

New York State Alternate Assessment Technical Report 2009–2010

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Chapter 1. INTRODUCTION AND OVERVIEW

1.1 Purpose of Assessment

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

IDEA 1997 and NCLB clearly outline that all students, regardless of disability, participate in a statewide assessment system and be held accountable to the state standards. The New York State Alternate Assessment (NYSAA) was developed to meet the requirements of these federal mandates; to provide a technically sound method to observe and record student achievement; to represent the breadth and depth of statewide content; to promote access to the general curriculum; to provide critical information to the Committees on Special Education (CSE) for use in the development of Individualized Education Programs (IEPs); and to meet criteria for alignment, access, burden, bias, sensitivity, and age appropriateness for students with severe cognitive disabilities. In response to a 2005–06 review of the New York State Testing Program by the United States Education Department, the NYSAA was restructured in 2006–07. The 2009–10 administration was the third full year of implementation under the redesigned assessment program.

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

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

cognitive disabilities. In a recent survey of teachers who administered the NYSAA in 2009–10, 66.5% agreed that the AGLIs assessed in the NYSAA made the grade level core curriculums more accessible and said the AGLIs are used in planning daily instruction.

The process for assessing the academic achievement of students who have severe cognitive disabilities and who are eligible for the NYSAA is outlined through structured guidelines and steps in the 2009–10 NYSAA Administration Manual (accessible at <http://www.p12.nysed.gov/osa/nysaa/nysaa-manual-0910.html>). The process for datafolio development (see Chapter 2) maintains the procedural validity for assessing students with severe cognitive disabilities, while being flexible enough to meet each individual student's learning needs and modalities.

1.2 Test Use and Decisions Based on Assessment

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

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

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

1.3 Target Population

The target population for the NYSAA is extremely specific, and participation is limited to students with severe cognitive disabilities. The eligibility and participation criteria provide a definition of a student with a severe disability following section 100.1 of the Regulations of the Commissioner of Education.

This information is provided in the NYSAA Administration Manual and on the Department's Web site for reference.

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

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

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

The CSE ensures that decisions regarding participation in the State Testing Program are not based on:

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

The CSE also ensures that each student has a personalized system of communication that addresses his or her needs regarding disability, culture, and native language so the student can demonstrate his or her present level of performance. Tests and other assessment procedures are conducted according to the requirements of section 200.4(b)(6) of the Regulations of the Commissioner of Education and section 300.320(a)(6) of the Code of Federal Regulations.

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

- the student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior; and

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

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

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

1.4 Test Accommodations

The CSE determines whether a student will participate in the alternate assessment with or without accommodations. Guidelines regarding accommodations are provided in the NYSAA Administration Manual. The CSE determines which test accommodations are required based on the student's documented needs. Test accommodations:

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

For more information on test accommodations, refer to *Test Access & Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation* (May 2006) at <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

Frequently asked questions about test accommodations and the NYSAA can be found at <http://www.p12.nysed.gov/osa/nysaa/admin.html>.

Chapter 2. TEST DESIGN AND DEVELOPMENT

2.1 Framework of Testing Program

The New York State (NYS) learning standards provide the framework for the New York State Testing Program. The grade level core curriculums expand the priorities of the NYS learning standards into grade level expectations. Each statewide assessment program has a Test Blueprint that outlines the priorities to be assessed based on the grade level core curriculums. The redesign carried out in response to the United States Education Department's *2005–2006 Review of the New York State Testing Program* (discussed in Chapter 1) required that the New York State Alternate Assessment (NYSAA) be aligned to grade level core curriculums. The general education assessment Blueprints were used as the basis for the development of the alternate assessment Test Blueprints, which in turn drives the alternate assessment content. There is one alternate assessment Blueprint for each of the four content areas assessed (see Appendix A).

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

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

The Test Blueprints, grade level expectations, essences, AGLIs, and Sample Assessment Tasks (SATs) for each grade can be found in the 2009–10 NYSAA Administration Manual: Appendix H—NYSAA Frameworks.

2.2 Test Format

The NYSAA is a collection of student work in the form of a datafolio. The NYSAA Test Blueprints outline for teachers the content to be assessed at each grade and content area combination. Two components are required for each content area within a grade. Within the Required Components, there are two choices. The Choice Components give the teacher flexibility to assess the student based on

specific academic content that was part of the student’s instructional program. This flexibility allows individualization while maintaining the content consistency of the alternate assessment. Consistency is further ensured across grade levels and content areas by adherence to strict administration requirements for datafolios.

Tables 2-1 and 2-2 show examples of the Required and Choice Components from the Test Blueprint for ELA contained in the NYSAA Frameworks.

Table 2-1. 2009–10 NYSAA: ELA Required Components (2 per Grade Level)

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

^aSpeaking is not assessed on the general education state assessments.

Table 2-2. 2009–10 NYSAA: ELA Choice Components (1 Standard Each per 2 Key Ideas per Grade)

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

A datafolio is the resulting body of evidence across Required and Choice Components of a student’s academic performance of selected AGLIs, as compiled by the student’s instructional team and scored by qualified Scorers. The teacher is required to select one AGLI from each Required Component by which to assess the student. Teachers are not allowed to modify AGLIs. Student performance is rated by the student’s instructional team according to the student’s Levels of Accuracy and Independence in performing each assessment task. This is done on three separate dates within the administration period. Teachers have three options in determining the assessment tasks: (1) use an SAT from the NYSAA Frameworks, (2) modify an SAT from the NYSAA Frameworks to make it more applicable to their student, or (3) create an original assessment task. The assessment task is the student action and is aligned to the AGLI the student is being assessed against. To verify this documentation, each datafolio must include the following: student work products, Data Collection

Sheets, photographs, and/or video- or audiotape recordings for two of the three dates of documented performance. Teachers complete the required forms and submit all documentation and evidence in a three-ring binder or fastened folder for regional scoring. Detailed information about the content of and procedures for developing the datafolio are presented in the NYSAA Administration Manual.

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

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

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

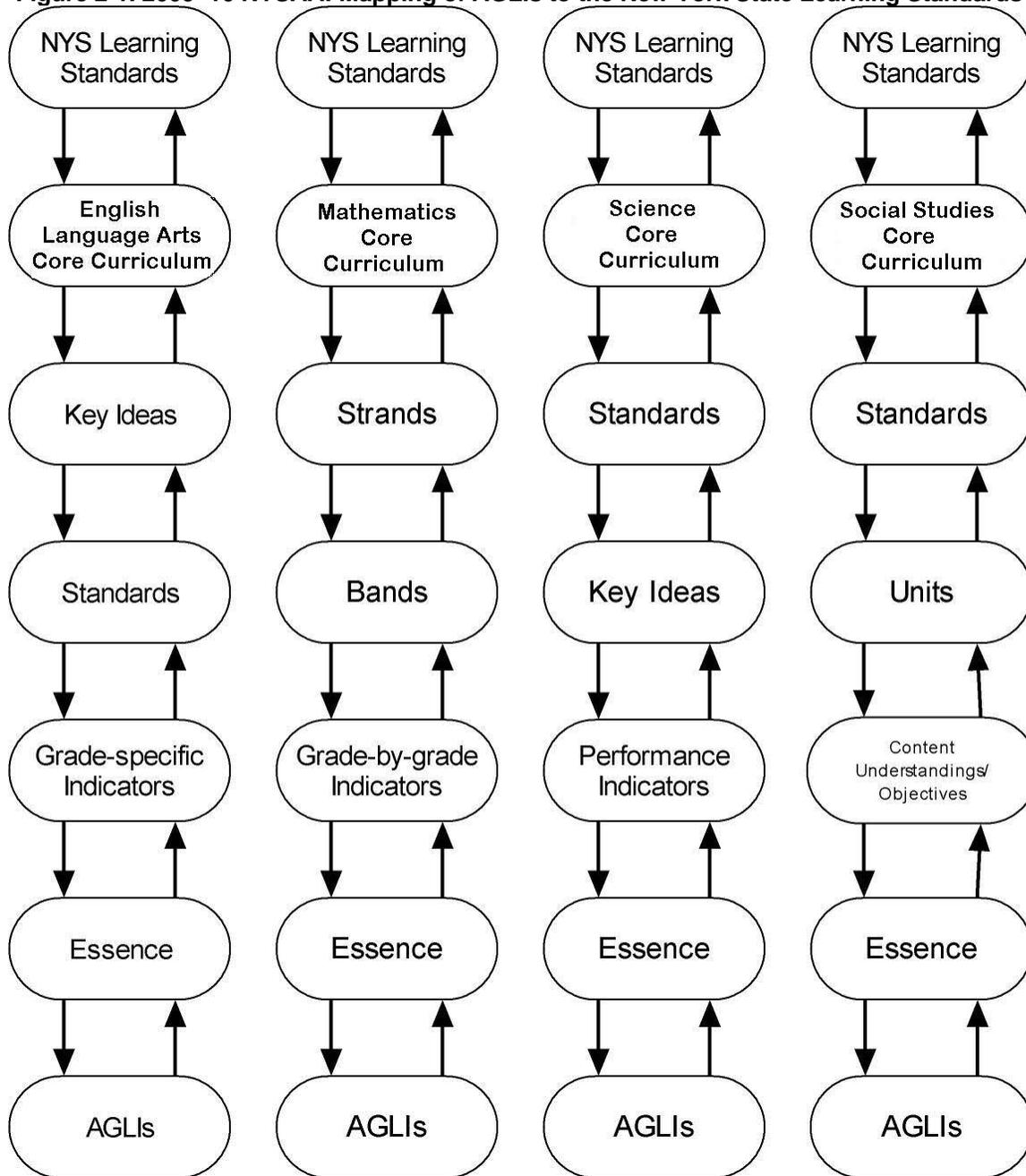
The Board of Regents approved a set of learning standards to guide instruction and assessment. The learning standards serve as the basis of the core curriculums in ELA, mathematics, science, and social studies. The curriculum of each content area is divided into the following components:

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

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

Grade level expectations are further distilled into essences. Essences are the “big ideas” of the grade level expectations for a grade. Assessment is based on the essences for each component of each content area. AGLIs are aligned to the essences in terms of three different levels of complexity.

Figure 2-1. 2009–10 NYSAA: Mapping of AGLIs to the New York State Learning Standards



2.4 AGLI Selection Criteria and Process

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

The NRWG did not meet in spring 2009. There were no edits made to the Test Blueprints, grade level expectations, essences, and intent of the AGLIs that were finalized and used in the 2008–09 administration. The 2009–10 NYSAA Frameworks had some updates to SATs and content glossaries in

order to provide clarification and additional information to teachers. However, as was the case with the 2008–09 version of the NYSAA Frameworks, the intent of the AGLIs was not changed in any way.

The spring 2008 NRWG process was consistent across each of the four content areas. The NRWG were not allowed to edit or change the Test Blueprints, grade level expectations, essences, and intent of the AGLIs. As outlined below, for each content area, three steps were followed by the participants, and the fourth step was completed afterward by the content developers.

Step 1: Present the expected outcomes for the workgroup.

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

Step 2: Review the Frameworks and other materials.

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

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

Step 3: Complete the work process.

In all the content area groups, the participants reviewed and edited existing SATs and then worked to add new SATs. The process for adding new SATs was as follows: The groups first focused on AGLIs that did not have an SAT. Then they developed additional SATs for AGLIs that already had at least one SAT. Throughout the editing and developing of SATs, each group worked to ensure alignment to the AGLIs. During the editing process, the groups also identified words they felt should be added to

the glossary for each content area. The work tasks within each content area focused around each of the identified outcomes for the revision of the NYSAA Frameworks.

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

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

2.5 Task Development

As part of the redesign process, assessment tasks for the AGLIs were developed, edited, and refined. An assessment task describes an observable student action related to the specific knowledge, skills, and understanding aligned to the AGLI and, in turn, to the core curriculum. Regional Lead Trainers (RLTs), who were part of the NRWG, provided input on SATs aligned to the AGLIs. Information collected during the 2008–09 administration and scoring periods also influenced edits to the SATs. Edited SATs were reviewed and approved by the Department for the 2009–10 NYSAA Frameworks. See the following section for more information on task development and refer to the NYSAA Administration Manual for information provided to teachers regarding assessment task requirements.

2.6 AGLI and Task Review Process

The RLTs and Measured Progress reviewed and updated SATs from the 2008–09 NYSAA Frameworks. Revisions were made to existing tasks to clarify their alignment to the AGLIs. New tasks were developed to provide additional samples from which teachers could choose. The Department provided a final content review and approval of the SATs. The final AGLIs and SATs can be found in the NYSAA Administration Manual: Appendix H—NYSAA Frameworks.

2.7 Alternate Performance Level Descriptors (APLDs)

The Alternate Performance Level Descriptors (APLDs), previously developed during standard setting, were used for the 2009–10 administration and reporting. Standard setting was conducted in June 2008 to establish cut scores for each alternate performance level in ELA and mathematics, Grades 3–8 and high school; in science, Grades 4, 8, and high school; and in social studies, Grades 5, 8, and high school.

The June 2007 standard setting process developed the original APLDs, which were used by the standard setting groups in June 2008. The APLDs provided panelists with an idea of the knowledge, skills, and understanding related to the core curriculum that a student at each of the four performance levels might demonstrate. A final activity during standard setting was for each group to provide

suggestions for edits to the APLDs. The Department used the input to refine the APLDs for reporting. The APLDs are included in the NYSAA reports for districts, schools, parents/guardians, and educators to better explain each performance level.

Chapter 3. SCORING METHODS

3.1 Scoring of Operational Tests

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

There are a variety of processes involved in the Scoring Institute. The basic outline for the review of student datafolios can be simplified as three major steps. Scorers review student datafolios, confirm that the connection to grade level content is satisfied, and verify the percentages and ratings for Accuracy and Independence documented by the teacher for each Alternate Grade Level Indicator (AGLI) assessed. Any questions that arise during scoring are directed to a Table Leader. Scorers use the document entitled Steps for Scoring 2009–10 NYSAA Datafolios as the main reference for scoring each datafolio. Table Leaders use the Decision Rules for Scoring 2009–10 NYSAA Datafolios as a reference document for any questions that are not addressed in the Steps for Scoring 2009–10 NYSAA Datafolios. Both documents are included in this report, as Appendices B and C.

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

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

3.2 Scoring Rubric

The Scoring Rubric is the initial guide that drives the model used to score NYSAA datafolios. The Scoring Rubric is provided in the 2009–10 NYSAA Administration Manual, along with guidance on the process that teachers must follow in order to meet the scoring requirements. The rubric is broken

into two parts. The first part outlines the content and grade level required components. The second part is the rating summary. The rating is based on the connection to grade level content and student performance. The connection to grade level content is explained on the Scoring Rubric as follows: “AGLIs are the expansion of the academic content for students with severe cognitive disabilities. The assessment task must connect to the AGLI and the verifying evidence must demonstrate the task. If these connections are not clear, the AGLI will not be scored.” For each assessment task documented, the ratings for Level of Accuracy and Level of Independence (relative to the student’s demonstration of skills, in relation to the AGLI) combine to give the performance dimension. The Scoring Rubric is presented in Table 3-1.

Table 3-1. 2009–10 NYSAA: Scoring Rubric

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

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

CONNECTION TO GRADE LEVEL CONTENT + PERFORMANCE = RATING

*Connection to Grade Level Content - AGLIs are the expansion of the academic content for students with severe cognitive disabilities.
The assessment task must connect to the AGLI and the verifying evidence must demonstrate the task. If these connections are not clear, the AGLI will not be scored.*

Performance = Level of Accuracy + Level of Independence

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

3.3 Scoring Process and Reliability Monitoring Review

3.3.1 Scoring Process

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

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

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

In order for Scorers to complete their review of the datafolios, a set of standardized tools is provided to each Scoring Institute. These tools include the NYSAA Administration Manual, Scoring Procedures, and Scoring Decision Rules. Student performance ratings are documented on a Scorer Worksheet with a Menu of Comments and a Scannable Score Document. The Menu of Comments, located on the back of the last page of the Scorer Worksheet, includes information that a Scorer records when an AGLI has a No Score rating. It also allows the Scorer to provide additional constructive feedback to a teacher about the datafolio.

There are 15 steps involved in the scoring process. The step-by-step procedures outlined in the Steps for Scoring 2009–10 NYSAA Datafolios are implemented statewide and ensure scoring reliability across all Scoring Institutes. Table 3-2 presents a quick review of the steps.

Table 3-2. 2009–10 NYSAA: Scoring Steps Quick Reference

Step	Step		
1	Student demographics, Scorer ID, Scoring Institute code	10b	Student Work Product: Original
2	Confirm student’s date of birth and grade assessed	10c	Photographs: Minimum of three sequential, captioned, and dated photographs
3	Test accommodations and Collegial Review	10d	Video-/audiotape: Maximum 90 seconds and recorded markers
4	Table of contents and the Parent/Family/Guardian Survey	10e	Data Collection Sheet (DCS): Minimum of three dates, supporting evidence, and staff initials
5a and b	Two Data Summary Sheets (DSSs) present and in order (one for each Required Component)	10f	If verifying evidence is DCS, supporting evidence is present and valid
6a and b	Demographic and Choice Component information complete on DSS	11	Confirm ratings for Level of Accuracy and Independence
7a and b	Connection: AGLI from grade level	12	Record Procedural Error Comments and additional Scorer Comments
8a and b	Connection: Task connects to AGLI	13	Score the second AGLI (Steps 6–12)
8c, d, and e	Connection: Verifying evidence connects to task	14	Score mathematics, science, and social studies (Steps 5–13)
9a, b, and c	Dates on DSS: Three separate dates, in chronological order, correspond to dates on verifying evidence	15	Complete the Scannable Score Document
10a	Required elements clearly documented (7)		

The Scoring Procedures are separated into two major sections: preparing to score and reviewing and scoring a datafolio. Each step asks the Scorer a question or directs the Scorer to confirm a certain requirement. The steps are presented in a yes/no format to assist the Scorer in moving from one step to another. If a Scorer encounters a “no” or an issue outside the directions provided in the Scoring Procedures, he or she must consult with the Table Leader. The Table Leader refers to the Decision Rules for Scoring 2009–10 NYSAA Datafolios if the information on how to proceed in scoring the datafolio is not already provided in the Scoring Procedures.

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

Decision Rules chart. If possible, an example is provided, highlighting the point of the Decision Rule, and a description is provided regarding how the rules are to be consistently applied statewide at each Scoring Institute.

3.3.2 Reliability Monitoring Review

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

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

RMR scores are compared with the original scores from the regional Scoring Institutes. The original score remains the score of record; the RMR score does not change or affect the original score in any way. The 2009–10 RMR results are presented in Chapter 5.

3.4 Scorer Training and Qualification

A standardized statewide process for Scorer Training and qualification is observed. Each Board of Cooperative Educational Services (BOCES) and Big Five City School District conducts at least one two-day Scoring Institute during the scoring period. For 2009–10, the scoring period was March 15–May 6, 2010. The same training and scoring process, Scoring Procedures, and Decision Rules were applied and implemented statewide.

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

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

After the video, Scorers participate in an activity that reinforces what they have learned about the Scoring Procedures. Then they are given an opportunity for final questions. Training ends with Scorers completing three calibrated qualifiers. The qualifiers are actual student datafolios in a content area. The qualifiers were identified by a group of stakeholders during a benchmarking process. Each Scorer must earn a score of 80% or higher to become qualified. Scorers who do not qualify on the first qualifier receive additional training and must complete an additional qualification sample. After the initial

set, Scorers have three opportunities to receive retraining and to qualify. If a Scorer does not qualify after additional attempts, he or she is reassigned to another role in the Scoring Institute.

3.5 Quality Control Process

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

SSC responsibilities include:

- ensuring that the Scoring Procedures, Decision Rules, and other scoring-related guidelines are implemented consistently per the Department's prescribed model;
- ensuring the security of all datafolios during transit, storage, and scoring;
- gathering the NYSAA student registration information from the RIC or Big Five City Scan Centers to assist in planning the Scoring Institute;
- planning, coordinating, and conducting the Scoring Institute for each BOCES or Big Five City School District;
- coordinating the selection of sample datafolios as requested by the Department for RMR;
- ensuring that scoring documentation is completed and provided to the RIC or Big Five City Scan Centers; and
- returning datafolios following scoring.

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

For NYSAA scoring, AATN Specialists:

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

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

For NYSAA, Table Leaders must:

- be experienced Scorers familiar with the 2009–10 NYSAA;
- complete Scoring Training, including the qualification process, prior to the start of the Scoring Institute;
- manage scoring at their assigned scoring stations;
- resolve Scorer questions using scoring guidelines and resources;
- review all corrections and all NS ratings documented by Scorers;
- conduct quality control checks of scored datafolios;
- manage the Read Behind process;
- separate copies of the Scorer Worksheet as designated by the SSC;
- return scored datafolios to the appropriate box; and
- provide feedback to SSCs and the Department about the scoring processes, procedures, and documentation.

