	1	1	--	--	1	1	--	--	1	1
Visually Impaired	--	--	--	0	--	--	--	0	--	--	--	0
Blank or Double Grid	--	--	2	2	--	--	2	2	--	--	3	3
Total	9	17	49	75	8	15	55	78	10	23	50	83

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