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

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

The third responsibility of a Table Leader is to manage the Read Behind process. The Read Behind process occurs throughout the Scoring Institute. This process ensures the integrity of scoring across scoring stations. Table Leaders select the first, third, and then every seventh datafolio from each Scorer for Read Behind. The Scannable Score Document is pulled and held by the Table Leader and a red dot is placed on the datafolio. This indicates that it has been selected for Read Behind. The first Scorer scores the datafolio, completes the Scorer Worksheet, and returns the datafolio to the Table Leader. The Table Leader turns the Scorer Worksheet over, places it into the front pocket of the datafolio, and then routes the scored datafolio to be scored at a different scoring station. The second Scorer scores the datafolio, completes a second Scorer Worksheet, and returns the datafolio to the

original Table Leader. The Table Leader compares the two worksheets. If no discrepancy exists, the Table Leader at the first scoring station fills in his or her Scorer Identification Number and completes the Scannable Score Document. A quality control check is completed, a blue dot is affixed to the datafolio, and the datafolio is returned to the box. The second Scorer Worksheet is destroyed. If a discrepancy between the scores is found, the Table Leader highlights the discrepant areas and forwards the datafolio to the Floor Manager for resolution. The Floor Manager reviews the discrepant areas, enters his or her Scorer Identification Number, and completes the Scannable Score Document. The Floor Manager returns the datafolio to the Table Leader at the first scoring station. After a datafolio has been through the Read Behind process, the Table Leader completes a quality control check. The Table Leader then works with the Scorer to review the discrepancy and provide any support that is needed. If the Scorer continues to have discrepant scores, the Table Leader is then directed to consult the Floor Manager and/or the SSC to discuss additional training or reassignment.

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

Chapter 4. DESCRIPTIVE ANALYSIS FOR OPERATIONAL TEST

Tables 4-1 through 4-7 show the percentages of students earning scores at each Level of Accuracy and Independence. A score of NS (No Score) is designated if a datafolio does not adhere to the administration guidelines. (Complete information regarding scoring can be found in the two scoring documents entitled Steps for Scoring 2009–10 NYSAA Datafolios and Decision Rules for Scoring 2009–10 NYSAA Datafolios.)

The percentages are presented by grade, content area, Alternate Grade Level Indicator (AGLI), and level of complexity. While the percentages of students with scores at levels 3 and 4 for Independence tended to be somewhat higher at higher levels of complexity in many cases, there were a large number of exceptions; there was no interpretable pattern by level of complexity for Accuracy scores. The percentages of students with scores at levels 3 and 4 tended to be higher for Accuracy than for Independence, but there was a large number of exceptions, especially at the higher grade levels. Furthermore, it is important to note that caution should be used in making such interpretations due to the relatively small number of students at the higher levels of complexity.

Table 4-1. 2009–10 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 3

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
3	English Language Arts	Reading	1	1.01	3.91	6.87	12.23	75.98	1.01	6.94	7.76	11.10	73.20	1586
			2	0.89	2.00	6.46	13.36	77.28	0.89	2.78	6.24	10.47	79.62	898
			3	1.82	1.82	10.91	9.09	76.36	1.82	3.64	9.09	7.27	78.18	55
			All	0.98	3.19	6.81	12.56	76.45	0.98	5.40	7.25	10.79	75.58	2539
	Arts	Listening	1	1.02	4.29	8.67	12.35	73.67	1.02	10.71	8.78	10.20	69.29	980
			2	0.59	2.37	7.61	14.34	75.09	0.67	4.58	7.98	11.46	75.31	1353
			3	2.27	2.27	8.52	13.64	73.30	2.27	2.84	3.98	6.82	84.09	176
			All	0.88	3.11	8.09	13.51	74.41	0.92	6.86	8.01	10.64	73.58	2509
	Mathematics	Number Sense and Operations	1	1.18	4.35	9.05	13.57	71.86	1.18	12.51	8.17	10.11	68.04	1702
			2	1.57	1.57	5.74	12.00	79.13	1.57	5.74	4.87	8.35	79.48	575
			3	1.14	0.76	6.08	14.83	77.19	1.14	1.14	5.70	6.84	85.17	263
			All	1.26	3.35	7.99	13.35	74.06	1.26	9.80	7.17	9.37	72.40	2540
Measurement		1	0.86	4.85	9.92	11.96	72.41	0.95	10.29	7.16	11.19	70.41	2207	
		2	0.91	3.64	9.09	11.82	74.55	0.91	1.82	6.36	12.73	78.18	110	
		3	2.34	2.92	8.77	15.79	70.18	2.34	4.09	5.85	9.36	78.36	171	
		All	0.96	4.66	9.81	12.22	72.35	1.05	9.49	7.03	11.13	71.30	2488	

NS = No Score

Table 4-2. 2009–10 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 4

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
4	English Language Arts	Reading	1	0.85	3.93	5.69	9.32	80.22	0.85	6.72	6.23	9.74	76.47	1653
			2	1.64	2.45	8.02	13.09	74.80	1.64	1.96	5.40	10.80	80.20	611
			3	1.69	1.12	4.21	5.90	87.08	1.69	3.09	4.21	6.74	84.27	356
			All	1.18	3.20	6.03	9.73	79.86	1.18	5.11	5.76	9.58	78.37	2621
		Writing	1	1.01	3.51	7.50	8.61	79.38	1.01	8.41	7.40	9.76	73.41	2080
			2	0.26	1.55	4.65	9.04	84.50	0.26	4.65	5.43	10.85	78.81	387
			3	2.73	2.73	2.73	7.27	84.55	2.73	1.82	3.64	13.64	78.18	110
			All	0.97	3.18	6.87	8.61	80.36	0.97	7.57	6.95	10.09	74.43	2577
	Mathematics	Number Sense and Operations	1	0.50	4.35	8.04	11.44	75.67	0.55	8.69	6.29	8.74	75.72	2002
			2	0.37	3.00	5.06	11.61	79.96	0.37	3.37	3.93	7.49	84.83	534
			3	1.25	0.00	2.50	16.25	80.00	1.25	0.00	1.25	7.50	90.00	80
			All	0.53	3.94	7.26	11.62	76.65	0.57	7.34	5.66	8.44	77.99	2617
		Measurement	1	1.01	5.13	9.31	9.46	75.10	1.01	9.31	7.14	11.32	71.23	1988
			2	0.58	1.34	7.68	15.36	75.05	0.58	3.84	4.61	12.28	78.69	521
			3	1.85	0.00	1.85	3.70	92.59	1.85	0.00	5.56	9.26	83.33	54
			All	0.94	4.25	8.82	10.53	75.46	0.94	8.00	6.59	11.47	73.00	2563
Science	Scientific Inquiry	1	1.16	2.76	5.33	11.17	79.59	1.22	6.93	6.29	8.92	76.64	1558	
		2	0.55	1.51	4.40	7.42	86.13	0.55	5.63	3.98	7.01	82.83	728	
		3	1.23	1.84	4.29	9.20	83.44	1.23	2.45	4.91	7.98	83.44	326	
		All	1.00	2.30	4.94	9.88	81.89	1.03	6.01	5.47	8.27	79.21	2612	
	Living Environment or Physical Setting/Earth Science	1	0.88	2.73	5.55	7.67	83.17	0.88	7.03	4.07	7.54	80.49	2163	
		2	0.32	2.59	4.21	11.65	81.23	0.32	4.21	3.88	5.83	85.76	309	
		3	0.94	0.94	3.77	10.38	83.96	1.89	8.49	3.77	10.38	75.47	106	
		All	0.81	2.64	5.31	8.26	82.97	0.85	6.75	4.03	7.45	80.92	2578	

NS = No Score

Table 4-3. 2009–10 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 5

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
5	English Language Arts	Reading	1	1.08	3.82	6.87	10.88	77.35	1.08	6.42	6.62	10.05	75.83	1572
			2	1.65	2.27	4.64	10.00	81.44	1.65	1.65	5.67	8.14	82.89	970
			3	2.06	1.03	7.22	10.31	79.38	2.06	6.19	7.22	18.56	65.98	97
			All	1.33	3.14	6.06	10.53	78.94	1.33	4.66	6.29	9.66	78.07	2640
		Listening	1	0.60	3.57	6.58	13.33	75.92	0.60	5.49	5.92	9.16	78.83	1823
			2	1.55	2.26	5.50	12.55	78.14	1.55	3.67	6.21	10.44	78.14	709
			3	0.00	0.00	7.81	20.31	71.88	0.00	1.56	6.25	14.06	78.13	64
			All	0.85	3.12	6.31	13.28	76.43	0.85	4.89	6.01	9.63	78.63	2597
	Mathematics	Number Sense and Operations	1	0.98	3.36	6.28	10.75	78.62	1.03	6.40	5.62	8.41	78.54	2437
			2	0.60	0.60	6.02	10.84	81.93	0.60	2.41	5.42	10.84	80.72	166
			3	3.45	0.00	13.79	31.03	51.72	3.45	0.00	10.34	20.69	65.52	29
			All	0.99	3.15	6.34	10.98	78.54	1.03	6.08	5.66	8.70	78.54	2633
		Geometry	1	0.93	3.84	6.10	11.80	77.33	0.93	5.26	4.99	8.57	80.25	2263
			2	1.05	1.40	2.80	14.34	80.42	1.05	3.15	4.20	10.14	81.47	286
			3	2.78	2.78	2.78	13.89	77.78	2.78	0.00	2.78	2.78	91.67	36
			All	0.97	3.56	5.68	12.10	77.69	0.97	4.95	4.87	8.66	80.55	2586
Social Studies	U.S. and NYS History	1	1.21	6.21	3.58	7.37	81.64	1.21	8.41	4.74	6.47	79.18	2320	
		2	1.86	0.47	7.91	6.98	82.79	1.86	1.40	5.58	7.44	83.72	215	
		3	0.00	0.00	3.53	7.06	89.41	0.00	3.53	2.35	8.24	85.88	85	
		All	1.22	5.53	3.93	7.33	81.99	1.22	7.67	4.73	6.60	79.78	2621	
	Civics, Citizenship and Government	1	0.89	5.51	5.85	7.84	79.91	0.89	7.94	4.91	6.85	79.41	2016	
		2	1.79	2.23	7.37	12.95	75.67	1.79	4.91	8.04	9.60	75.67	448	
		3	1.14	2.27	1.14	17.05	78.41	1.14	5.68	5.68	14.77	72.73	88	
		All	1.06	4.82	5.95	9.05	79.12	1.06	7.32	5.48	7.60	78.54	2553	

NS = No Score

Table 4-4. 2009–10 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 6

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
6	English Language Arts	Reading	1	1.04	2.91	7.13	11.28	77.65	1.04	6.23	8.37	10.66	73.70	1445
			2	1.70	1.28	7.52	13.05	76.45	1.70	2.41	5.67	9.65	80.57	705
			3	0.40	1.79	5.95	15.48	76.39	0.40	4.17	7.14	11.71	76.59	504
			All	1.09	2.26	7.01	12.55	77.09	1.09	4.82	7.42	10.59	76.07	2654
		Writing	1	1.03	4.22	9.10	11.36	74.28	1.03	7.04	7.93	12.90	71.09	2131
			2	1.87	4.10	7.84	11.19	75.00	1.87	4.48	6.34	11.19	76.12	268
			3	1.10	0.55	4.97	13.81	79.56	1.10	4.97	5.52	11.60	76.80	181
			All	1.12	3.95	8.68	11.51	74.73	1.12	6.63	7.60	12.64	72.02	2580
	Mathematics	Number Sense and Operations	1	1.01	4.61	7.69	11.51	75.18	1.05	8.88	7.34	9.14	73.59	2276
			2	1.76	2.35	8.82	14.71	72.35	1.76	5.29	5.88	12.94	74.12	170
			3	0.49	4.43	5.42	17.73	71.92	0.49	3.45	5.91	10.34	79.80	203
			All	1.09	4.45	7.58	12.18	74.69	1.13	8.22	7.13	9.47	74.05	2651
		Algebra	1	0.95	4.71	8.24	12.68	73.43	0.95	9.37	6.84	10.00	72.84	2209
			2	0.62	4.63	5.25	15.12	74.38	0.62	7.10	3.40	10.80	78.09	324
			3	2.44	0.00	4.88	17.07	75.61	2.44	0.00	7.32	9.76	80.49	41
			All	0.93	4.62	7.81	13.05	73.58	0.93	8.94	6.41	10.10	73.62	2574

NS = No Score

Table 4-5. 2009–10 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 7

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
7	English Language Arts	Reading	1	1.08	3.89	6.31	10.32	78.41	1.08	8.15	5.92	7.58	77.26	1570
			2	0.37	2.82	7.12	16.07	73.62	0.49	3.56	5.03	10.31	80.61	815
			3	2.38	1.19	9.52	14.29	72.62	2.38	2.38	1.19	9.52	84.52	84
			All	0.89	3.44	6.68	12.35	76.63	0.93	6.44	5.47	8.55	78.61	2469
		Listening	1	1.16	2.64	7.87	14.58	73.76	1.16	5.78	5.83	9.67	77.56	2161
			2	0.46	1.85	3.70	14.81	79.17	0.46	5.09	11.11	9.26	74.07	216
			3	1.89	3.77	1.89	9.43	83.02	1.89	5.66	3.77	24.53	64.15	53
			All	1.11	2.59	7.37	14.49	74.44	1.11	5.72	6.26	9.96	76.95	2430
	Mathematics	Number Sense and Operations	1	1.28	3.48	6.50	12.95	75.79	1.28	9.29	6.00	8.74	74.69	2185
			2	4.72	2.36	7.09	11.81	74.02	4.72	0.79	5.51	10.24	78.74	127
			3	1.40	0.70	4.90	13.99	79.02	1.40	1.40	4.90	9.79	82.52	143
			All	1.47	3.26	6.44	12.95	75.89	1.47	8.39	5.91	8.88	75.36	2455
		Statistics and Probability	1	1.17	2.85	4.75	10.68	80.54	1.17	11.56	8.05	9.36	69.86	1367
			2	0.34	2.14	6.19	16.87	74.47	0.34	3.26	4.39	12.82	79.19	889
		3	1.37	4.79	8.90	10.96	73.97	1.37	4.11	5.48	15.75	73.29	146	
		All	0.87	2.71	5.54	12.99	77.89	0.87	8.03	6.54	11.03	73.52	2402	

NS = No Score

Table 4-6. 2009–10 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 8

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
8	English Language Arts	Reading	1	0.95	5.02	6.12	11.14	76.77	0.90	7.51	6.62	9.25	75.72	2010
			2	0.00	2.68	10.07	14.77	72.48	0.00	3.69	8.05	9.73	78.52	298
			3	0.35	0.70	7.69	17.13	74.13	0.35	1.75	2.45	10.49	84.97	286
			All	0.81	4.28	6.74	12.22	75.95	0.77	6.44	6.32	9.44	77.03	2595
		Writing	1	0.64	3.44	7.02	15.14	73.77	0.64	7.31	7.06	9.82	75.17	2352
			2	0.89	0.89	3.57	14.29	80.36	0.89	0.00	2.68	14.29	82.14	112
			3	1.80	0.90	5.41	21.62	70.27	1.80	2.70	5.41	11.71	78.38	111
			All	0.70	3.22	6.80	15.38	73.90	0.70	6.80	6.80	10.10	75.61	2575
	Mathematics	Geometry	1	0.83	4.26	6.20	11.82	76.90	0.83	7.69	4.88	8.06	78.55	2420
			2	0.00	0.00	5.68	18.18	76.14	0.00	2.27	5.68	21.59	70.45	88
			3	0.00	3.13	6.25	15.63	75.00	0.00	2.08	6.25	6.25	85.42	96
			All	0.81	4.07	6.18	12.20	76.75	0.81	7.29	4.95	8.44	78.51	2606
		Algebra	1	1.40	5.16	8.41	12.97	72.06	1.40	7.16	4.76	8.71	77.97	1997
			2	1.69	3.63	6.78	15.50	72.40	1.69	3.87	4.12	11.14	79.18	413
			3	0.87	1.74	6.96	13.91	76.52	0.87	3.48	5.22	7.83	82.61	115
			All	1.43	4.75	8.08	13.43	72.32	1.43	6.46	4.67	9.07	78.38	2525
	Science	Scientific Inquiry	1	1.01	5.16	5.06	10.72	78.05	1.16	7.94	5.36	7.59	77.95	1977
			2	1.66	0.95	5.46	15.68	76.25	1.66	3.80	5.23	16.39	72.92	421
			3	1.00	0.00	6.47	12.44	80.10	1.00	0.50	9.45	14.43	74.63	201
			All	1.12	4.08	5.23	11.65	77.92	1.23	6.69	5.65	9.54	76.88	2600
		Living Environment or Physical Setting/Earth Science	1	1.27	5.56	7.66	9.81	75.70	1.38	7.33	4.90	7.55	78.84	1815
			2	0.17	1.22	4.86	12.15	81.60	0.17	2.26	4.69	12.33	80.56	576
			3	0.00	0.00	4.76	10.32	84.92	0.00	0.00	1.59	2.38	96.03	126
			All	0.95	4.29	6.87	10.37	77.51	1.03	5.80	4.69	8.38	80.10	2517
Social Studies	U.S. and NYS History	1	1.17	6.94	6.10	7.18	78.61	1.22	10.55	7.46	7.27	73.50	2132	
		2	0.00	2.08	9.38	16.15	72.40	0.00	3.13	3.65	9.90	83.33	192	
		3	0.74	1.48	8.15	14.07	75.56	0.74	3.33	9.63	10.00	76.30	270	
		All	1.04	6.01	6.55	8.56	77.83	1.08	9.25	7.40	7.75	74.52	2594	
	Civics, Citizenship and Government	1	1.09	5.62	3.59	6.32	83.39	1.04	7.65	5.99	7.08	78.24	2119	
		2	0.45	4.50	8.11	10.81	76.13	0.45	3.60	7.21	6.31	82.43	222	
		3	1.97	3.94	10.84	10.84	72.41	1.97	3.94	5.42	14.78	73.89	203	
		All	1.10	5.39	4.56	7.08	81.88	1.06	7.00	6.05	7.63	78.26	2544	

NS = No Score

Table 4-7. 2009–10 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—High School

Grade	Content Area	AGLI	Level of Complexity	Accuracy					Independence					N
				NS	1	2	3	4	NS	1	2	3	4	
High School	English Language Arts	Reading	1	0.90	4.24	6.24	16.33	72.30	0.95	8.14	7.90	12.52	70.49	2101
			2	0.68	2.85	11.94	21.71	62.82	0.68	2.71	5.83	9.63	81.14	737
			3	3.57	0.00	3.57	25.00	67.86	3.57	3.57	14.29	14.29	64.29	28
			All	0.87	3.84	7.68	17.79	69.82	0.91	6.70	7.43	11.79	73.17	2866
	English Language Arts	Writing	1	1.12	4.05	9.14	15.76	69.93	1.12	6.95	8.31	13.11	70.51	2418
			2	0.59	3.55	7.40	18.34	70.12	0.30	2.96	4.14	8.88	83.73	338
			3	0.00	1.92	15.38	15.38	67.31	0.00	1.92	7.69	5.77	84.62	52
			All	1.03	3.95	9.05	16.06	69.91	1.00	6.37	7.80	12.46	72.36	2808
	Mathematics	Algebra	1	1.73	5.26	9.60	15.28	68.13	1.77	8.13	7.03	10.78	72.29	2375
			2	2.43	3.65	7.29	21.28	65.35	2.43	3.34	3.65	10.64	79.94	329
			3	2.27	7.58	16.67	18.18	55.30	2.27	3.03	4.55	7.58	82.58	132
			All	1.87	5.18	9.66	16.11	67.18	1.90	7.33	6.52	10.61	73.63	2837
	Mathematics	Statistics and Probability	1	0.68	3.85	7.43	13.59	74.46	0.68	8.51	7.20	11.91	71.69	2208
			2	0.69	2.06	6.41	13.50	77.35	0.69	5.49	5.95	11.21	76.66	437
			3	1.97	3.29	5.26	8.55	80.92	1.97	3.95	8.55	11.18	74.34	152
			All	0.75	3.54	7.15	13.30	75.26	0.75	7.79	7.08	11.76	72.61	2797
	Science	Living Environment	1	0.72	4.17	6.86	13.72	74.53	0.77	5.42	6.91	9.54	77.36	2085
			2	0.75	1.50	9.01	18.39	70.36	0.75	2.81	2.81	11.07	82.55	533
			3	0.43	0.86	6.01	20.17	72.53	0.43	3.00	10.73	11.59	74.25	233
			All	0.70	3.40	7.19	15.12	73.59	0.74	4.74	6.45	10.00	78.08	2851
Science	Physical Setting/Earth Science	1	0.74	3.84	8.19	9.34	77.89	0.83	6.57	6.98	9.11	76.50	2162	
		2	1.16	6.78	13.57	14.15	64.34	1.16	1.74	9.69	12.21	75.19	516	
		3	4.00	4.00	7.00	9.00	76.00	4.00	4.00	8.00	6.00	78.00	100	
		All	0.94	4.39	9.14	10.22	75.31	1.01	5.58	7.52	9.58	76.31	2778	
Social Studies	U.S. History	1	1.04	5.32	5.09	10.87	77.69	1.04	7.46	6.59	9.71	75.20	1730	
		2	0.86	5.56	7.29	9.40	76.89	0.86	4.79	3.36	7.67	83.32	1043	
		3	1.28	6.41	14.10	19.23	58.97	2.56	1.28	12.82	8.97	74.36	78	
		All	1.02	5.43	6.14	10.55	76.86	1.05	6.31	5.58	8.94	78.12	2852	
Social Studies	Global History	1	1.05	4.87	6.08	9.74	78.26	0.94	8.01	6.44	9.64	74.96	1909	
		2	1.18	4.11	12.34	7.40	74.97	1.18	2.47	6.46	7.05	82.84	851	
		3	2.50	5.00	20.00	22.50	50.00	2.50	0.00	15.00	17.50	65.00	40	
		All	1.11	4.64	8.18	9.21	76.86	1.04	6.21	6.57	8.96	77.21	2800	

NS = No Score

Means and standard deviations of Accuracy and Independence are presented by grade, content area, AGLI, and level of complexity in Tables 4-8 through 4-14. In general, means did not differ substantially across grades or content areas. Means on Accuracy ranged from 10.5 to 11.9, and means on Independence ranged from 10.6 to 11.9. Means tended to be higher on Accuracy than on Independence, but the differences were fairly slight. Means also tended to be higher at higher levels of complexity for Independence, but the same pattern was not evident for Accuracy.

Table 4-8. 2009–10 NYSAA: Means and Standard Deviations (SD) of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 3

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
3	English Language Arts	Reading	1	1580	11.36	1.48	11.03	2.13
			2	896	11.45	1.31	11.38	1.62
			3	55	11.15	2.07	11.22	1.99
			All	2531	11.39	1.44	11.16	1.96
		Listening	1	977	11.23	1.64	10.75	2.43
			2	1353	11.42	1.33	11.24	1.73
			3	175	11.35	1.46	11.47	1.57
			All	2505	11.34	1.47	11.07	2.04
	Mathematics	Number Sense and Operations	1	1694	11.20	1.70	10.57	2.68
			2	575	11.47	1.37	11.25	1.92
			3	262	11.55	1.10	11.67	0.99
			All	2531	11.30	1.58	10.84	2.43
		Measurement	1	2199	11.21	1.68	10.76	2.49
			All	2480	11.21	1.68	10.83	2.42

Table 4-9. 2009–10 NYSA: Means and Standard Deviations (SD) of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 4

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
4	English Language Arts	Reading	1	1651	11.45	1.41	11.18	1.94
			2	608	11.39	1.37	11.45	1.42
			3	355	11.69	0.99	11.52	1.47
			All	2614	11.47	1.35	11.29	1.78
		Writing	1	2075	11.38	1.55	10.94	2.30
			2	387	11.67	1.01	11.27	1.84
			3	109	11.55	1.32	11.39	1.58
			All	2571	11.43	1.47	11.01	2.22
	Mathematics	Number Sense and Operations	1	2000	11.30	1.61	11.01	2.21
			2	534	11.54	1.19	11.55	1.41
			3	79	11.71	0.68	11.86	0.47
			All	2613	11.36	1.52	11.15	2.06
		Measurement	1	1978	11.26	1.69	10.89	2.29
			2	521	11.38	1.39	11.33	1.70
			3	53	11.91	0.40	11.68	0.94
			All	2552	11.30	1.62	11.00	2.17
	Science	Scientific Inquiry	1	1555	11.50	1.32	11.13	2.04
			2	728	11.66	1.09	11.40	1.68
			3	325	11.58	1.27	11.50	1.50
			All	2608	11.55	1.26	11.25	1.89
Living Environment or Physical Setting/Earth Science		1	2159	11.53	1.32	11.22	2.03	
		2	309	11.57	1.14	11.54	1.44	
		3	106	11.69	0.85	10.96	2.37	
		All	2574	11.54	1.28	11.25	1.99	

Table 4-10. 2009–10 NYSAA: Means and Standard Deviations (SD) of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 5

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
5	English Language Arts	Reading	1	1565	11.38	1.49	11.15	1.96
			2	967	11.52	1.33	11.55	1.26
			3	97	11.53	1.23	11.19	1.54
			All	2630	11.44	1.42	11.30	1.73
		Listening	1	1823	11.38	1.41	11.28	1.79
			2	709	11.45	1.40	11.38	1.53
			3	64	11.52	1.02	11.50	1.38
			All	2597	11.41	1.40	11.31	1.71
	Mathematics	Number Sense and Operations	1	2434	11.41	1.49	11.18	2.02
			2	166	11.62	1.05	11.49	1.36
			3	28	11.18	1.12	11.36	1.13
			All	2629	11.42	1.46	11.21	1.98
		Geometry	1	2258	11.39	1.48	11.29	1.86
			2	286	11.63	0.97	11.51	1.31
			3	36	11.50	1.32	11.78	0.83
			All	2581	11.42	1.43	11.33	1.80
	Social Studies	U.S. and NYS History	1	2313	11.43	1.52	11.21	1.98
			2	214	11.54	1.36	11.58	1.19
			3	85	11.85	0.48	11.66	1.02
			All	2613	11.45	1.48	11.25	1.90
Civics, Citizenship and Government		1	2008	11.39	1.54	11.21	1.99	
		2	446	11.43	1.32	11.20	1.91	
		3	88	11.57	1.08	11.11	1.96	
		All	2543	11.40	1.49	11.20	1.97	

Table 4-11. 2009–10 NYSAA: Means and Standard Deviations (SD) of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 6

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
6	English Language Arts	Reading	1	1439	11.42	1.40	11.05	2.08
			2	703	11.45	1.33	11.43	1.51
			3	502	11.51	1.16	11.27	1.68
			All	2644	11.45	1.34	11.19	1.87
		Writing	1	2125	11.31	1.54	10.94	2.22
			2	265	11.41	1.32	11.38	1.52
			3	181	11.54	1.15	11.23	1.83
			All	2571	11.33	1.49	11.01	2.14
	Mathematics	Number Sense and Operations	1	2268	11.30	1.61	10.94	2.30
			2	169	11.35	1.37	11.20	1.88
			3	203	11.27	1.77	11.34	1.66
			All	2641	11.30	1.61	10.99	2.24
		Algebra	1	2200	11.25	1.64	10.88	2.39
			2	324	11.30	1.68	11.17	2.06
			3	40	11.58	1.06	11.58	1.08
			All	2564	11.26	1.64	10.93	2.34

Table 4-12. 2009–10 NYSAA: Means and Standard Deviations (SD) of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 7

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence		
					Mean	SD	Mean	SD	
7	English Language Arts	Reading	1	1568	11.40	1.45	11.06	2.18	
			2	813	11.41	1.30	11.42	1.52	
			3	83	11.29	1.57	11.54	1.56	
			All	2464	11.40	1.41	11.19	1.98	
	English Language Arts	Listening	1	2152	11.34	1.45	11.20	1.93	
			2	216	11.58	1.22	11.16	1.78	
			3	52	11.63	1.09	11.04	1.83	
			All	2420	11.37	1.43	11.19	1.92	
	Mathematics	Number Sense and Operations	1	2169	11.36	1.54	10.86	2.50	
			2	123	11.27	1.85	11.51	1.40	
			3	143	11.44	1.67	11.43	1.72	
			All	2435	11.36	1.56	10.92	2.42	
		Mathematics	Statistics and Probability	1	1363	11.52	1.31	10.66	2.64
				2	888	11.44	1.23	11.40	1.54
3				146	11.34	1.41	11.23	1.79	
All				2397	11.48	1.29	10.97	2.27	

Table 4-13. 2009–10 NYSAA: Means and Standard Deviations (SD) of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 8

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
8	English Language Arts	Reading	1	2006	11.36	1.52	11.05	2.16
			2	298	11.31	1.42	11.37	1.55
			3	286	11.50	1.05	11.66	0.98
			All	2590	11.37	1.47	11.16	2.01
	English Language Arts	Writing	1	2347	11.34	1.48	11.05	2.13
			2	111	11.68	0.82	11.71	0.73
			3	109	11.47	1.05	11.50	1.43
			All	2567	11.36	1.44	11.10	2.07
	Mathematics	Geometry	1	2412	11.36	1.54	11.15	2.11
			2	88	11.49	1.14	11.26	1.33
			3	96	11.47	1.20	11.61	1.11
			All	2597	11.37	1.52	11.17	2.06
	Mathematics	Algebra	1	1978	11.21	1.69	11.15	2.10
			2	411	11.25	1.62	11.40	1.54
			3	115	11.42	1.41	11.44	1.61
			All	2504	11.23	1.67	11.21	2.00
	Science	Scientific Inquiry	1	1972	11.39	1.50	11.12	2.11
			2	416	11.52	1.12	11.26	1.67
			3	200	11.61	1.04	11.41	1.28
			All	2589	11.43	1.42	11.16	1.99
Science	Living Environment or Physical Setting/Earth Science	1	1806	11.29	1.60	11.15	2.11	
		2	576	11.62	1.00	11.56	1.13	
		3	126	11.70	0.83	11.93	0.42	
		All	2508	11.39	1.46	11.29	1.89	
Social Studies	U.S. and NYS History	1	2126	11.29	1.74	10.90	2.31	
		2	192	11.38	1.27	11.57	1.39	
		3	269	11.45	1.27	11.32	1.60	
		All	2587	11.31	1.66	11.00	2.20	
Social Studies	Civics, Citizenship and Government	1	2110	11.47	1.52	11.14	2.08	
		2	221	11.32	1.66	11.46	1.47	
		3	200	11.20	1.79	11.39	1.46	
		All	2531	11.44	1.56	11.19	1.99	

Table 4-14. 2009–10 NYSAA: Means and Standard Deviations (SD) of Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—High School

Grade	Content Area	AGLI	Level of Complexity	N	Accuracy		Independence	
					Mean	SD	Mean	SD
High School	English Language Arts	Reading	1	2095	11.31	1.49	10.90	2.26
			2	735	11.09	1.52	11.50	1.31
			3	27	11.63	0.69	10.74	2.18
			All	2857	11.26	1.50	11.05	2.07
		Writing	1	2401	11.22	1.57	10.97	2.15
			2	338	11.26	1.53	11.47	1.57
			3	52	11.17	1.46	11.35	1.84
			All	2791	11.22	1.57	11.04	2.09
	Mathematics	Algebra	1	2352	11.08	1.81	10.96	2.24
			2	324	11.25	1.47	11.45	1.51
			3	129	10.60	2.13	11.62	1.15
			All	2805	11.07	1.79	11.05	2.13
		Statistics and Probability	1	2204	11.32	1.54	10.88	2.37
			2	435	11.43	1.45	11.26	1.82
			3	152	11.52	1.27	11.23	1.55
			All	2791	11.35	1.52	10.96	2.26
	Science	Living Environment	1	2076	11.33	1.53	11.18	2.01
			2	531	11.36	1.26	11.59	1.21
			3	232	11.56	0.86	11.37	1.29
			All	2839	11.35	1.44	11.28	1.84
		Physical Setting/Earth Science	1	2151	11.42	1.44	11.15	2.02
			2	510	11.02	1.72	11.41	1.36
			3	97	11.38	1.53	11.26	1.92
			All	2758	11.34	1.50	11.20	1.91
Social Studies	U.S. History	1	1721	11.37	1.57	11.08	2.12	
		2	1037	11.32	1.62	11.55	1.31	
		3	77	10.92	1.78	11.32	1.53	
		All	2835	11.34	1.60	11.26	1.86	
	Global History	1	1900	11.37	1.57	11.05	2.18	
		2	845	11.31	1.54	11.54	1.34	
		3	40	10.45	2.09	11.25	1.17	
		All	2785	11.34	1.57	11.20	1.96	

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

Correlations between composite scores and Accuracy ranged from 0.29 to 0.90, while correlations between composite scores and Independence ranged from 0.24 to 0.89. These values provide evidence that the components discriminated between low and high performers. In interpreting the correlations, however, it is important to note that the values are inflated due to the inclusion of the component scores in the composite scores. On the other hand, the fact that 90% to 95% of students across grades and content areas earned scores in the top third of the score scale likely depressed the values somewhat due to restriction of range. For these reasons, the observed correlations should be interpreted with caution.

Table 4-15. 2009–10 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 3

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
3	English Language Arts	Reading	1	1580	0.59	0.79
			2	896	0.54	0.64
			3	55	0.76	0.77
			All	2531	0.58	0.74
	Arts	Listening	1	977	0.65	0.78
			2	1353	0.60	0.81
			3	175	0.90	0.89
			All	2505	0.65	0.80
	Mathematics	Number Sense and Operations	1	1694	0.52	0.73
			2	575	0.57	0.68
			3	262	0.55	0.64
			All	2531	0.54	0.73
	Mathematics	Measurement	1	2199	0.54	0.78
			2	110	0.63	0.56
3			171	0.84	0.86	
All			2480	0.56	0.78	

Table 4-16. 2009–10 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 4

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
4	English Language Arts	Reading	1	1651	0.55	0.68
			2	608	0.61	0.59
			3	355	0.39	0.64
			All	2614	0.55	0.67
	Arts	Writing	1	2075	0.59	0.77
			2	387	0.52	0.75
			3	109	0.42	0.56
			All	2571	0.58	0.77
	Mathematics	Number Sense and Operations	1	2000	0.51	0.63
			2	534	0.49	0.56
			3	79	0.38	0.58
			All	2613	0.51	0.63
	Mathematics	Measurement	1	1978	0.60	0.79
			2	521	0.59	0.72
			3	53	0.50	0.76
			All	2552	0.60	0.79
	Science	Scientific Inquiry	1	1555	0.44	0.66
			2	728	0.55	0.64
3			325	0.61	0.67	
All			2608	0.48	0.66	
Science		Living Environment or Physical Setting/Earth Science	1	2159	0.53	0.74
			2	309	0.59	0.67
			3	106	0.49	0.78
			All	2574	0.53	0.74

Table 4-17. 2009–10 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 5

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
5	English Language Arts	Reading	1	1565	0.57	0.65
			2	967	0.55	0.58
			3	97	0.74	0.73
			All	2630	0.57	0.63
		Listening	1	1823	0.64	0.72
			2	709	0.62	0.59
			3	64	0.33	0.71
			All	2597	0.63	0.69
	Mathematics	Number Sense and Operations	1	2434	0.51	0.65
			2	166	0.68	0.55
			3	28	0.64	0.71
			All	2629	0.51	0.65
		Geometry	1	2258	0.63	0.73
			2	286	0.53	0.62
			3	36	0.48	0.33
			All	2581	0.62	0.72
	Social Studies	U.S. and NYS History	1	2313	0.47	0.58
			2	214	0.47	0.49
			3	85	0.38	0.31
			All	2613	0.47	0.58
Civics, Citizenship and Government		1	2008	0.59	0.74	
		2	446	0.56	0.65	
		3	88	0.40	0.86	
		All	2543	0.58	0.73	

Table 4-18. 2009–10 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 6

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
6	English Language Arts	Reading	1	1439	0.38	0.64
			2	703	0.57	0.58
			3	502	0.55	0.63
			All	2644	0.45	0.63
		Writing	1	2125	0.57	0.74
			2	265	0.67	0.77
			3	181	0.74	0.76
			All	2571	0.59	0.74
	Mathematics	Number Sense and Operations	1	2268	0.46	0.67
			2	169	0.49	0.62
			3	203	0.49	0.44
			All	2641	0.47	0.65
		Algebra	1	2200	0.56	0.78
			2	324	0.55	0.64
			3	40	0.58	0.82
			All	2564	0.56	0.76

Table 4-19. 2009–10 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 7

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
7	English Language Arts	Reading	1	1568	0.52	0.70
			2	813	0.46	0.54
			3	83	0.83	0.65
			All	2464	0.50	0.66
	Arts	Listening	1	2152	0.63	0.77
			2	216	0.68	0.73
			3	52	0.39	0.70
			All	2420	0.63	0.77
	Mathematics	Number Sense and Operations	1	2169	0.50	0.71
			2	123	0.54	0.44
			3	143	0.79	0.82
		Statistics and Probability	All	2435	0.52	0.69
			1	1363	0.49	0.76
			2	888	0.48	0.72
		3	146	0.48	0.75	
		All	2397	0.46	0.76	

Table 4-20. 2009–10 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—Grade 8

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
8	English Language Arts	Reading	1	2006	0.55	0.73
			2	298	0.65	0.71
			3	286	0.55	0.57
			All	2590	0.56	0.73
	Arts	Writing	1	2347	0.59	0.79
			2	111	0.30	0.35
			3	109	0.56	0.77
			All	2567	0.58	0.79
	Mathematics	Geometry	1	2412	0.46	0.61
			2	88	0.29	0.30
			3	96	0.57	0.35
			All	2597	0.46	0.59
	Algebra	Algebra	1	1978	0.58	0.75
			2	411	0.53	0.58
			3	115	0.74	0.65
			All	2504	0.58	0.73
	Science	Scientific Inquiry	1	1972	0.47	0.64
			2	416	0.33	0.60
			3	200	0.55	0.57
			All	2589	0.45	0.63
	Living Environment or Physical Setting/Earth Science	Living Environment or Physical Setting/Earth Science	1	1806	0.61	0.75
			2	576	0.56	0.63
			3	126	0.47	0.24
			All	2508	0.61	0.74
Social Studies	U.S. and NYS History	1	2126	0.51	0.68	
		2	192	0.36	0.39	
		3	269	0.38	0.33	
		All	2587	0.50	0.64	
Civics, Citizenship and Government	Civics, Citizenship and Government	1	2110	0.54	0.74	
		2	221	0.74	0.55	
		3	200	0.70	0.71	
		All	2531	0.56	0.73	

Table 4-21. 2009–10 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Grade, Content Area, AGLI, and Level of Complexity—High School

<i>Grade</i>	<i>Content Area</i>	<i>AGLI</i>	<i>Level of Complexity</i>	<i>N</i>	<i>Accuracy</i>	<i>Independence</i>
High School	English Language Arts	Reading	1	2095	0.45	0.65
			2	735	0.51	0.48
			3	27	0.55	0.83
			All	2857	0.45	0.63
		Writing	1	2401	0.56	0.78
			2	338	0.58	0.73
			3	52	0.70	0.88
			All	2791	0.56	0.77
	Mathematics	Algebra	1	2352	0.49	0.66
			2	324	0.41	0.44
			3	129	0.52	0.51
			All	2805	0.48	0.64
		Statistics and Probability	1	2204	0.52	0.69
			2	435	0.42	0.52
			3	152	0.55	0.75
			All	2791	0.51	0.67
	Science	Living Environment	1	2076	0.50	0.65
			2	531	0.36	0.26
			3	232	0.36	0.32
			All	2839	0.47	0.57
		Physical Setting/Earth Science	1	2151	0.55	0.75
			2	510	0.59	0.55
			3	97	0.68	0.77
			All	2758	0.56	0.73
Social Studies	U.S. History	1	1721	0.51	0.69	
		2	1037	0.46	0.43	
		3	77	0.53	0.33	
		All	2835	0.49	0.62	
	Global History	1	1900	0.54	0.74	
		2	845	0.65	0.52	
		3	40	0.80	0.44	
		All	2785	0.56	0.71	

Chapter 5. TEST RELIABILITY

5.1 Reliability

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

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

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

where

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

n is the number of these subscore units,

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

σ_x^2 represents the total test score variance.

If the correlation is high (in practice, toward the high end of the typical Cronbach's α range of 0.50 to 0.99), the parts of the test are likely measuring very similar knowledge or skills. Thus, a high Cronbach's α coefficient is evidence that the subscore units complement one another and suggests that the assessment is reliable. Because the NYSA results in six subscores that sum to the test score for each student, these six subscores are used in Cronbach's α coefficient to assess the reliability of the 2009–10 NYSA. Table 5-1 presents Cronbach's α coefficient for each content area and grade.

**Table 5-1. 2009–10 NYSAA: Cronbach’s α
Reliability Coefficients by Grade and Content Area**

<i>Grade</i>	<i>Content Area</i>	<i>Reliability (α)</i>
3	English Language Arts	0.87
	Mathematics	0.87
4	English Language Arts	0.84
	Mathematics	0.85
	Science	0.81
5	English Language Arts	0.82
	Mathematics	0.84
	Social Studies	0.82
6	English Language Arts	0.82
	Mathematics	0.85
7	English Language Arts	0.84
	Mathematics	0.85
8	English Language Arts	0.85
	Mathematics	0.85
	Science	0.85
	Social Studies	0.84
High School	English Language Arts	0.83
	Mathematics	0.83
	Science	0.83
	Social Studies	0.82

For mathematics, the reliability coefficient ranged from 0.83 to 0.87; for English language arts (ELA), the reliability coefficient ranged from 0.82 to 0.87. For the Grades 4, 8, and high school science examinations, alphas were 0.81, 0.85, and 0.83, respectively. For the Grades 5, 8, and high school social studies examinations, the values were 0.82, 0.84, and 0.82, respectively. Because each subscore ranged from 1 to 4, and there were only six subscores summed to obtain the total test score, the estimated reliability coefficients were, as expected, somewhat lower than would be found with the typical general assessment, whose reliability coefficients tend to be near 0.90. Considering that the NYSAA assessments are necessarily shorter than general assessments, the above reliability coefficients are probably comparable.

5.2 Reliability of Performance Level Classifications

While related to reliability, the accuracy and consistency of classifying students into performance categories is an even more important issue in a standards-based reporting framework (Livingston and Lewis, 1995). Unlike generalizability coefficients, decision accuracy and consistency (DAC) can usually be computed with the data currently available for most alternate assessments. Based on the raw scale cut scores established for each content area via standard setting in June 2008, the students were classified into one of four performance levels: Not Meeting Learning Standards, Partially Meeting Learning Standards, Meeting Learning Standards, and Meeting Learning Standards with Distinction.

(Lookup tables for converting raw scores to performance levels are presented in Chapter 7.) This section of the report explains the methodologies used to assess the reliability of classification decisions and presents the results.

Accuracy refers to the extent to which decisions based on test scores match decisions that would have been made if the scores did not contain any measurement error. Accuracy must be estimated, because errorless test scores do not exist. Consistency measures the extent to which classification decisions based on test scores match the decisions based on scores from a second, parallel form of the same test. Consistency can be evaluated directly from actual responses to test items if two complete and parallel forms of the test are given to the same group of students. In operational test programs, however, such a design is usually impractical. Instead, techniques have been developed to estimate both the accuracy and the consistency of classification decisions based on a single administration of a test. The Livingston and Lewis (1995) technique was used for the NYSAA because it is easily adaptable to all types of testing formats.

The accuracy and consistency estimates reported below make use of “true scores” in the classical test theory sense. A true score is the score that would be obtained if a test had no measurement error. Of course, true scores cannot be observed and, therefore, must be estimated. In the Livingston and Lewis method, estimated true scores are used to categorize students into their “true” classifications.

For the NYSAA, after various technical adjustments (described in Livingston and Lewis, 1995), a four-by-four contingency table of accuracy was created for each content area and grade, where cell $[i, j]$ represented the estimated proportion of students whose true score fell into classification i (where $i = 1$ to 4) and observed score into classification j (where $j = 1$ to 4). The sum of the diagonal entries (i.e., the proportion of students whose true and observed classifications matched) signified overall accuracy.

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

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

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

where

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

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

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

Because κ is corrected for chance, its values are lower than are other consistency estimates.

The accuracy and consistency analyses described above are provided in Table 5-2 on the next page. (Note: Performance levels are abbreviated as NM: Not Meeting Learning Standards; PM: Partially Meeting Learning Standards; M: Meeting Learning Standards; and MD: Meeting Learning Standards with Distinction.) The table includes overall accuracy and consistency indices, including kappa. Accuracy and consistency values conditional upon performance level are also given. For these calculations, the denominator is the proportion of students associated with a given performance level. For example, the conditional accuracy value is 0.77 for Not Meeting Learning Standards for Grade 3 ELA. This figure indicates that among the students whose true scores placed them in this classification, 77 percent would be expected to be in this classification when categorized according to their observed scores. Similarly, a consistency value of 0.69 indicates that 69 percent of students with observed scores in the Not Meeting Learning Standards level would be expected to score in this classification again if a second, parallel test form were used.

Table 5-2. 2009–10 NYSAA: Summary of Decision Accuracy (and Consistency) Results by Content Area and Grade—Overall and Conditional on Performance Level

Content Area	Grade	Overall	Kappa	Conditional on level			
				NM	PM	M	MD
English Language Arts	3	0.86 (0.83)	0.55	0.77 (0.69)	0.52 (0.41)	0.45 (0.37)	0.97 (0.93)
	4	0.82 (0.79)	0.51	0.74 (0.64)	0.52 (0.43)	0.42 (0.36)	0.97 (0.92)
	5	0.78 (0.75)	0.45	0.70 (0.57)	0.53 (0.42)	0.51 (0.45)	0.94 (0.87)
	6	0.80 (0.77)	0.50	0.70 (0.57)	0.63 (0.55)	0.41 (0.35)	0.96 (0.90)
	7	0.88 (0.86)	0.53	0.69 (0.51)	0.68 (0.58)	0.45 (0.36)	0.97 (0.94)
	8	0.89 (0.86)	0.56	0.67 (0.50)	0.66 (0.56)	0.55 (0.45)	0.97 (0.94)
	High School	0.86 (0.83)	0.53	0.67 (0.53)	0.51 (0.41)	0.54 (0.45)	0.96 (0.93)
Mathematics	3	0.85 (0.81)	0.61	0.47 (0.29)	0.67 (0.60)	0.66 (0.60)	0.96 (0.91)
	4	0.78 (0.74)	0.51	0.68 (0.52)	0.70 (0.63)	0.55 (0.49)	0.93 (0.86)
	5	0.82 (0.78)	0.49	0.64 (0.49)	0.62 (0.52)	0.56 (0.48)	0.94 (0.89)
	6	0.83 (0.79)	0.54	0.69 (0.53)	0.62 (0.51)	0.61 (0.55)	0.95 (0.90)
	7	0.78 (0.73)	0.49	0.74 (0.66)	0.40 (0.31)	0.56 (0.50)	0.93 (0.86)
	8	0.77 (0.71)	0.43	0.77 (0.72)	0.46 (0.36)	0.50 (0.37)	0.89 (0.84)
	High School	0.82 (0.77)	0.52	0.46 (0.27)	0.68 (0.61)	0.59 (0.51)	0.94 (0.88)
Science	4	0.88 (0.85)	0.51	0.68 (0.54)	0.35 (0.25)	0.56 (0.48)	0.97 (0.94)
	8	0.88 (0.85)	0.54	0.71 (0.64)	0.56 (0.46)	0.37 (0.27)	0.97 (0.95)
	High School	0.87 (0.84)	0.52	0.60 (0.46)	0.61 (0.52)	0.50 (0.38)	0.96 (0.94)
Social Studies	5	0.81 (0.76)	0.45	0.72 (0.66)	0.43 (0.34)	0.36 (0.24)	0.94 (0.90)
	8	0.82 (0.78)	0.51	0.72 (0.64)	0.33 (0.25)	0.53 (0.45)	0.95 (0.91)
	High School	0.81 (0.78)	0.47	0.72 (0.63)	0.38 (0.30)	0.46 (0.38)	0.95 (0.90)

For some testing situations, of greatest concern may be decisions around level thresholds. For example, in testing done for No Child Left Behind (NCLB) accountability purposes, the primary concern is distinguishing between students who are proficient and those who are not yet proficient. In this case, the accuracy of the Partially Meeting Learning Standards/Meeting Learning Standards threshold is of greatest interest. For the NYSAA, Table 5-3 below provides accuracy and consistency estimates at each cutpoint, as well as false positive and false negative decision rates. (Note: Performance levels are abbreviated as NM: Not Meeting Learning Standards; PM: Partially Meeting Learning Standards; M: Meeting Learning Standards; and MD: Meeting Learning Standards with Distinction.) (A false positive is the proportion of students whose observed scores were above the cut and whose true scores were below the cut. A false negative is the proportion of students whose observed scores were below the cut and whose true scores were above the cut.)

Table 5-3. 2009–10 NYSAA: Summary of Decision Accuracy (and Consistency) Results by Content Area and Grade—Conditional on Cutpoint

Content Area	Grade	NM/PM			PM/M			M/MD		
		Accuracy (consistency)	False positive	False negative	Accuracy (consistency)	False positive	False negative	Accuracy (consistency)	False positive	False negative
English Language Arts	3	0.98 (0.97)	0.01	0.01	0.95 (0.94)	0.03	0.02	0.92 (0.90)	0.05	0.02
	4	0.97 (0.96)	0.01	0.01	0.94 (0.93)	0.04	0.02	0.89 (0.88)	0.08	0.02
	5	0.98 (0.98)	0.01	0.01	0.95 (0.94)	0.03	0.02	0.85 (0.82)	0.12	0.04
	6	0.98 (0.97)	0.01	0.01	0.93 (0.91)	0.04	0.02	0.87 (0.85)	0.10	0.03
	7	0.99 (0.99)	0.00	0.00	0.96 (0.95)	0.02	0.02	0.93 (0.90)	0.05	0.03
	8	0.99 (0.99)	0.00	0.00	0.97 (0.96)	0.02	0.01	0.93 (0.91)	0.05	0.02
	High School	0.98 (0.97)	0.01	0.01	0.96 (0.95)	0.02	0.02	0.92 (0.89)	0.05	0.03
Mathematics	3	0.98 (0.98)	0.00	0.01	0.96 (0.94)	0.03	0.02	0.91 (0.89)	0.07	0.02
	4	0.99 (0.99)	0.00	0.01	0.95 (0.93)	0.03	0.02	0.85 (0.82)	0.12	0.04
	5	0.99 (0.98)	0.01	0.01	0.96 (0.95)	0.02	0.01	0.87 (0.84)	0.09	0.04
	6	0.99 (0.98)	0.00	0.01	0.96 (0.94)	0.02	0.02	0.89 (0.86)	0.08	0.03
	7	0.97 (0.96)	0.02	0.01	0.95 (0.93)	0.03	0.02	0.85 (0.83)	0.11	0.04
	8	0.97 (0.96)	0.02	0.01	0.96 (0.94)	0.03	0.02	0.84 (0.79)	0.09	0.07
	High School	0.99 (0.98)	0.00	0.01	0.96 (0.94)	0.03	0.02	0.87 (0.84)	0.09	0.04
Science	4	0.99 (0.98)	0.01	0.01	0.97 (0.97)	0.01	0.01	0.92 (0.89)	0.06	0.03
	8	0.97 (0.96)	0.02	0.01	0.96 (0.95)	0.03	0.01	0.93 (0.91)	0.04	0.02
	High School	0.98 (0.98)	0.01	0.01	0.96 (0.95)	0.02	0.01	0.92 (0.90)	0.05	0.03
Social Studies	5	0.96 (0.95)	0.02	0.01	0.95 (0.93)	0.04	0.02	0.88 (0.85)	0.07	0.05
	8	0.97 (0.95)	0.02	0.01	0.95 (0.94)	0.03	0.02	0.89 (0.86)	0.08	0.03
	High School	0.97 (0.96)	0.02	0.01	0.95 (0.93)	0.03	0.02	0.88 (0.85)	0.08	0.03

The above indices are derived from Livingston and Lewis's (1995) method of estimating the accuracy and consistency of classifications. It should be noted that Livingston and Lewis discuss two versions of the accuracy and consistency tables. A standard version performs calculations for forms parallel to the form taken. An "adjusted" version adjusts the results of one form to match the observed score distribution obtained in the data. The tables on the previous pages use the standard version for two reasons: (1) this "unadjusted" version can be considered a smoothing of the data, thereby decreasing the variability of the results; and (2) for results dealing with the consistency of two parallel forms, the unadjusted tables are symmetrical, indicating that the two parallel forms have the same statistical properties. This second reason is consistent with the notion of forms that are parallel; that is, it is more intuitive and interpretable for two parallel forms to have the same statistical distribution.

Note that, as with other methods of evaluating reliability, DAC statistics calculated based on small groups can be expected to be lower than those calculated based on larger groups. For this reason, the values presented in the tables above should be interpreted with caution. In addition, it is important to remember that it is inappropriate to compare DAC statistics between grades and content areas.

5.3 Reliability Monitoring Review Analysis

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

RMR scores are compared with the original scores from the regional Scoring Institutes. The original score remains the score of record; the RMR score does not change or affect the original score in any way. However, by comparing the RMR scores with the original scores, we obtain another estimate of the reliability of the datafolio scoring. Because this analysis involves a separate, independent rating, this type of reliability estimate is referred to as interrater reliability.

Table 5-4 displays interrater reliability results by content area (i.e., aggregated over grade levels within content area). Several indices are presented: The percent exact agreement value gives the percentage of exactly matching scores (performance levels) between the original Scorer and the RMR Scorer. Percent adjacent or exact gives the percentage of scores that exactly matched or differed by

just one performance level. Kappa is Cohen's κ , which, as described earlier, corrects percentage of exact agreement for agreement due to chance. The standard error for κ is also given. Finally, the intraclass correlation index shows the ratio of variance among students to total variance (where total variance combines variance among students with variance between the Scorer pairs; the higher the agreement between Scorers, the lower that variance component and the higher the intraclass correlation).

Table 5-4. 2009–10 NYSAA: Interrater Reliability Analysis by Content Area

<i>Content Area</i>	<i>N</i>	<i>Percent exact</i>	<i>Percent adjacent or exact</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Intraclass correlation</i>
English Language Arts	3479	95.09	96.92	0.89	0.01	0.82
Mathematics	3475	92.71	96.11	0.87	0.01	0.80
Science	1491	94.97	96.76	0.86	0.01	0.75
Social Studies	1540	93.84	96.04	0.88	0.01	0.79

Table 5-5 displays the interrater reliability results on performance levels for each grade and content area. The percent exact agreement rates reported here are often higher than those reported in Table 5-4. Similarly, the Cohen's kappa, percent adjacent or exact, and interclass correlation results are quite high.

Table 5-5. 2009–10 NYSAA: Interrater Reliability Analysis by Content Area and Grade

<i>Content Area</i>	<i>Grade</i>	<i>N</i>	<i>Percent exact</i>	<i>Percent adjacent or exact</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Intraclass correlation</i>
English Language Arts	3	456	94.74	96.94	0.89	0.02	0.83
	4	461	94.59	95.90	0.89	0.02	0.82
	5	511	96.08	97.85	0.92	0.02	0.82
	6	520	93.26	95.95	0.88	0.02	0.82
	7	488	95.28	97.93	0.87	0.03	0.86
	8	511	96.09	97.66	0.89	0.02	0.84
	High School	532	95.49	96.24	0.89	0.02	0.74
Mathematics	3	459	93.25	96.96	0.88	0.02	0.84
	4	462	93.72	97.40	0.89	0.02	0.87
	5	509	93.32	96.47	0.87	0.02	0.74
	6	520	93.07	95.96	0.86	0.02	0.83
	7	490	94.08	96.52	0.90	0.02	0.85
	8	505	90.09	93.46	0.83	0.02	0.71
	High School	530	91.71	96.24	0.85	0.02	0.78
Science	4	459	95.42	97.17	0.87	0.03	0.71
	8	504	93.85	94.85	0.83	0.03	0.69
	High School	528	95.64	98.30	0.89	0.02	0.85
Social Studies	5	505	93.46	96.23	0.86	0.02	0.79
	8	504	93.06	95.45	0.86	0.02	0.75
	High School	531	94.91	96.42	0.91	0.02	0.83

Table 5-6 displays the interrater reliability results on raw scores for each grade and content area broken down by scoring dimensions (Accuracy and Independence), Alternate Grade Level Indicator (AGLI), and date. The percent exact agreement rates reported here are still higher than those reported in Table 5-5, with most values between 97% and 99%. Similarly, the Cohen's kappa, percent adjacent or exact, and interclass correlation results are quite high.

Table 5-6. 2009–10 NYSAA: Interrater Reliability Analysis by Grade, Content Area, Scoring Dimension, AGLI, and Date

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>
3	English Language Arts	Accuracy	449	1	1	0.98	0.01	99.77	99.33	0.98
			448	1	2	0.96	0.02	99.54	99.10	0.98
			448	1	3	0.98	0.02	99.55	99.55	0.97
			447	2	1	0.98	0.01	100.00	99.11	0.99
			444	2	2	0.97	0.02	99.78	99.10	0.97
		444	2	3	0.97	0.02	99.56	99.33	0.96	
		Independence	449	1	1	0.99	0.01	99.78	99.56	0.99
			448	1	2	0.97	0.02	99.55	99.11	0.96
			448	1	3	0.95	0.02	99.56	98.89	0.94
			447	2	1	0.99	0.01	99.99	99.55	0.99
	444		2	2	1.00	0.00	100.00	100.00	0.98	
	444	2	3	0.97	0.02	99.56	99.33	0.97		
	Mathematics	Accuracy	452	1	1	0.99	0.01	100.00	99.56	0.98
			449	1	2	0.98	0.01	100.00	99.56	0.97
			453	1	3	0.97	0.02	100.00	99.34	0.97
			444	2	1	1.00	0.00	100.00	100.00	0.99
			441	2	2	0.99	0.01	100.01	99.78	0.98
		442	2	3	0.99	0.01	99.77	99.77	0.97	
		Independence	452	1	1	0.97	0.01	99.33	98.89	0.98
			449	1	2	0.97	0.01	99.32	99.10	0.95
453			1	3	0.96	0.02	99.34	98.90	0.93	
444			2	1	0.99	0.01	100.01	99.78	0.99	
441	2		2	0.99	0.01	99.78	99.55	0.98		
442	2	3	0.96	0.02	100.01	99.09	0.97			

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>
4	English Language Arts	Accuracy	453	1	1	1.00	0.00	100.01	100.01	0.98
			451	1	2	0.99	0.01	99.99	99.77	0.98
			450	1	3	0.95	0.03	99.77	99.33	0.97
			452	2	1	1.00	0.00	100.00	100.00	0.99
			452	2	2	0.98	0.02	99.99	99.55	0.97
			450	2	3	1.00	0.00	100.00	100.00	0.96
		Independence	453	1	1	0.99	0.01	100.00	99.78	0.99
			451	1	2	0.97	0.02	99.55	99.33	0.96
			450	1	3	0.94	0.03	99.33	99.11	0.94
			452	2	1	0.98	0.01	100.00	99.34	0.99
	452		2	2	0.98	0.01	99.76	99.32	0.98	
	450		2	3	0.99	0.01	99.77	99.77	0.97	
	Mathematics	Accuracy	456	1	1	0.97	0.02	99.78	98.90	0.98
			456	1	2	0.98	0.01	100.00	99.56	0.97
			453	1	3	0.97	0.02	99.78	99.34	0.97
			444	2	1	0.98	0.01	100.00	99.32	0.99
			444	2	2	0.96	0.02	100.02	99.10	0.98
			443	2	3	0.95	0.03	99.78	99.09	0.97
Independence		456	1	1	0.95	0.02	99.13	98.47	0.98	
		456	1	2	0.94	0.02	98.91	98.47	0.95	
		453	1	3	0.94	0.03	98.67	98.67	0.93	
		444	2	1	0.98	0.01	100.02	99.11	0.99	
			444	2	2	0.98	0.01	100.01	99.55	0.98
			443	2	3	0.99	0.01	100.01	99.78	0.97

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>			
4	Science	Accuracy	451	1	1	0.98	0.01	99.79	99.57	0.98			
			448	1	2	0.94	0.03	99.79	99.34	0.98			
			448	1	3	0.98	0.02	99.99	99.77	0.95			
			453	2	1	0.96	0.02	99.77	99.11	0.98			
			452	2	2	0.96	0.02	99.77	99.33	0.99			
			450	2	3	0.96	0.02	99.99	99.33	0.99			
			451	1	1	0.98	0.01	99.76	99.32	0.98			
		Independence	448	1	2	0.96	0.02	99.33	99.11	0.95			
			448	1	3	0.98	0.02	99.56	99.56	0.96			
			453	2	1	0.96	0.02	99.56	98.90	0.98			
			452	2	2	0.99	0.01	99.78	99.78	0.98			
			450	2	3	0.99	0.01	99.79	99.79	0.97			
			5	English Language Arts	Accuracy	502	1	1	0.99	0.01	99.79	99.59	0.98
						503	1	2	0.97	0.02	99.80	99.60	0.98
502	1	3				0.96	0.02	100.00	99.40	0.97			
497	2	1				0.98	0.01	99.99	99.39	0.99			
497	2	2				0.97	0.02	99.80	99.60	0.97			
496	2	3				0.95	0.03	99.80	99.20	0.96			
Independence	502	1			1	0.99	0.01	99.80	99.80	0.99			
	503	1			2	0.94	0.02	99.41	99.01	0.96			
	502	1			3	0.94	0.03	99.40	99.20	0.94			
	497	2			1	0.99	0.01	99.80	99.80	0.99			
497	2	2	0.93	0.03	99.60	99.00	0.98						
496	2	3	0.96	0.02	99.59	99.39	0.97						

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>
5	Mathematics	Accuracy	496	1	1	0.95	0.02	99.59	98.59	0.98
			494	1	2	0.95	0.03	99.79	99.19	0.97
			495	1	3	0.92	0.03	99.39	98.59	0.97
			485	2	1	0.99	0.01	99.80	99.80	0.99
			485	2	2	0.99	0.01	99.79	99.79	0.98
			486	2	3	0.97	0.02	99.79	99.38	0.97
		Independence	496	1	1	0.95	0.02	99.80	98.79	0.98
			494	1	2	0.94	0.02	99.39	98.79	0.95
			495	1	3	0.91	0.03	98.99	98.59	0.93
			485	2	1	0.97	0.02	100.00	99.38	0.99
			485	2	2	0.94	0.03	99.59	98.97	0.98
			486	2	3	0.88	0.04	98.97	98.15	0.97
	Social Studies	Accuracy	495	1	1	0.98	0.01	99.80	99.60	0.98
			495	1	2	0.97	0.02	99.60	99.60	0.96
			495	1	3	0.91	0.04	99.39	99.19	0.95
			482	2	1	0.97	0.01	99.39	99.18	0.97
			482	2	2	0.95	0.02	99.37	99.16	0.95
		Independence	482	2	3	0.97	0.02	99.99	99.58	0.97
495			1	1	0.98	0.01	99.79	99.59	0.99	
495			1	2	0.97	0.02	99.99	99.59	0.98	
495			1	3	0.95	0.03	99.60	99.40	0.97	
482			2	1	0.96	0.02	99.17	98.75	0.98	
482	2	2	0.94	0.03	99.58	98.96	0.95			
482	2	3	0.93	0.03	99.58	98.96	0.96			

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>
6	English Language Arts	Accuracy	502	1	1	0.97	0.01	99.61	99.01	0.98
			500	1	2	0.94	0.03	99.40	99.00	0.98
			499	1	3	0.97	0.02	99.80	99.60	0.97
			496	2	1	0.98	0.01	99.59	99.39	0.99
			492	2	2	0.97	0.02	99.78	99.38	0.97
			492	2	3	0.98	0.02	99.80	99.60	0.96
		Independence	502	1	1	0.97	0.01	99.40	98.80	0.99
			500	1	2	0.96	0.02	99.80	99.00	0.96
			499	1	3	0.96	0.02	99.61	99.21	0.94
			496	2	1	0.97	0.01	99.00	98.80	0.99
			492	2	2	0.97	0.01	99.59	99.19	0.98
			492	2	3	0.98	0.01	99.58	99.58	0.97
	Mathematics	Accuracy	505	1	1	0.98	0.01	99.81	99.41	0.98
			502	1	2	0.95	0.02	99.61	98.81	0.97
			499	1	3	0.98	0.02	99.99	99.59	0.97
			501	2	1	0.98	0.01	100.01	99.41	0.99
			498	2	2	0.97	0.01	99.80	99.40	0.98
			498	2	3	0.97	0.02	100.00	99.40	0.97
Independence		505	1	1	0.99	0.01	99.80	99.60	0.98	
		502	1	2	0.96	0.02	99.60	98.80	0.95	
		498	1	3	0.96	0.02	99.60	99.00	0.93	
		501	2	1	0.98	0.01	99.60	99.20	0.99	
		498	2	2	0.97	0.01	99.59	98.99	0.98	
		498	2	3	0.97	0.02	99.60	99.00	0.97	

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>
7	English Language Arts	Accuracy	483	1	1	0.99	0.01	99.80	99.80	0.98
			484	1	2	0.97	0.02	100.02	99.39	0.98
			482	1	3	0.96	0.02	99.38	99.38	0.97
			473	2	1	0.99	0.01	100.00	99.79	0.99
			470	2	2	0.98	0.01	99.79	99.58	0.97
			470	2	3	0.95	0.02	99.80	99.16	0.96
	Mathematics	Independence	483	1	1	0.99	0.01	99.79	99.79	0.99
			484	1	2	0.96	0.02	99.18	98.97	0.96
			482	1	3	0.97	0.02	99.38	99.38	0.94
			473	2	1	0.99	0.01	99.99	99.57	0.99
		470	2	2	1.00	0.00	100.00	100.00	0.98	
		470	2	3	0.98	0.02	99.99	99.57	0.97	
		Accuracy	480	1	1	0.97	0.01	99.80	99.17	0.98
			479	1	2	0.97	0.01	100.00	99.37	0.97
478	1		3	0.95	0.02	100.01	99.17	0.97		
471	2		1	0.98	0.01	100.00	99.58	0.99		
466	2		2	0.99	0.01	100.00	99.79	0.98		
470	2		3	0.97	0.02	100.01	99.58	0.97		
Independence	480	1	1	0.99	0.01	99.79	99.58	0.98		
	479	1	2	0.97	0.01	99.38	99.17	0.95		
	478	1	3	0.93	0.02	99.37	98.32	0.93		
	471	2	1	0.99	0.01	100.01	99.80	0.99		
	466	2	2	0.99	0.01	99.78	99.57	0.98		
	470	2	3	0.98	0.01	99.99	99.57	0.97		

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>
8	English Language Arts	Accuracy	502	1	1	0.99	0.01	100.00	99.60	0.98
			499	1	2	1.00	0.00	100.01	100.01	0.98
			499	1	3	0.98	0.02	99.80	99.60	0.97
			502	2	1	0.98	0.01	99.80	99.40	0.99
			499	2	2	1.00	0.00	100.00	100.00	0.97
			500	2	3	0.97	0.02	99.80	99.40	0.96
		Independence	502	1	1	0.99	0.01	100.00	99.80	0.99
			499	1	2	0.98	0.01	99.59	99.59	0.96
			499	1	3	0.93	0.03	99.60	98.80	0.94
			502	2	1	0.99	0.01	99.81	99.61	0.99
	499		2	2	0.98	0.01	99.60	99.60	0.98	
	500		2	3	0.97	0.02	99.60	99.40	0.97	
	Mathematics	Accuracy	491	1	1	0.99	0.01	99.80	99.80	0.98
			489	1	2	0.97	0.02	99.58	99.38	0.97
			488	1	3	0.96	0.02	99.99	99.38	0.97
			473	2	1	0.97	0.01	99.79	99.16	0.99
472			2	2	0.98	0.01	99.78	99.36	0.98	
471			2	3	0.97	0.02	99.77	99.35	0.97	
Independence		491	1	1	0.97	0.01	99.79	98.98	0.98	
		489	1	2	0.92	0.03	98.77	98.17	0.95	
		488	1	3	0.90	0.03	98.56	98.15	0.93	
		473	2	1	0.97	0.01	100.00	99.16	0.99	
472	2	2	0.98	0.01	99.78	99.57	0.98			
471	2	3	0.98	0.02	99.79	99.58	0.97			

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>
8	Science	Accuracy	490	1	1	0.98	0.01	100.00	99.39	0.98
			489	1	2	0.99	0.01	100.00	99.80	0.98
			486	1	3	0.95	0.03	99.59	99.38	0.95
			483	2	1	0.99	0.01	99.79	99.58	0.98
			482	2	2	0.97	0.02	99.99	99.37	0.99
			483	2	3	0.97	0.02	100.01	99.59	0.99
		Independence	490	1	1	0.97	0.01	99.37	98.97	0.98
			489	1	2	0.96	0.02	99.38	99.18	0.95
			485	1	3	0.96	0.02	99.59	99.38	0.96
			483	2	1	0.97	0.02	99.38	99.17	0.98
			482	2	2	0.99	0.01	99.79	99.79	0.98
			483	2	3	0.98	0.02	99.80	99.80	0.97
	Social Studies	Accuracy	495	1	1	0.97	0.01	99.78	99.18	0.98
			492	1	2	0.94	0.02	99.40	98.79	0.96
			493	1	3	0.95	0.03	99.60	99.40	0.95
			481	2	1	0.96	0.02	99.79	98.96	0.97
			479	2	2	0.94	0.03	99.39	98.97	0.95
		477	2	3	0.96	0.03	99.80	99.59	0.97	
Independence		495	1	1	0.98	0.01	99.79	99.19	0.99	
		492	1	2	0.98	0.01	99.78	99.38	0.98	
		493	1	3	0.97	0.02	99.60	99.40	0.97	
		481	2	1	0.98	0.01	100.01	99.59	0.98	
	479	2	2	0.97	0.02	99.59	99.38	0.95		
477	2	3	0.97	0.02	99.80	99.59	0.96			

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>		
High School	English Language Arts	Accuracy	520	1	1	0.98	0.01	99.61	99.23	0.98		
			518	1	2	0.99	0.01	99.79	99.60	0.98		
			519	1	3	0.96	0.02	100.00	99.23	0.97		
			514	2	1	0.98	0.01	99.80	99.42	0.99		
			512	2	2	0.94	0.02	99.03	98.63	0.97		
			512	2	3	0.92	0.03	99.23	98.24	0.96		
	Mathematics	Accuracy	Independence	520	1	1	0.99	0.01	100.00	99.62	0.99	
				518	1	2	0.99	0.01	99.81	99.62	0.96	
				519	1	3	0.97	0.02	99.81	99.23	0.94	
				514	2	1	0.98	0.01	100.00	99.03	0.99	
		512	2	2	1.00	0.00	100.01	100.01	0.98			
		512	2	3	0.98	0.01	99.80	99.41	0.97			
		Mathematics	Accuracy	Independence	499	1	1	0.98	0.01	99.99	99.19	0.98
					498	1	2	0.97	0.02	99.19	98.99	0.97
500	1				3	0.95	0.02	99.60	99.00	0.97		
513	2				1	0.98	0.01	99.80	99.42	0.99		
511	2				2	0.98	0.01	99.41	99.41	0.98		
513	2				3	0.95	0.03	99.40	99.21	0.97		
499	1				1	0.98	0.01	99.79	99.19	0.98		
498	1	2	0.95	0.02	99.20	98.60	0.95					
500	1	3	0.97	0.02	99.60	99.40	0.93					
513	2	1	0.97	0.01	99.41	98.83	0.99					
511	2	2	0.98	0.01	99.61	99.41	0.98					
513	2	3	0.98	0.01	99.79	99.40	0.97					

continued

<i>Grade</i>	<i>Content Area</i>	<i>Dimension</i>	<i>N</i>	<i>AGLI</i>	<i>Date</i>	<i>Kappa</i>	<i>Kappa standard error</i>	<i>Percent adjacent or exact</i>	<i>Percent exact</i>	<i>Intraclass correlation</i>
High School	Science	Accuracy	523	1	1	0.97	0.01	99.61	98.85	0.98
			523	1	2	0.97	0.01	100.00	99.43	0.98
			526	1	3	0.95	0.02	99.80	99.23	0.95
			513	2	1	0.99	0.01	99.81	99.62	0.98
			512	2	2	0.98	0.01	100.00	99.60	0.99
			513	2	3	0.96	0.02	99.99	99.41	0.99
	Independence	523	1	1	0.97	0.01	99.61	99.04	0.98	
		523	1	2	0.97	0.01	99.61	99.23	0.95	
		526	1	3	0.97	0.02	99.80	99.42	0.96	
		511	2	1	0.99	0.01	100.01	99.61	0.98	
		511	2	2	0.99	0.01	99.81	99.81	0.98	
		513	2	3	0.97	0.02	99.80	99.41	0.97	
	Social Studies	Accuracy	519	1	1	0.98	0.01	99.81	99.42	0.98
			518	1	2	0.98	0.02	100.00	99.61	0.96
			517	1	3	0.96	0.02	100.00	99.42	0.95
			512	2	1	0.97	0.01	99.81	99.22	0.97
			512	2	2	0.97	0.02	99.80	99.41	0.95
		514	2	3	0.94	0.03	99.59	99.02	0.97	
Independence		519	1	1	0.98	0.01	99.79	99.41	0.99	
		517	1	2	0.97	0.01	99.61	99.23	0.98	
		516	1	3	0.98	0.02	100.00	99.61	0.97	
		513	2	1	0.97	0.01	99.59	99.02	0.98	
	512	2	2	0.97	0.01	99.43	99.23	0.95		
514	2	3	0.96	0.02	99.41	99.22	0.96			

Chapter 6. VALIDITY

6.1 Procedural Validity

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

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

- **NYSAA Administration Manual:** This document contained all the guidelines and specific requirements of the NYSAA; all the forms required to be used in the datafolio; and the Test Blueprints, Alternate Grade Level Indicators (AGLIs), and Sample Assessment Tasks (SATs) for the Required Components for each grade level and content area.
- **Training program video:** The entire Administration Training program that is used with teachers is contained in this video. All AATN Specialists are required to use the video in its entirety to train teachers. It ensures that the exact same message is imparted statewide.
- **Training program PowerPoint slides and handouts:** All PowerPoint slides and handouts developed by the Department and Measured Progress are required to be used by the AATN Specialists while training teachers. The handouts contained PowerPoint slide printouts and guided practice activities.

For the scoring of the NYSAA, the materials included the following:

- **Steps for Scoring 2009–10 NYSAA Datafolios and Decision Rules for Scoring 2009–10 NYSAA Datafolios:** These are the two main documents used to guide the scoring process for each datafolio (see Appendices B and C).
- **Training program video:** The entire Scoring Training program that is used with Scorers is contained in this video. All SSCs and AATN Specialists are required to use the video in its entirety to train Scorers. It ensures that the exact same message is imparted statewide.
- **Datafolio practices and qualifiers:** All Scorers must complete the four practice samples provided and then must qualify by scoring datafolio samples. All Scorers are qualified using calibrated materials that were initially identified during a benchmarking process.

6.2 Content Validity

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

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

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

6.3 Consequential Validity

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

Performance Indicators for Students with Severe Disabilities,” was published in 1998 and distributed statewide.

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

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

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

The Department and its stakeholders were committed to building an assessment and accountability system that included students with severe cognitive disabilities. New York State was one

of the first states to engage teachers, administrators, policymakers, and others in these important discussions, and it did pioneering work in the early years of alternate assessment.

With the reauthorization of NCLB, states are being held to high levels of student academic achievement, including students with severe cognitive disabilities. The original NYSAA tested students in Grades 4, 8, and high school in the content areas of English language arts (ELA), mathematics, science/health, and social studies. Based on new testing grade requirements in NCLB, in September 2005 the Department began to implement a revised NYSAA that included Grades 3 through 8 and high school in the content areas of ELA, mathematics, science, and social studies. The students were assessed against the original APIs; however, the format and the number of APIs assessed were modified. Table 6-1 outlines the revised NYSAA.

Table 6-1. 2009–10 NYSAA: Revised NYSAA—Grades 3–8 and High School

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

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

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

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

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

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

The new NYSAA was first implemented in late fall of 2006. The administration, which had an abbreviated administration period, culminated with regional Scoring Institutes. Standard setting was conducted in June 2007, resulting in cut scores for each grade level and content area and in APLDs. The cut scores were approved by the Commissioner of Education and submitted, along with the Standard Setting Report, to the United States Education Department. The 2007–08 implementation occurred with a full administration period. This administration was based on the refined AGLIs and SATs. The administration again culminated with the regional Scoring Institutes. Standard setting was conducted on the revised AGLIs in June 2008, resulting in new cut scores for each grade level and content area and in updated APLDs for each grade level and content area. The Commissioner of Education approved the updated cut scores in June 2008. The intent of the AGLIs was not changed for the 2009–10 administration; therefore, the cut scores established during the June 2008 standard setting remain consistent for each grade level and content area.

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

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

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

Chapter 7. SUMMARY OF OPERATIONAL TEST RESULTS

7.1 Percentages of Students at Each Performance Level

Shown in Tables 7-1 through 7-4 is the percentage of students statewide who scored in each performance level category for each content area. (Note: Performance levels are abbreviated as NM: Not Meeting Learning Standards; PM: Partially Meeting Learning Standards; M: Meeting Learning Standards; and MD: Meeting Learning Standards with Distinction.) In all content areas, students performed well on the assessment, with the percentage of students scoring Meeting Learning Standards or better ranging from 82.4% in Grade 6 English language arts (ELA) to 94.8% in Grade 4 science. The percentage of students categorized as Meeting Learning Standards with Distinction ranged from 57.3% in Grade 4 mathematics to 79.1% in Grade 8 ELA.

Table 7-1. 2009–10 NYSAA: State Results—English Language Arts

Grade	<i>Percent at Each Performance Level</i>				
	NM	PM	M	MD	M + MD
3	6.34	7.60	15.07	71.00	86.07
4	5.88	10.07	16.02	68.03	84.05
5	3.22	6.66	28.43	61.70	90.12
6	4.33	13.30	19.63	62.74	82.37
7	0.89	8.02	12.19	78.90	91.09
8	1.16	5.70	14.02	79.12	93.14
High School	3.81	5.41	16.45	74.33	90.78

Table 7-2. 2009–10 NYSAA: State Results—Mathematics

Grade	<i>Percent at Each Performance Level</i>				
	NM	PM	M	MD	M + MD
3	1.18	11.48	26.35	60.99	87.34
4	1.07	12.57	29.03	57.33	86.36
5	3.15	5.76	27.97	63.13	91.10
6	1.69	9.37	22.69	66.24	88.93
7	8.55	4.48	29.29	57.68	86.97
8	8.22	5.97	28.20	57.60	85.80
High School	1.01	10.56	29.90	58.53	88.43

Table 7-3. 2009–10 NYSAA: State Results—Science

Grade	<i>Percent at Each Performance Level</i>				
	NM	PM	M	MD	M + MD
4	2.26	2.98	15.84	78.92	94.76
8	5.50	7.69	10.73	76.09	86.81
High School	2.14	7.15	16.18	74.54	90.72

Table 7-4. 2009–10 NYSAA: State Results—Social Studies

<i>Grade</i>	<i>Percent at Each Performance Level</i>				
	<i>NM</i>	<i>PM</i>	<i>M</i>	<i>MD</i>	<i>M + MD</i>
5	8.23	8.95	15.47	67.35	82.82
8	8.20	3.89	23.12	64.79	87.92
High School	7.11	5.50	21.69	65.70	87.39

7.2 Performance Level Scores

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

Table 7-5. 2009–10 NYSAA: Raw Score to Performance Level Conversions—English Language Arts

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

Table 7-6. 2009–10 NYSAA: Raw Score to Performance Level Conversions—Mathematics

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

Table 7-7. 2009–10 NYSAA: Raw Score to Performance Level Conversions—Science

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

Table 7-8. 2009–10 NYSAA: Raw Score to Performance Level Conversions—Social Studies

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

7.3 Raw Score Frequency Distributions

Shown in Tables 7-9 through 7-28 are raw score frequency distributions for each grade and content area. Frequencies are shown for all students in the State, and they are also broken down by gender and ethnicity (Black, Asian, Hispanic, and White). Ethnic groups with fewer than 25 students are not broken out in these tables.

**Table 7-9. 2009–10 NYSAA: Raw Score
Frequency Distributions—English Language Arts, Grade 3**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.04	0	0.00	1	0.13	0	0.00	0	0.00	1	0.15	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.15	0	0.00
15	6	0.24	4	0.23	2	0.26	1	0.15	1	0.68	1	0.15	3	0.30
16	4	0.16	3	0.17	1	0.13	3	0.44	0	0.00	0	0.00	1	0.10
17	1	0.04	1	0.06	0	0.00	0	0.00	1	0.68	0	0.00	0	0.00
18	2	0.08	2	0.11	0	0.00	1	0.15	0	0.00	0	0.00	1	0.10
19	1	0.04	0	0.00	1	0.13	0	0.00	0	0.00	0	0.00	1	0.10
20	2	0.08	1	0.06	1	0.13	0	0.00	1	0.68	0	0.00	1	0.10
21	5	0.20	3	0.17	2	0.26	2	0.29	0	0.00	1	0.15	1	0.10
22	9	0.35	8	0.45	1	0.13	3	0.44	0	0.00	3	0.45	3	0.30
23	2	0.08	2	0.11	0	0.00	1	0.15	0	0.00	0	0.00	1	0.10
24	33	1.30	25	1.41	8	1.04	11	1.60	4	2.72	8	1.19	10	0.99
25	6	0.24	6	0.34	0	0.00	1	0.15	2	1.36	2	0.30	1	0.10
26	6	0.24	5	0.28	1	0.13	1	0.15	0	0.00	2	0.30	2	0.20
27	11	0.43	5	0.28	6	0.78	2	0.29	0	0.00	1	0.15	8	0.79
28	11	0.43	7	0.39	4	0.52	0	0.00	1	0.68	3	0.45	7	0.69
29	8	0.31	5	0.28	3	0.39	3	0.44	0	0.00	2	0.30	3	0.30
30	26	1.02	18	1.01	8	1.04	9	1.31	1	0.68	4	0.59	12	1.19

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	8	0.31	5	0.28	3	0.39	2	0.29	1	0.68	1	0.15	4	0.40
32	18	0.71	10	0.56	8	1.04	8	1.17	0	0.00	3	0.45	7	0.69
33	14	0.55	11	0.62	3	0.39	4	0.58	1	0.68	3	0.45	6	0.59
34	14	0.55	10	0.56	4	0.52	6	0.87	1	0.68	1	0.15	6	0.59
35	29	1.14	22	1.24	7	0.91	8	1.17	2	1.36	6	0.89	12	1.19
36	34	1.34	22	1.24	12	1.57	5	0.73	1	0.68	7	1.04	21	2.08
37	25	0.98	21	1.18	4	0.52	4	0.58	1	0.68	8	1.19	12	1.19
38	35	1.38	29	1.63	6	0.78	11	1.60	1	0.68	6	0.89	17	1.68
39	42	1.65	30	1.69	12	1.57	8	1.17	2	1.36	7	1.04	24	2.38
40	63	2.48	44	2.48	19	2.48	17	2.48	3	2.04	14	2.08	28	2.77
41	52	2.05	36	2.03	16	2.09	15	2.19	1	0.68	8	1.19	27	2.67
42	78	3.07	59	3.32	19	2.48	19	2.77	4	2.72	18	2.67	36	3.56
43	93	3.66	65	3.66	28	3.66	29	4.23	4	2.72	29	4.30	30	2.97
44	97	3.82	75	4.23	22	2.87	32	4.66	11	7.48	22	3.26	31	3.07
45	114	4.49	82	4.62	32	4.18	29	4.23	5	3.40	29	4.30	51	5.05
46	162	6.38	111	6.25	51	6.66	39	5.69	6	4.08	39	5.79	78	7.72
47	181	7.12	127	7.15	54	7.05	52	7.58	3	2.04	41	6.08	83	8.22
48	1347	53.01	920	51.83	427	55.74	360	52.48	89	60.54	403	59.79	482	47.72

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

**Table 7-10. 2009–10 NYSAA: Raw Score
Frequency Distributions—English Language Arts, Grade 4**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	1	0.04	0	0.00	1	0.13	0	0.00	0	0.00	1	0.15	0	0.00
12	2	0.08	2	0.11	0	0.00	1	0.14	0	0.00	0	0.00	1	0.09
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	2	0.08	1	0.05	1	0.13	1	0.14	0	0.00	0	0.00	1	0.09
16	5	0.19	4	0.22	1	0.13	1	0.14	0	0.00	3	0.45	1	0.09
17	2	0.08	1	0.05	1	0.13	0	0.00	0	0.00	0	0.00	2	0.19
18	3	0.11	3	0.16	0	0.00	1	0.14	0	0.00	1	0.15	1	0.09
19	4	0.15	3	0.16	1	0.13	2	0.28	0	0.00	1	0.15	1	0.09
20	2	0.08	2	0.11	0	0.00	0	0.00	0	0.00	1	0.15	1	0.09
21	2	0.08	2	0.11	0	0.00	0	0.00	0	0.00	1	0.15	1	0.09
22	5	0.19	4	0.22	1	0.13	2	0.28	0	0.00	0	0.00	3	0.28
23	4	0.15	3	0.16	1	0.13	1	0.14	0	0.00	0	0.00	3	0.28
24	37	1.41	27	1.48	10	1.25	14	1.95	3	1.96	12	1.81	7	0.66
25	1	0.04	0	0.00	1	0.13	1	0.14	0	0.00	0	0.00	0	0.00
26	2	0.08	1	0.05	1	0.13	1	0.14	0	0.00	1	0.15	0	0.00
27	4	0.15	3	0.16	1	0.13	1	0.14	0	0.00	2	0.30	1	0.09
28	6	0.23	3	0.16	3	0.38	3	0.42	0	0.00	0	0.00	3	0.28
29	6	0.23	3	0.16	3	0.38	2	0.28	0	0.00	0	0.00	4	0.37
30	39	1.49	24	1.32	15	1.88	9	1.25	2	1.31	10	1.51	18	1.69

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	9	0.34	6	0.33	3	0.38	2	0.28	2	1.31	2	0.30	3	0.28
32	18	0.69	12	0.66	6	0.75	3	0.42	1	0.65	3	0.45	11	1.03
33	24	0.92	13	0.71	11	1.38	7	0.97	1	0.65	6	0.91	10	0.94
34	18	0.69	14	0.77	4	0.50	3	0.42	2	1.31	6	0.91	6	0.56
35	22	0.84	17	0.93	5	0.63	7	0.97	2	1.31	3	0.45	10	0.94
36	24	0.92	14	0.77	10	1.25	6	0.83	1	0.65	6	0.91	11	1.03
37	29	1.11	25	1.37	4	0.50	7	0.97	1	0.65	5	0.76	15	1.41
38	34	1.30	26	1.43	8	1.00	12	1.67	2	1.31	6	0.91	14	1.31
39	59	2.25	34	1.86	25	3.14	13	1.81	2	1.31	16	2.42	28	2.62
40	54	2.06	41	2.25	13	1.63	15	2.09	4	2.61	15	2.27	20	1.87
41	60	2.29	42	2.30	18	2.26	15	2.09	1	0.65	17	2.57	27	2.53
42	78	2.98	56	3.07	22	2.76	18	2.50	7	4.58	17	2.57	35	3.28
43	65	2.48	38	2.08	27	3.39	9	1.25	3	1.96	14	2.11	39	3.66
44	107	4.08	75	4.11	32	4.02	26	3.62	9	5.88	19	2.87	53	4.97
45	110	4.20	80	4.39	30	3.76	21	2.92	10	6.54	22	3.32	56	5.25
46	154	5.88	111	6.09	43	5.40	44	6.12	6	3.92	30	4.53	74	6.94
47	185	7.06	119	6.52	66	8.28	40	5.56	8	5.23	42	6.34	91	8.53
48	1444	55.09	1015	55.65	429	53.83	431	59.94	86	56.21	400	60.42	516	48.36

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

**Table 7-11. 2009–10 NYSAA: Raw Score
Frequency Distributions—English Language Arts, Grade 5**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	2	0.08	1	0.05	1	0.12	2	0.28	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	1	0.04	1	0.05	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
13	1	0.04	0	0.00	1	0.12	1	0.14	0	0.00	0	0.00	0	0.00
14	1	0.04	1	0.05	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
15	3	0.11	1	0.05	2	0.24	2	0.28	0	0.00	1	0.14	0	0.00
16	2	0.08	2	0.11	0	0.00	2	0.28	0	0.00	0	0.00	0	0.00
17	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
18	3	0.11	2	0.11	1	0.12	0	0.00	0	0.00	1	0.14	2	0.18
19	4	0.15	3	0.16	1	0.12	2	0.28	0	0.00	0	0.00	2	0.18
20	4	0.15	3	0.16	1	0.12	1	0.14	0	0.00	1	0.14	2	0.18
21	3	0.11	2	0.11	1	0.12	1	0.14	0	0.00	2	0.29	0	0.00
22	5	0.19	2	0.11	3	0.37	1	0.14	2	1.36	1	0.14	1	0.09
23	6	0.23	5	0.27	1	0.12	2	0.28	0	0.00	1	0.14	3	0.28
24	34	1.29	23	1.26	11	1.34	5	0.71	3	2.04	11	1.59	15	1.38
25	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
26	4	0.15	1	0.05	3	0.37	1	0.14	0	0.00	2	0.29	1	0.09
27	2	0.08	1	0.05	1	0.12	0	0.00	0	0.00	0	0.00	2	0.18
28	5	0.19	5	0.27	0	0.00	0	0.00	0	0.00	1	0.14	4	0.37
29	5	0.19	5	0.27	0	0.00	0	0.00	0	0.00	0	0.00	5	0.46
30	21	0.79	14	0.77	7	0.85	8	1.13	1	0.68	2	0.29	10	0.92

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	6	0.23	4	0.22	2	0.24	2	0.28	1	0.68	1	0.14	2	0.18
32	20	0.76	13	0.71	7	0.85	5	0.71	3	2.04	1	0.14	10	0.92
33	8	0.30	7	0.38	1	0.12	1	0.14	2	1.36	2	0.29	3	0.28
34	16	0.61	8	0.44	8	0.98	2	0.28	0	0.00	5	0.72	9	0.83
35	14	0.53	8	0.44	6	0.73	3	0.42	1	0.68	3	0.43	7	0.64
36	34	1.29	23	1.26	11	1.34	2	0.28	4	2.72	6	0.87	22	2.02
37	27	1.02	16	0.88	11	1.34	10	1.42	2	1.36	5	0.72	9	0.83
38	30	1.14	21	1.15	9	1.10	6	0.85	0	0.00	6	0.87	18	1.65
39	48	1.82	33	1.81	15	1.83	7	0.99	4	2.72	11	1.59	26	2.39
40	63	2.38	43	2.36	20	2.44	19	2.69	4	2.72	17	2.46	23	2.11
41	47	1.78	27	1.48	20	2.44	12	1.70	4	2.72	8	1.16	23	2.11
42	88	3.33	55	3.02	33	4.02	18	2.55	6	4.08	25	3.62	39	3.58
43	74	2.80	50	2.74	24	2.93	19	2.69	4	2.72	13	1.88	38	3.49
44	103	3.90	75	4.11	28	3.41	26	3.68	3	2.04	29	4.20	45	4.14
45	134	5.07	93	5.10	41	5.00	30	4.25	8	5.44	31	4.49	64	5.88
46	195	7.38	135	7.41	60	7.32	43	6.09	13	8.84	53	7.67	86	7.90
47	211	7.98	142	7.79	69	8.41	56	7.93	7	4.76	57	8.25	91	8.36
48	1419	53.69	998	54.74	421	51.34	415	58.78	75	51.02	395	57.16	526	48.35

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

**Table 7-12. 2009–10 NYSAA: Raw Score
Frequency Distributions—English Language Arts, Grade 6**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	1	0.04	0	0.00	1	0.12	0	0.00	0	0.00	1	0.15	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	5	0.19	1	0.06	4	0.46	0	0.00	0	0.00	1	0.15	4	0.34
16	8	0.30	5	0.28	3	0.35	1	0.15	0	0.00	5	0.77	2	0.17
17	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
18	5	0.19	4	0.22	1	0.12	1	0.15	0	0.00	0	0.00	4	0.34
19	3	0.11	3	0.17	0	0.00	0	0.00	0	0.00	2	0.31	1	0.09
20	5	0.19	3	0.17	2	0.23	1	0.15	0	0.00	2	0.31	2	0.17
21	7	0.26	5	0.28	2	0.23	1	0.15	2	1.38	3	0.46	1	0.09
22	7	0.26	3	0.17	4	0.46	4	0.59	1	0.69	0	0.00	2	0.17
23	5	0.19	4	0.22	1	0.12	3	0.44	0	0.00	0	0.00	2	0.17
24	58	2.19	45	2.51	13	1.51	19	2.80	3	2.07	20	3.09	16	1.37
25	2	0.08	1	0.06	1	0.12	1	0.15	1	0.69	0	0.00	0	0.00
26	3	0.11	2	0.11	1	0.12	1	0.15	0	0.00	0	0.00	2	0.17
27	5	0.19	4	0.22	1	0.12	2	0.29	0	0.00	1	0.15	2	0.17
28	3	0.11	1	0.06	2	0.23	1	0.15	0	0.00	1	0.15	1	0.09
29	6	0.23	5	0.28	1	0.12	2	0.29	0	0.00	2	0.31	2	0.17
30	35	1.32	26	1.45	9	1.04	7	1.03	3	2.07	8	1.24	17	1.46

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	11	0.41	7	0.39	4	0.46	3	0.44	0	0.00	4	0.62	4	0.34
32	9	0.34	6	0.33	3	0.35	2	0.29	1	0.69	2	0.31	4	0.34
33	18	0.68	12	0.67	6	0.70	6	0.88	1	0.69	4	0.62	7	0.60
34	16	0.60	13	0.73	3	0.35	3	0.44	1	0.69	3	0.46	9	0.77
35	24	0.90	20	1.12	4	0.46	6	0.88	2	1.38	5	0.77	11	0.94
36	28	1.06	18	1.00	10	1.16	4	0.59	2	1.38	11	1.70	11	0.94
37	28	1.06	22	1.23	6	0.70	3	0.44	0	0.00	6	0.93	18	1.54
38	46	1.73	30	1.67	16	1.86	8	1.18	4	2.76	8	1.24	26	2.23
39	67	2.52	49	2.73	18	2.09	20	2.95	1	0.69	7	1.08	39	3.34
40	62	2.34	42	2.34	20	2.32	19	2.80	2	1.38	12	1.85	29	2.49
41	80	3.01	55	3.07	25	2.90	22	3.24	3	2.07	13	2.01	42	3.60
42	82	3.09	56	3.13	26	3.02	26	3.83	6	4.14	10	1.55	39	3.34
43	93	3.50	63	3.52	30	3.48	25	3.69	2	1.38	19	2.94	46	3.95
44	109	4.11	68	3.79	41	4.76	32	4.72	4	2.76	22	3.40	49	4.20
45	157	5.92	100	5.58	57	6.61	28	4.13	16	11.03	31	4.79	82	7.03
46	178	6.71	121	6.75	57	6.61	36	5.31	12	8.28	41	6.34	89	7.63
47	186	7.01	132	7.37	54	6.26	45	6.64	5	3.45	52	8.04	84	7.20
48	1301	49.02	865	48.27	436	50.58	346	51.03	73	50.34	351	54.25	518	44.43

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

**Table 7-13. 2009–10 NYSAA: Raw Score
Frequency Distributions—English Language Arts, Grade 7**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	2	0.08	1	0.06	1	0.12	0	0.00	0	0.00	2	0.35	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	2	0.08	1	0.06	1	0.12	1	0.16	1	0.74	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	3	0.12	0	0.00	3	0.36	1	0.16	0	0.00	0	0.00	2	0.18
16	5	0.20	4	0.24	1	0.12	1	0.16	0	0.00	2	0.35	2	0.18
17	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
18	3	0.12	3	0.18	0	0.00	0	0.00	1	0.74	2	0.35	0	0.00
19	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
20	2	0.08	2	0.12	0	0.00	0	0.00	1	0.74	0	0.00	1	0.09
21	4	0.16	2	0.12	2	0.24	1	0.16	0	0.00	2	0.35	1	0.09
22	7	0.28	5	0.30	2	0.24	1	0.16	0	0.00	2	0.35	4	0.36
23	11	0.44	4	0.24	7	0.85	4	0.63	0	0.00	2	0.35	5	0.46
24	34	1.38	26	1.58	8	0.97	11	1.72	0	0.00	8	1.39	15	1.37
25	2	0.08	1	0.06	1	0.12	0	0.00	0	0.00	1	0.17	1	0.09
26	7	0.28	5	0.30	2	0.24	2	0.31	2	1.47	1	0.17	2	0.18
27	2	0.08	2	0.12	0	0.00	1	0.16	0	0.00	0	0.00	1	0.09
28	8	0.32	5	0.30	3	0.36	0	0.00	0	0.00	1	0.17	7	0.64
29	3	0.12	2	0.12	1	0.12	0	0.00	1	0.74	1	0.17	1	0.09
30	30	1.21	16	0.97	14	1.70	10	1.57	1	0.74	2	0.35	17	1.55
31	9	0.36	7	0.42	2	0.24	2	0.31	0	0.00	2	0.35	4	0.36

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
32	16	0.65	12	0.73	4	0.49	4	0.63	1	0.74	4	0.69	7	0.64
33	7	0.28	3	0.18	4	0.49	1	0.16	1	0.74	0	0.00	4	0.36
34	13	0.53	7	0.42	6	0.73	2	0.31	2	1.47	5	0.87	4	0.36
35	18	0.73	10	0.61	8	0.97	2	0.31	1	0.74	1	0.17	14	1.28
36	31	1.25	18	1.09	13	1.58	8	1.25	2	1.47	3	0.52	18	1.64
37	24	0.97	15	0.91	9	1.09	4	0.63	2	1.47	6	1.04	10	0.91
38	27	1.09	18	1.09	9	1.09	10	1.57	1	0.74	5	0.87	11	1.00
39	65	2.63	47	2.85	18	2.19	21	3.29	3	2.21	14	2.43	27	2.46
40	40	1.62	26	1.58	14	1.70	13	2.04	1	0.74	6	1.04	19	1.73
41	52	2.10	32	1.94	20	2.43	8	1.25	3	2.21	11	1.91	30	2.74
42	94	3.80	68	4.12	26	3.16	24	3.76	6	4.41	16	2.78	48	4.38
43	61	2.47	45	2.73	16	1.95	12	1.88	3	2.21	10	1.74	36	3.28
44	115	4.65	70	4.24	45	5.47	34	5.33	4	2.94	21	3.65	55	5.02
45	144	5.83	90	5.45	54	6.57	33	5.17	8	5.88	27	4.69	75	6.84
46	159	6.43	107	6.48	52	6.33	37	5.80	8	5.88	40	6.94	71	6.48
47	216	8.74	146	8.85	70	8.52	52	8.15	6	4.41	48	8.33	108	9.85
48	1255	50.77	849	51.45	406	49.39	338	52.98	77	56.62	331	57.47	496	45.26

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

**Table 7-14. 2009–10 NYSAA: Raw Score
Frequency Distributions—English Language Arts, Grade 8**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	1	0.16	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	2	0.08	0	0.00	2	0.22	0	0.00	0	0.00	1	0.16	1	0.09
15	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
16	3	0.12	1	0.06	2	0.22	0	0.00	0	0.00	2	0.31	1	0.09
17	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
18	10	0.38	3	0.18	7	0.77	2	0.30	0	0.00	3	0.47	5	0.44
19	2	0.08	2	0.12	0	0.00	1	0.15	0	0.00	1	0.16	0	0.00
20	8	0.31	4	0.24	4	0.44	4	0.60	0	0.00	1	0.16	3	0.26
21	2	0.08	1	0.06	1	0.11	1	0.15	0	0.00	0	0.00	1	0.09
22	6	0.23	3	0.18	3	0.33	2	0.30	1	0.78	0	0.00	3	0.26
23	6	0.23	4	0.24	2	0.22	1	0.15	0	0.00	1	0.16	4	0.35
24	28	1.08	19	1.13	9	0.98	7	1.05	2	1.56	12	1.88	6	0.52
25	6	0.23	3	0.18	3	0.33	0	0.00	0	0.00	3	0.47	3	0.26
26	4	0.15	2	0.12	2	0.22	0	0.00	0	0.00	1	0.16	3	0.26
27	2	0.08	0	0.00	2	0.22	1	0.15	0	0.00	0	0.00	1	0.09
28	6	0.23	4	0.24	2	0.22	1	0.15	0	0.00	1	0.16	4	0.35
29	7	0.27	4	0.24	3	0.33	2	0.30	1	0.78	1	0.16	3	0.26
30	45	1.73	28	1.66	17	1.86	7	1.05	2	1.56	8	1.25	28	2.45

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	7	0.27	4	0.24	3	0.33	2	0.30	1	0.78	1	0.16	3	0.26
32	12	0.46	10	0.59	2	0.22	4	0.60	1	0.78	2	0.31	5	0.44
33	6	0.23	5	0.30	1	0.11	0	0.00	0	0.00	1	0.16	5	0.44
34	15	0.58	8	0.47	7	0.77	5	0.75	1	0.78	2	0.31	7	0.61
35	25	0.96	16	0.95	9	0.98	6	0.90	2	1.56	4	0.63	13	1.14
36	32	1.23	27	1.60	5	0.55	7	1.05	1	0.78	8	1.25	16	1.40
37	31	1.19	17	1.01	14	1.53	6	0.90	0	0.00	8	1.25	16	1.40
38	37	1.42	27	1.60	10	1.09	5	0.75	2	1.56	3	0.47	26	2.27
39	51	1.96	28	1.66	23	2.51	13	1.95	2	1.56	8	1.25	28	2.45
40	48	1.84	31	1.84	17	1.86	14	2.10	2	1.56	11	1.72	20	1.75
41	56	2.15	33	1.96	23	2.51	9	1.35	3	2.34	12	1.88	31	2.71
42	84	3.23	64	3.79	20	2.19	21	3.15	4	3.13	16	2.51	42	3.67
43	87	3.34	54	3.20	33	3.61	20	3.00	4	3.13	21	3.29	41	3.59
44	122	4.69	80	4.74	42	4.59	29	4.35	6	4.69	27	4.23	58	5.07
45	135	5.19	87	5.16	48	5.25	34	5.10	5	3.91	24	3.76	70	6.12
46	189	7.26	127	7.53	62	6.78	47	7.05	5	3.91	44	6.90	92	8.05
47	200	7.69	137	8.12	63	6.89	58	8.70	10	7.81	44	6.90	86	7.52
48	1325	50.92	852	50.50	473	51.69	357	53.52	73	57.03	366	57.37	517	45.23

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

**Table 7-15. 2009–10 NYSAA: Raw Score
Frequency Distributions—English Language Arts, High School**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	1	0.03	0	0.00	1	0.10	0	0.00	0	0.00	0	0.00	1	0.08
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	1	0.03	1	0.05	0	0.00	0	0.00	0	0.00	1	0.15	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	2	0.07	1	0.05	1	0.10	1	0.13	0	0.00	1	0.15	0	0.00
16	1	0.03	0	0.00	1	0.10	0	0.00	0	0.00	1	0.15	0	0.00
17	1	0.03	0	0.00	1	0.10	1	0.13	0	0.00	0	0.00	0	0.00
18	7	0.24	3	0.16	4	0.40	2	0.25	0	0.00	2	0.30	3	0.25
19	2	0.07	2	0.11	0	0.00	1	0.13	0	0.00	0	0.00	1	0.08
20	4	0.14	3	0.16	1	0.10	1	0.13	1	0.63	1	0.15	1	0.08
21	6	0.21	2	0.11	4	0.40	0	0.00	0	0.00	2	0.30	4	0.33
22	5	0.17	2	0.11	3	0.30	2	0.25	0	0.00	1	0.15	2	0.16
23	14	0.49	10	0.54	4	0.40	1	0.13	0	0.00	2	0.30	11	0.90
24	61	2.13	41	2.21	20	1.98	18	2.25	4	2.53	19	2.87	19	1.56
25	3	0.10	3	0.16	0	0.00	0	0.00	0	0.00	1	0.15	2	0.16
26	1	0.03	0	0.00	1	0.10	0	0.00	0	0.00	0	0.00	1	0.08
27	2	0.07	0	0.00	2	0.20	0	0.00	0	0.00	0	0.00	2	0.16
28	6	0.21	5	0.27	1	0.10	3	0.38	1	0.63	1	0.15	1	0.08
29	11	0.38	7	0.38	4	0.40	3	0.38	1	0.63	1	0.15	6	0.49
30	58	2.02	33	1.78	25	2.47	12	1.50	4	2.53	8	1.21	33	2.70
31	11	0.38	5	0.27	6	0.59	3	0.38	1	0.63	1	0.15	6	0.49
32	18	0.63	13	0.70	5	0.49	4	0.50	0	0.00	4	0.60	10	0.82
33	26	0.91	16	0.86	10	0.99	1	0.13	1	0.63	6	0.91	18	1.47

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
34	24	0.84	12	0.65	12	1.19	6	0.75	2	1.27	4	0.60	12	0.98
35	29	1.01	21	1.13	8	0.79	10	1.25	1	0.63	4	0.60	13	1.06
36	35	1.22	20	1.08	15	1.48	10	1.25	2	1.27	4	0.60	19	1.56
37	20	0.70	15	0.81	5	0.49	3	0.38	1	0.63	4	0.60	12	0.98
38	54	1.88	35	1.89	19	1.88	14	1.75	1	0.63	12	1.81	26	2.13
39	51	1.78	28	1.51	23	2.27	14	1.75	1	0.63	9	1.36	26	2.13
40	81	2.83	52	2.80	29	2.87	21	2.63	10	6.33	17	2.57	33	2.70
41	75	2.62	53	2.86	22	2.18	17	2.13	3	1.90	26	3.93	29	2.38
42	127	4.43	84	4.53	43	4.25	39	4.88	5	3.16	30	4.53	53	4.34
43	101	3.52	67	3.61	34	3.36	27	3.38	3	1.90	25	3.78	46	3.77
44	160	5.58	104	5.60	56	5.54	43	5.38	12	7.59	38	5.74	64	5.24
45	168	5.86	102	5.50	66	6.53	41	5.13	11	6.96	29	4.38	86	7.04
46	246	8.58	152	8.19	94	9.30	76	9.50	11	6.96	59	8.91	97	7.94
47	247	8.62	159	8.57	88	8.70	56	7.00	14	8.86	62	9.37	110	9.01
48	1208	42.13	805	43.37	403	39.86	370	46.25	68	43.04	287	43.35	474	38.82

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

**Table 7-16. 2009–10 NYSAA: Raw Score
Frequency Distributions—Mathematics, Grade 3**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.10
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	2	0.08	0	0.00	2	0.26	0	0.00	1	0.68	1	0.15	0	0.00
13	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.10
14	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
15	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
16	3	0.12	3	0.17	0	0.00	1	0.15	0	0.00	1	0.15	1	0.10
17	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
18	4	0.16	3	0.17	1	0.13	1	0.15	0	0.00	0	0.00	3	0.30
19	2	0.08	2	0.11	0	0.00	1	0.15	1	0.68	0	0.00	0	0.00
20	2	0.08	2	0.11	0	0.00	1	0.15	0	0.00	1	0.15	0	0.00
21	6	0.24	4	0.23	2	0.26	1	0.15	1	0.68	1	0.15	3	0.30
22	6	0.24	4	0.23	2	0.26	2	0.29	0	0.00	2	0.30	2	0.20
23	16	0.63	13	0.73	3	0.39	3	0.44	0	0.00	3	0.45	10	0.99
24	59	2.32	38	2.14	21	2.73	19	2.77	6	4.08	11	1.63	23	2.27
25	5	0.20	5	0.28	0	0.00	2	0.29	0	0.00	0	0.00	2	0.20
26	11	0.43	5	0.28	6	0.78	4	0.58	0	0.00	1	0.15	6	0.59
27	10	0.39	8	0.45	2	0.26	1	0.15	2	1.36	2	0.30	5	0.49
28	10	0.39	7	0.39	3	0.39	4	0.58	0	0.00	1	0.15	5	0.49
29	12	0.47	9	0.51	3	0.39	4	0.58	0	0.00	1	0.15	7	0.69
30	86	3.38	57	3.21	29	3.78	17	2.47	9	6.12	18	2.67	42	4.15

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	15	0.59	9	0.51	6	0.78	3	0.44	1	0.68	5	0.74	6	0.59
32	20	0.79	17	0.96	3	0.39	4	0.58	1	0.68	5	0.74	10	0.99
33	23	0.90	14	0.79	9	1.17	9	1.31	1	0.68	7	1.04	6	0.59
34	25	0.98	15	0.85	10	1.30	7	1.02	2	1.36	6	0.89	10	0.99
35	20	0.79	12	0.68	8	1.04	5	0.73	1	0.68	4	0.59	10	0.99
36	37	1.45	30	1.69	7	0.91	8	1.16	2	1.36	3	0.45	24	2.37
37	27	1.06	20	1.13	7	0.91	7	1.02	1	0.68	5	0.74	14	1.38
38	35	1.38	31	1.75	4	0.52	10	1.46	1	0.68	8	1.19	16	1.58
39	54	2.12	35	1.97	19	2.47	17	2.47	1	0.68	9	1.34	26	2.57
40	65	2.56	45	2.54	20	2.60	14	2.04	3	2.04	17	2.53	30	2.96
41	59	2.32	40	2.25	19	2.47	14	2.04	1	0.68	16	2.38	27	2.67
42	74	2.91	52	2.93	22	2.86	21	3.06	1	0.68	20	2.97	31	3.06
43	73	2.87	51	2.87	22	2.86	15	2.18	5	3.40	15	2.23	37	3.66
44	101	3.97	72	4.06	29	3.78	22	3.20	8	5.44	24	3.57	46	4.55
45	125	4.92	82	4.62	43	5.60	40	5.82	5	3.40	28	4.16	52	5.14
46	178	7.00	129	7.27	49	6.38	48	6.99	9	6.12	40	5.94	81	8.00
47	155	6.10	108	6.08	47	6.12	43	6.26	4	2.72	45	6.69	60	5.93
48	1218	47.90	848	47.77	370	48.18	336	48.91	80	54.42	373	55.42	415	41.01

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

**Table 7-17. 2009–10 NYSAA: Raw Score
Frequency Distributions—Mathematics, Grade 4**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.04	1	0.05	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	4	0.15	3	0.16	1	0.13	2	0.28	0	0.00	1	0.15	1	0.09
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	1	0.04	0	0.00	1	0.13	1	0.14	0	0.00	0	0.00	0	0.00
16	2	0.08	1	0.05	1	0.13	1	0.14	0	0.00	1	0.15	0	0.00
17	1	0.04	1	0.05	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
18	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
19	3	0.11	1	0.05	2	0.25	1	0.14	0	0.00	0	0.00	2	0.19
20	6	0.23	4	0.22	2	0.25	1	0.14	0	0.00	2	0.30	3	0.28
21	6	0.23	6	0.33	0	0.00	3	0.42	0	0.00	2	0.30	1	0.09
22	4	0.15	4	0.22	0	0.00	0	0.00	0	0.00	1	0.15	3	0.28
23	8	0.31	6	0.33	2	0.25	4	0.56	0	0.00	3	0.45	1	0.09
24	50	1.91	36	1.97	14	1.76	16	2.22	3	1.95	15	2.27	16	1.51
25	2	0.08	0	0.00	2	0.25	2	0.28	0	0.00	0	0.00	0	0.00
26	5	0.19	3	0.16	2	0.25	0	0.00	0	0.00	2	0.30	3	0.28
27	8	0.31	5	0.27	3	0.38	1	0.14	1	0.65	0	0.00	6	0.56
28	8	0.31	3	0.16	5	0.63	1	0.14	0	0.00	2	0.30	5	0.47
29	6	0.23	2	0.11	4	0.50	2	0.28	0	0.00	0	0.00	4	0.38
30	57	2.18	33	1.81	24	3.02	13	1.81	4	2.60	17	2.57	23	2.16

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	11	0.42	8	0.44	3	0.38	2	0.28	2	1.30	2	0.30	5	0.47
32	16	0.61	12	0.66	4	0.50	4	0.56	3	1.95	5	0.76	4	0.38
33	23	0.88	16	0.88	7	0.88	7	0.97	1	0.65	2	0.30	13	1.22
34	18	0.69	10	0.55	8	1.01	2	0.28	1	0.65	4	0.61	10	0.94
35	21	0.80	12	0.66	9	1.13	3	0.42	2	1.30	3	0.45	13	1.22
36	31	1.18	22	1.21	9	1.13	3	0.42	2	1.30	4	0.61	21	1.98
37	36	1.38	27	1.48	9	1.13	7	0.97	4	2.60	6	0.91	19	1.79
38	29	1.11	17	0.93	12	1.51	4	0.56	1	0.65	7	1.06	17	1.60
39	59	2.25	40	2.19	19	2.39	20	2.78	4	2.60	9	1.36	26	2.45
40	55	2.10	32	1.76	23	2.89	16	2.22	4	2.60	8	1.21	27	2.54
41	70	2.67	50	2.74	20	2.52	10	1.39	6	3.90	14	2.12	38	3.57
42	96	3.67	59	3.24	37	4.65	27	3.75	5	3.25	23	3.48	41	3.86
43	82	3.13	52	2.85	30	3.77	30	4.17	2	1.30	17	2.57	33	3.10
44	105	4.01	71	3.89	34	4.28	26	3.61	5	3.25	26	3.93	45	4.23
45	132	5.04	103	5.65	29	3.65	37	5.14	8	5.19	30	4.54	56	5.27
46	161	6.15	117	6.42	44	5.53	39	5.42	7	4.55	38	5.75	77	7.24
47	146	5.58	98	5.38	48	6.04	35	4.86	6	3.90	31	4.69	73	6.87
48	1355	51.76	968	53.10	387	48.68	398	55.28	83	53.90	386	58.40	477	44.87

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

**Table 7-18. 2009–10 NYSAA: Raw Score
Frequency Distributions—Mathematics, Grade 5**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	1	0.04	1	0.05	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.04	0	0.00	1	0.12	1	0.14	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	1	0.04	1	0.05	0	0.00	0	0.00	0	0.00	1	0.14	0	0.00
13	2	0.08	1	0.05	1	0.12	1	0.14	0	0.00	0	0.00	1	0.09
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	3	0.11	3	0.16	0	0.00	0	0.00	0	0.00	1	0.14	2	0.18
16	3	0.11	3	0.16	0	0.00	1	0.14	0	0.00	1	0.14	1	0.09
17	1	0.04	1	0.05	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
18	3	0.11	3	0.16	0	0.00	0	0.00	0	0.00	1	0.14	2	0.18
19	1	0.04	1	0.05	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
20	8	0.30	7	0.38	1	0.12	1	0.14	0	0.00	4	0.58	3	0.28
21	2	0.08	0	0.00	2	0.24	2	0.28	0	0.00	0	0.00	0	0.00
22	5	0.19	4	0.22	1	0.12	2	0.28	0	0.00	0	0.00	3	0.28
23	4	0.15	4	0.22	0	0.00	1	0.14	1	0.69	0	0.00	2	0.18
24	48	1.82	31	1.70	17	2.07	13	1.84	2	1.38	12	1.74	21	1.93
25	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
26	4	0.15	3	0.16	1	0.12	1	0.14	1	0.69	1	0.14	1	0.09
27	2	0.08	2	0.11	0	0.00	0	0.00	0	0.00	0	0.00	2	0.18
28	4	0.15	2	0.11	2	0.24	0	0.00	1	0.69	0	0.00	3	0.28
29	8	0.30	5	0.27	3	0.37	1	0.14	0	0.00	3	0.43	4	0.37
30	46	1.74	29	1.59	17	2.07	12	1.70	1	0.69	10	1.45	22	2.02

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	8	0.30	5	0.27	3	0.37	0	0.00	0	0.00	2	0.29	6	0.55
32	11	0.42	9	0.49	2	0.24	2	0.28	1	0.69	2	0.29	6	0.55
33	14	0.53	9	0.49	5	0.61	3	0.42	2	1.38	4	0.58	5	0.46
34	17	0.64	12	0.66	5	0.61	5	0.71	3	2.07	1	0.14	8	0.74
35	18	0.68	11	0.60	7	0.85	5	0.71	1	0.69	4	0.58	8	0.74
36	20	0.76	14	0.77	6	0.73	3	0.42	2	1.38	4	0.58	11	1.01
37	30	1.14	19	1.04	11	1.34	7	0.99	1	0.69	7	1.01	15	1.38
38	33	1.25	16	0.88	17	2.07	6	0.85	2	1.38	10	1.45	15	1.38
39	53	2.01	33	1.81	20	2.44	13	1.84	3	2.07	8	1.16	29	2.67
40	59	2.23	36	1.98	23	2.80	12	1.70	5	3.45	12	1.74	30	2.76
41	38	1.44	21	1.15	17	2.07	9	1.27	2	1.38	5	0.72	21	1.93
42	62	2.35	49	2.69	13	1.59	15	2.12	9	6.21	12	1.74	26	2.39
43	64	2.42	40	2.20	24	2.93	12	1.70	2	1.38	16	2.32	34	3.13
44	100	3.79	72	3.96	28	3.41	21	2.97	3	2.07	27	3.91	48	4.41
45	131	4.96	81	4.45	50	6.10	33	4.67	10	6.90	32	4.63	56	5.15
46	169	6.40	106	5.82	63	7.68	43	6.09	5	3.45	35	5.07	85	7.81
47	215	8.14	152	8.35	63	7.68	55	7.79	8	5.52	47	6.80	105	9.65
48	1451	54.96	1034	56.81	417	50.85	424	60.06	80	55.17	429	62.08	512	47.06

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

**Table 7-19. 2009–10 NYSAA: Raw Score
Frequency Distributions—Mathematics, Grade 6**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	1	0.04	1	0.06	0	0.00	1	0.15	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	2	0.08	1	0.06	1	0.12	0	0.00	0	0.00	1	0.15	1	0.09
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	2	0.08	2	0.11	0	0.00	0	0.00	1	0.68	1	0.15	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	1	0.04	0	0.00	1	0.12	0	0.00	0	0.00	1	0.15	0	0.00
15	3	0.11	3	0.17	0	0.00	2	0.29	0	0.00	0	0.00	1	0.09
16	6	0.23	6	0.33	0	0.00	1	0.15	1	0.68	3	0.46	1	0.09
17	4	0.15	4	0.22	0	0.00	1	0.15	0	0.00	2	0.31	1	0.09
18	6	0.23	6	0.33	0	0.00	2	0.29	0	0.00	2	0.31	2	0.17
19	3	0.11	3	0.17	0	0.00	0	0.00	0	0.00	0	0.00	3	0.26
20	7	0.26	2	0.11	5	0.58	3	0.44	0	0.00	1	0.15	3	0.26
21	10	0.38	7	0.39	3	0.35	0	0.00	2	1.37	4	0.62	4	0.34
22	8	0.30	6	0.33	2	0.23	2	0.29	0	0.00	3	0.46	3	0.26
23	12	0.45	10	0.56	2	0.23	1	0.15	0	0.00	5	0.77	6	0.52
24	61	2.30	42	2.34	19	2.20	20	2.94	2	1.37	24	3.70	15	1.29
25	2	0.08	1	0.06	1	0.12	1	0.15	0	0.00	1	0.15	0	0.00
26	7	0.26	4	0.22	3	0.35	1	0.15	0	0.00	1	0.15	5	0.43
27	9	0.34	8	0.45	1	0.12	2	0.29	0	0.00	2	0.31	5	0.43
28	4	0.15	3	0.17	1	0.12	0	0.00	0	0.00	0	0.00	4	0.34
29	4	0.15	4	0.22	0	0.00	0	0.00	1	0.68	0	0.00	3	0.26
30	73	2.75	39	2.18	34	3.93	15	2.20	3	2.05	15	2.31	40	3.44

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	19	0.72	14	0.78	5	0.58	5	0.73	0	0.00	4	0.62	10	0.86
32	23	0.87	18	1.00	5	0.58	9	1.32	0	0.00	6	0.92	8	0.69
33	27	1.02	14	0.78	13	1.50	8	1.17	0	0.00	4	0.62	15	1.29
34	22	0.83	17	0.95	5	0.58	2	0.29	1	0.68	9	1.39	10	0.86
35	29	1.09	21	1.17	8	0.92	7	1.03	1	0.68	5	0.77	16	1.38
36	28	1.05	15	0.84	13	1.50	3	0.44	0	0.00	12	1.85	12	1.03
37	37	1.39	24	1.34	13	1.50	9	1.32	3	2.05	6	0.92	18	1.55
38	46	1.73	32	1.79	14	1.62	11	1.62	3	2.05	8	1.23	24	2.06
39	62	2.33	47	2.62	15	1.73	16	2.35	2	1.37	12	1.85	31	2.67
40	52	1.96	39	2.18	13	1.50	12	1.76	3	2.05	11	1.69	26	2.24
41	53	1.99	37	2.06	16	1.85	12	1.76	4	2.74	11	1.69	26	2.24
42	97	3.65	72	4.02	25	2.89	27	3.96	5	3.42	21	3.24	44	3.78
43	75	2.82	51	2.85	24	2.77	21	3.08	2	1.37	15	2.31	37	3.18
44	102	3.84	66	3.68	36	4.16	24	3.52	5	3.42	22	3.39	49	4.21
45	126	4.74	89	4.97	37	4.28	31	4.55	5	3.42	26	4.01	64	5.50
46	167	6.29	107	5.97	60	6.94	35	5.14	13	8.90	33	5.08	85	7.31
47	188	7.08	120	6.70	68	7.86	39	5.73	13	8.90	36	5.55	97	8.34
48	1279	48.14	857	47.82	422	48.79	358	52.57	76	52.05	342	52.70	494	42.48

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

**Table 7-20. 2009–10 NYSAA: Raw Score
Frequency Distributions—Mathematics, Grade 7**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	2	0.08	1	0.06	1	0.12	0	0.00	0	0.00	2	0.35	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.18	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	1	0.04	0	0.00	1	0.12	1	0.16	0	0.00	0	0.00	0	0.00
15	10	0.41	7	0.43	3	0.37	3	0.47	0	0.00	0	0.00	7	0.64
16	5	0.20	1	0.06	4	0.49	0	0.00	1	0.74	1	0.18	2	0.18
17	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
18	4	0.16	1	0.06	3	0.37	1	0.16	1	0.74	0	0.00	2	0.18
19	4	0.16	2	0.12	2	0.25	2	0.31	0	0.00	1	0.18	1	0.09
20	4	0.16	1	0.06	3	0.37	2	0.31	0	0.00	1	0.18	1	0.09
21	9	0.37	5	0.30	4	0.49	2	0.31	0	0.00	5	0.88	2	0.18
22	12	0.49	9	0.55	3	0.37	2	0.31	1	0.74	1	0.18	8	0.73
23	8	0.33	4	0.24	4	0.49	2	0.31	2	1.47	0	0.00	4	0.37
24	46	1.87	30	1.83	16	1.96	12	1.88	8	5.88	10	1.76	15	1.38
25	2	0.08	1	0.06	1	0.12	0	0.00	0	0.00	0	0.00	2	0.18
26	2	0.08	1	0.06	1	0.12	1	0.16	0	0.00	0	0.00	1	0.09
27	6	0.24	3	0.18	3	0.37	4	0.63	1	0.74	0	0.00	1	0.09
28	6	0.24	3	0.18	3	0.37	1	0.16	1	0.74	2	0.35	2	0.18
29	9	0.37	7	0.43	2	0.25	1	0.16	0	0.00	2	0.35	6	0.55
30	63	2.56	36	2.19	27	3.31	14	2.19	3	2.21	6	1.05	39	3.58

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	17	0.69	13	0.79	4	0.49	4	0.63	0	0.00	1	0.18	12	1.10
32	9	0.37	8	0.49	1	0.12	3	0.47	0	0.00	2	0.35	4	0.37
33	17	0.69	8	0.49	9	1.10	4	0.63	0	0.00	2	0.35	11	1.01
34	22	0.89	13	0.79	9	1.10	5	0.78	0	0.00	3	0.53	14	1.29
35	17	0.69	10	0.61	7	0.86	5	0.78	0	0.00	4	0.70	8	0.73
36	26	1.06	18	1.10	8	0.98	6	0.94	4	2.94	1	0.18	15	1.38
37	19	0.77	12	0.73	7	0.86	7	1.10	1	0.74	3	0.53	8	0.73
38	29	1.18	21	1.28	8	0.98	6	0.94	1	0.74	5	0.88	16	1.47
39	66	2.68	47	2.86	19	2.33	15	2.35	4	2.94	5	0.88	42	3.86
40	65	2.64	47	2.86	18	2.21	18	2.82	5	3.68	15	2.64	26	2.39
41	39	1.59	29	1.77	10	1.23	7	1.10	5	3.68	10	1.76	17	1.56
42	78	3.17	46	2.80	32	3.92	18	2.82	2	1.47	15	2.64	43	3.95
43	63	2.56	43	2.62	20	2.45	9	1.41	5	3.68	13	2.28	36	3.31
44	82	3.33	54	3.29	28	3.43	23	3.60	1	0.74	16	2.81	40	3.67
45	124	5.04	82	4.99	42	5.15	28	4.38	5	3.68	25	4.39	64	5.88
46	175	7.12	112	6.82	63	7.72	39	6.10	11	8.09	43	7.56	81	7.44
47	209	8.50	152	9.25	57	6.99	62	9.70	11	8.09	42	7.38	92	8.45
48	1208	49.13	815	49.60	393	48.16	332	51.96	63	46.32	332	58.35	467	42.88

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

**Table 7-21. 2009–10 NYSAA: Raw Score
Frequency Distributions—Mathematics, Grade 8**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	3	0.11	2	0.12	1	0.11	1	0.15	0	0.00	0	0.00	2	0.17
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	2	0.08	1	0.06	1	0.11	1	0.15	0	0.00	0	0.00	1	0.09
15	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	0	0.00	1	0.09
16	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.16	0	0.00
17	8	0.31	3	0.18	5	0.55	0	0.00	0	0.00	3	0.47	5	0.44
18	2	0.08	1	0.06	1	0.11	1	0.15	0	0.00	1	0.16	0	0.00
19	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
20	5	0.19	3	0.18	2	0.22	1	0.15	1	0.78	0	0.00	3	0.26
21	16	0.61	9	0.53	7	0.76	5	0.74	0	0.00	5	0.78	6	0.52
22	11	0.42	7	0.41	4	0.44	2	0.30	0	0.00	1	0.16	8	0.70
23	17	0.65	10	0.59	7	0.76	6	0.89	1	0.78	4	0.63	6	0.52
24	76	2.91	48	2.83	28	3.05	17	2.53	3	2.34	31	4.84	25	2.18
25	3	0.11	2	0.12	1	0.11	1	0.15	1	0.78	0	0.00	1	0.09
26	7	0.27	6	0.35	1	0.11	1	0.15	0	0.00	2	0.31	4	0.35
27	5	0.19	3	0.18	2	0.22	0	0.00	0	0.00	1	0.16	4	0.35
28	6	0.23	3	0.18	3	0.33	0	0.00	1	0.78	4	0.63	1	0.09
29	3	0.11	1	0.06	2	0.22	0	0.00	0	0.00	0	0.00	3	0.26
30	48	1.84	29	1.71	19	2.07	8	1.19	0	0.00	10	1.56	30	2.62

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	4	0.15	2	0.12	2	0.22	1	0.15	0	0.00	1	0.16	2	0.17
32	12	0.46	7	0.41	5	0.55	3	0.45	0	0.00	3	0.47	6	0.52
33	20	0.77	12	0.71	8	0.87	3	0.45	0	0.00	3	0.47	14	1.22
34	16	0.61	11	0.65	5	0.55	5	0.74	0	0.00	2	0.31	9	0.79
35	16	0.61	11	0.65	5	0.55	3	0.45	2	1.56	4	0.63	7	0.61
36	36	1.38	27	1.59	9	0.98	7	1.04	3	2.34	6	0.94	19	1.66
37	20	0.77	12	0.71	8	0.87	2	0.30	3	2.34	2	0.31	13	1.14
38	36	1.38	22	1.30	14	1.53	6	0.89	3	2.34	6	0.94	21	1.83
39	54	2.07	36	2.13	18	1.96	13	1.93	2	1.56	10	1.56	25	2.18
40	50	1.91	38	2.24	12	1.31	15	2.23	1	0.78	14	2.19	19	1.66
41	48	1.84	30	1.77	18	1.96	15	2.23	3	2.34	12	1.88	18	1.57
42	85	3.26	55	3.25	30	3.27	19	2.83	5	3.91	24	3.75	36	3.14
43	90	3.45	58	3.42	32	3.49	28	4.17	4	3.13	19	2.97	38	3.32
44	105	4.02	65	3.84	40	4.36	27	4.02	3	2.34	23	3.59	52	4.54
45	131	5.02	83	4.90	48	5.23	38	5.65	5	3.91	27	4.22	60	5.24
46	173	6.63	110	6.49	63	6.87	43	6.40	6	4.69	43	6.72	80	6.99
47	207	7.93	130	7.67	77	8.40	51	7.59	13	10.16	43	6.72	99	8.65
48	1293	49.52	855	50.47	438	47.76	349	51.93	68	53.13	335	52.34	526	45.94

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

**Table 7-22. 2009–10 NYSAA: Raw Score
Frequency Distributions—Mathematics, High School**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	1	0.03	0	0.00	1	0.10	0	0.00	0	0.00	0	0.00	1	0.08
8	1	0.03	1	0.05	0	0.00	0	0.00	0	0.00	1	0.15	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.03	0	0.00	1	0.10	0	0.00	0	0.00	0	0.00	1	0.08
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	2	0.07	1	0.05	1	0.10	0	0.00	0	0.00	1	0.15	1	0.08
13	1	0.03	0	0.00	1	0.10	0	0.00	0	0.00	0	0.00	1	0.08
14	2	0.07	1	0.05	1	0.10	0	0.00	1	0.63	1	0.15	0	0.00
15	3	0.10	1	0.05	2	0.20	1	0.12	0	0.00	0	0.00	2	0.16
16	2	0.07	0	0.00	2	0.20	1	0.12	0	0.00	0	0.00	1	0.08
17	1	0.03	0	0.00	1	0.10	0	0.00	0	0.00	1	0.15	0	0.00
18	8	0.28	5	0.27	3	0.30	1	0.12	1	0.63	2	0.30	4	0.33
19	8	0.28	4	0.22	4	0.40	1	0.12	1	0.63	2	0.30	4	0.33
20	7	0.24	4	0.22	3	0.30	0	0.00	0	0.00	0	0.00	7	0.58
21	10	0.35	7	0.38	3	0.30	3	0.37	0	0.00	2	0.30	5	0.41
22	11	0.38	7	0.38	4	0.40	2	0.25	0	0.00	1	0.15	8	0.66
23	16	0.56	10	0.54	6	0.60	4	0.50	0	0.00	4	0.61	8	0.66
24	78	2.72	47	2.53	31	3.08	18	2.24	5	3.14	12	1.82	42	3.46
25	2	0.07	1	0.05	1	0.10	0	0.00	0	0.00	0	0.00	2	0.16
26	3	0.10	1	0.05	2	0.20	1	0.12	1	0.63	0	0.00	1	0.08
27	7	0.24	4	0.22	3	0.30	3	0.37	0	0.00	1	0.15	3	0.25
28	9	0.31	6	0.32	3	0.30	2	0.25	0	0.00	1	0.15	6	0.49
29	11	0.38	8	0.43	3	0.30	2	0.25	0	0.00	4	0.61	5	0.41
30	58	2.03	38	2.05	20	1.98	14	1.74	5	3.14	4	0.61	35	2.88

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	14	0.49	8	0.43	6	0.60	4	0.50	0	0.00	1	0.15	9	0.74
32	12	0.42	9	0.48	3	0.30	5	0.62	1	0.63	3	0.45	3	0.25
33	36	1.26	21	1.13	15	1.49	4	0.50	5	3.14	8	1.21	18	1.48
34	29	1.01	19	1.02	10	0.99	11	1.37	2	1.26	9	1.36	7	0.58
35	28	0.98	18	0.97	10	0.99	7	0.87	0	0.00	8	1.21	13	1.07
36	41	1.43	31	1.67	10	0.99	11	1.37	2	1.26	6	0.91	22	1.81
37	31	1.08	17	0.92	14	1.39	6	0.75	2	1.26	6	0.91	16	1.32
38	48	1.68	27	1.45	21	2.08	15	1.87	2	1.26	6	0.91	25	2.06
39	72	2.51	55	2.96	17	1.69	22	2.74	2	1.26	13	1.97	35	2.88
40	62	2.16	40	2.16	22	2.18	15	1.87	3	1.89	17	2.57	26	2.14
41	65	2.27	46	2.48	19	1.88	20	2.49	6	3.77	16	2.42	22	1.81
42	115	4.02	72	3.88	43	4.27	35	4.36	7	4.40	27	4.08	45	3.70
43	82	2.86	45	2.42	37	3.67	18	2.24	3	1.89	14	2.12	45	3.70
44	145	5.06	88	4.74	57	5.65	27	3.36	6	3.77	35	5.30	75	6.17
45	166	5.80	112	6.03	54	5.36	45	5.60	9	5.66	38	5.75	74	6.09
46	214	7.47	130	7.00	84	8.33	72	8.97	7	4.40	52	7.87	81	6.67
47	232	8.10	154	8.30	78	7.74	65	8.09	13	8.18	46	6.96	100	8.23
48	1230	42.95	818	44.07	412	40.87	368	45.83	75	47.17	319	48.26	462	38.02

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

**Table 7-23. 2009–10 NYSAA: Raw Score
Frequency Distributions—Science, Grade 4**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	1	0.04	1	0.05	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
13	1	0.04	1	0.05	0	0.00	0	0.00	0	0.00	1	0.15	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
16	2	0.08	1	0.05	1	0.13	1	0.14	0	0.00	1	0.15	0	0.00
17	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
18	2	0.08	1	0.05	1	0.13	0	0.00	0	0.00	0	0.00	2	0.19
19	3	0.11	3	0.16	0	0.00	1	0.14	1	0.65	0	0.00	1	0.09
20	2	0.08	1	0.05	1	0.13	0	0.00	0	0.00	2	0.30	0	0.00
21	1	0.04	1	0.05	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
22	2	0.08	2	0.11	0	0.00	1	0.14	0	0.00	0	0.00	1	0.09
23	1	0.04	0	0.00	1	0.13	1	0.14	0	0.00	0	0.00	0	0.00
24	35	1.34	28	1.54	7	0.88	11	1.53	2	1.30	11	1.67	11	1.04
25	2	0.08	1	0.05	1	0.13	0	0.00	0	0.00	0	0.00	2	0.19
26	1	0.04	0	0.00	1	0.13	1	0.14	0	0.00	0	0.00	0	0.00
27	1	0.04	1	0.05	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
28	5	0.19	3	0.16	2	0.25	0	0.00	0	0.00	1	0.15	4	0.38
29	4	0.15	2	0.11	2	0.25	2	0.28	0	0.00	0	0.00	2	0.19
30	43	1.64	27	1.48	16	2.02	13	1.81	2	1.30	11	1.67	17	1.60

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	9	0.34	4	0.22	5	0.63	3	0.42	0	0.00	1	0.15	5	0.47
32	16	0.61	9	0.49	7	0.88	5	0.70	0	0.00	2	0.30	9	0.85
33	6	0.23	4	0.22	2	0.25	0	0.00	1	0.65	2	0.30	3	0.28
34	12	0.46	9	0.49	3	0.38	4	0.56	1	0.65	1	0.15	6	0.56
35	22	0.84	18	0.99	4	0.51	7	0.97	2	1.30	4	0.61	9	0.85
36	24	0.92	16	0.88	8	1.01	3	0.42	0	0.00	6	0.91	15	1.41
37	19	0.73	12	0.66	7	0.88	2	0.28	4	2.60	1	0.15	12	1.13
38	40	1.53	26	1.43	14	1.77	7	0.97	3	1.95	8	1.21	21	1.98
39	52	1.99	37	2.03	15	1.89	11	1.53	3	1.95	12	1.82	26	2.45
40	50	1.91	31	1.70	19	2.40	15	2.09	4	2.60	8	1.21	22	2.07
41	54	2.07	33	1.81	21	2.65	10	1.39	3	1.95	12	1.82	28	2.64
42	84	3.21	59	3.24	25	3.16	18	2.51	5	3.25	22	3.33	39	3.67
43	57	2.18	41	2.25	16	2.02	17	2.37	1	0.65	4	0.61	35	3.30
44	84	3.21	58	3.18	26	3.28	19	2.65	3	1.95	25	3.79	37	3.48
45	118	4.51	85	4.67	33	4.17	24	3.34	10	6.49	20	3.03	64	6.03
46	141	5.39	102	5.60	39	4.92	32	4.46	8	5.19	39	5.91	61	5.74
47	170	6.50	122	6.70	48	6.06	51	7.10	7	4.55	40	6.06	69	6.50
48	1550	59.30	1083	59.44	467	58.96	457	63.65	94	61.04	426	64.55	560	52.73

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

**Table 7-24. 2009–10 NYSAA: Raw Score
Frequency Distributions—Science, Grade 8**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	1	0.04	0	0.00	1	0.11	1	0.15	0	0.00	0	0.00	0	0.00
7	1	0.04	0	0.00	1	0.11	0	0.00	0	0.00	1	0.16	0	0.00
8	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.16	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	5	0.19	2	0.12	3	0.33	1	0.15	2	1.56	2	0.31	0	0.00
15	2	0.08	1	0.06	1	0.11	0	0.00	0	0.00	1	0.16	1	0.09
16	2	0.08	2	0.12	0	0.00	1	0.15	0	0.00	1	0.16	0	0.00
17	7	0.27	3	0.18	4	0.44	1	0.15	0	0.00	3	0.47	2	0.18
18	4	0.15	3	0.18	1	0.11	3	0.45	0	0.00	0	0.00	1	0.09
19	2	0.08	1	0.06	1	0.11	0	0.00	0	0.00	0	0.00	2	0.18
20	2	0.08	1	0.06	1	0.11	0	0.00	1	0.78	1	0.16	0	0.00
21	11	0.42	7	0.41	4	0.44	2	0.30	0	0.00	2	0.31	6	0.53
22	13	0.50	11	0.65	2	0.22	2	0.30	4	3.13	3	0.47	4	0.35
23	15	0.58	12	0.71	3	0.33	4	0.60	0	0.00	5	0.78	6	0.53
24	67	2.57	41	2.42	26	2.84	24	3.58	3	2.34	18	2.80	21	1.84
25	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	1	0.16	0	0.00
26	3	0.12	2	0.12	1	0.11	0	0.00	1	0.78	0	0.00	2	0.18
27	4	0.15	3	0.18	1	0.11	2	0.30	0	0.00	0	0.00	2	0.18
28	3	0.12	0	0.00	3	0.33	0	0.00	2	1.56	0	0.00	1	0.09
29	2	0.08	1	0.06	1	0.11	1	0.15	0	0.00	0	0.00	1	0.09
30	52	1.99	30	1.77	22	2.40	8	1.19	1	0.78	10	1.56	33	2.89

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	11	0.42	9	0.53	2	0.22	4	0.60	0	0.00	1	0.16	6	0.53
32	16	0.61	11	0.65	5	0.55	4	0.60	0	0.00	5	0.78	7	0.61
33	14	0.54	5	0.30	9	0.98	1	0.15	0	0.00	5	0.78	8	0.70
34	15	0.58	11	0.65	4	0.44	3	0.45	0	0.00	4	0.62	8	0.70
35	19	0.73	12	0.71	7	0.77	6	0.90	0	0.00	4	0.62	8	0.70
36	33	1.27	18	1.06	15	1.64	7	1.04	1	0.78	3	0.47	22	1.93
37	15	0.58	11	0.65	4	0.44	4	0.60	1	0.78	4	0.62	6	0.53
38	24	0.92	15	0.89	9	0.98	6	0.90	2	1.56	3	0.47	13	1.14
39	43	1.65	31	1.83	12	1.31	11	1.64	3	2.34	9	1.40	20	1.75
40	44	1.69	32	1.89	12	1.31	11	1.64	0	0.00	13	2.02	18	1.58
41	42	1.61	29	1.71	13	1.42	13	1.94	0	0.00	12	1.87	17	1.49
42	68	2.61	43	2.54	25	2.73	20	2.99	3	2.34	11	1.71	34	2.98
43	82	3.15	53	3.13	29	3.17	12	1.79	0	0.00	25	3.89	45	3.94
44	96	3.68	60	3.55	36	3.93	19	2.84	7	5.47	17	2.65	50	4.38
45	147	5.64	93	5.50	54	5.90	37	5.52	4	3.13	28	4.36	76	6.66
46	146	5.60	98	5.79	48	5.25	35	5.22	8	6.25	30	4.67	72	6.31
47	201	7.71	130	7.68	71	7.76	53	7.91	13	10.16	48	7.48	85	7.45
48	1393	53.43	909	53.72	484	52.90	374	55.82	72	56.25	371	57.79	564	49.43

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

**Table 7-25. 2009–10 NYSAA: Raw Score
Frequency Distributions—Science, High School**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.03	0	0.00	1	0.10	0	0.00	1	0.63	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	4	0.14	1	0.05	3	0.30	1	0.12	0	0.00	2	0.30	1	0.08
13	1	0.03	0	0.00	1	0.10	0	0.00	0	0.00	0	0.00	1	0.08
14	1	0.03	0	0.00	1	0.10	1	0.12	0	0.00	0	0.00	0	0.00
15	2	0.07	1	0.05	1	0.10	1	0.12	0	0.00	0	0.00	1	0.08
16	3	0.10	1	0.05	2	0.20	0	0.00	0	0.00	0	0.00	3	0.25
17	4	0.14	3	0.16	1	0.10	0	0.00	0	0.00	2	0.30	2	0.16
18	5	0.17	5	0.27	0	0.00	3	0.37	0	0.00	0	0.00	2	0.16
19	5	0.17	2	0.11	3	0.30	1	0.12	0	0.00	1	0.15	3	0.25
20	3	0.10	3	0.16	0	0.00	1	0.12	0	0.00	1	0.15	1	0.08
21	9	0.31	5	0.27	4	0.40	1	0.12	0	0.00	2	0.30	6	0.49
22	8	0.28	6	0.32	2	0.20	1	0.12	0	0.00	4	0.61	3	0.25
23	15	0.52	13	0.70	2	0.20	9	1.12	0	0.00	4	0.61	2	0.16
24	76	2.66	48	2.60	28	2.77	25	3.12	11	6.96	20	3.04	19	1.56
25	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
26	3	0.10	1	0.05	2	0.20	2	0.25	0	0.00	1	0.15	0	0.00
27	4	0.14	1	0.05	3	0.30	0	0.00	1	0.63	1	0.15	2	0.16
28	1	0.03	1	0.05	0	0.00	0	0.00	0	0.00	0	0.00	1	0.08
29	3	0.10	2	0.11	1	0.10	1	0.12	0	0.00	0	0.00	2	0.16
30	44	1.54	25	1.35	19	1.88	9	1.12	2	1.27	4	0.61	28	2.30

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	7	0.24	5	0.27	2	0.20	2	0.25	1	0.63	1	0.15	3	0.25
32	13	0.45	6	0.32	7	0.69	4	0.50	2	1.27	1	0.15	6	0.49
33	17	0.59	12	0.65	5	0.50	5	0.62	1	0.63	3	0.46	8	0.66
34	23	0.80	12	0.65	11	1.09	5	0.62	4	2.53	5	0.76	9	0.74
35	14	0.49	9	0.49	5	0.50	4	0.50	1	0.63	4	0.61	5	0.41
36	37	1.29	27	1.46	10	0.99	10	1.25	3	1.90	10	1.52	14	1.15
37	24	0.84	19	1.03	5	0.50	7	0.87	0	0.00	6	0.91	11	0.90
38	39	1.36	24	1.30	15	1.49	9	1.12	1	0.63	9	1.37	20	1.64
39	46	1.61	28	1.51	18	1.78	12	1.50	3	1.90	6	0.91	24	1.97
40	55	1.92	35	1.89	20	1.98	15	1.87	0	0.00	14	2.13	26	2.14
41	65	2.27	45	2.43	20	1.98	18	2.25	2	1.27	11	1.67	34	2.79
42	104	3.64	63	3.41	41	4.06	25	3.12	4	2.53	23	3.50	51	4.19
43	92	3.22	58	3.14	34	3.37	17	2.12	5	3.16	22	3.35	46	3.78
44	127	4.44	84	4.54	43	4.26	29	3.62	5	3.16	24	3.65	68	5.59
45	159	5.56	105	5.68	54	5.35	41	5.12	7	4.43	36	5.48	72	5.92
46	229	8.01	134	7.25	95	9.41	62	7.74	17	10.76	57	8.68	91	7.48
47	223	7.80	140	7.57	83	8.22	63	7.87	19	12.03	47	7.15	92	7.56
48	1393	48.72	925	50.03	468	46.34	417	52.06	68	43.04	336	51.14	560	46.01

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

**Table 7-26. 2009–10 NYSAA: Raw Score
Frequency Distributions—Social Studies, Grade 5**

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	1	0.04	1	0.06	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
11	1	0.04	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00	1	0.09
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
13	1	0.04	0	0.00	1	0.12	1	0.14	0	0.00	0	0.00	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	2	0.08	1	0.06	1	0.12	1	0.14	0	0.00	0	0.00	1	0.09
16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
17	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
18	1	0.04	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00	1	0.09
19	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
20	5	0.19	3	0.17	2	0.25	1	0.14	0	0.00	0	0.00	4	0.37
21	5	0.19	5	0.28	0	0.00	2	0.29	1	0.68	1	0.15	1	0.09
22	3	0.11	2	0.11	1	0.12	1	0.14	0	0.00	0	0.00	2	0.18
23	13	0.50	8	0.44	5	0.61	6	0.86	0	0.00	3	0.44	4	0.37
24	77	2.93	53	2.92	24	2.95	25	3.59	2	1.36	28	4.08	22	2.03
25	1	0.04	1	0.06	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00
26	4	0.15	2	0.11	2	0.25	2	0.29	1	0.68	1	0.15	0	0.00
27	5	0.19	3	0.17	2	0.25	1	0.14	0	0.00	1	0.15	3	0.28
28	5	0.19	4	0.22	1	0.12	1	0.14	0	0.00	4	0.58	0	0.00
29	6	0.23	3	0.17	3	0.37	2	0.29	0	0.00	1	0.15	3	0.28
30	40	1.52	26	1.43	14	1.72	9	1.29	2	1.36	6	0.87	23	2.12

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	10	0.38	8	0.44	2	0.25	2	0.29	1	0.68	2	0.29	5	0.46
32	16	0.61	12	0.66	4	0.49	5	0.72	2	1.36	4	0.58	5	0.46
33	20	0.76	15	0.83	5	0.61	4	0.57	2	1.36	4	0.58	10	0.92
34	12	0.46	11	0.61	1	0.12	2	0.29	0	0.00	2	0.29	8	0.74
35	13	0.50	10	0.55	3	0.37	5	0.72	1	0.68	2	0.29	5	0.46
36	40	1.52	30	1.66	10	1.23	12	1.72	1	0.68	6	0.87	21	1.94
37	22	0.84	16	0.88	6	0.74	2	0.29	1	0.68	5	0.73	14	1.29
38	31	1.18	18	0.99	13	1.60	8	1.15	1	0.68	7	1.02	15	1.38
39	62	2.36	39	2.15	23	2.83	12	1.72	4	2.72	12	1.75	34	3.14
40	55	2.09	36	1.99	19	2.33	12	1.72	7	4.76	12	1.75	23	2.12
41	35	1.33	19	1.05	16	1.97	8	1.15	1	0.68	12	1.75	13	1.20
42	97	3.69	56	3.09	41	5.04	21	3.01	11	7.48	14	2.04	51	4.70
43	45	1.71	30	1.66	15	1.84	11	1.58	2	1.36	13	1.89	19	1.75
44	102	3.88	73	4.03	29	3.56	22	3.16	5	3.40	36	5.24	39	3.60
45	128	4.87	93	5.13	35	4.30	24	3.44	7	4.76	27	3.93	70	6.46
46	132	5.03	93	5.13	39	4.79	34	4.88	7	4.76	33	4.80	58	5.35
47	158	6.02	108	5.96	50	6.14	42	6.03	7	4.76	40	5.82	69	6.37
48	1478	56.28	1033	57.01	445	54.67	417	59.83	81	55.10	411	59.83	560	51.66

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

**Table 7-27. 2009–10 NYSAA: Raw Score
Frequency Distributions—Social Studies, Grade 8**

<i>Raw Score</i>	<i>All Students</i>		<i>Male</i>		<i>Female</i>		<i>Black</i>		<i>Asian</i>		<i>Hispanic</i>		<i>White</i>	
	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	2	0.08	2	0.12	0	0.00	1	0.15	0	0.00	0	0.00	1	0.09
13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	4	0.15	2	0.12	2	0.22	1	0.15	0	0.00	2	0.31	1	0.09
16	2	0.08	2	0.12	0	0.00	1	0.15	0	0.00	1	0.16	0	0.00
17	1	0.04	1	0.06	0	0.00	0	0.00	0	0.00	0	0.00	1	0.09
18	7	0.27	2	0.12	5	0.55	1	0.15	0	0.00	1	0.16	4	0.35
19	5	0.19	4	0.24	1	0.11	2	0.30	0	0.00	1	0.16	2	0.18
20	3	0.12	1	0.06	2	0.22	1	0.15	0	0.00	0	0.00	2	0.18
21	5	0.19	2	0.12	3	0.33	0	0.00	0	0.00	4	0.62	1	0.09
22	12	0.46	8	0.47	4	0.44	2	0.30	1	0.78	1	0.16	8	0.70
23	5	0.19	1	0.06	4	0.44	0	0.00	1	0.78	2	0.31	2	0.18
24	62	2.38	42	2.48	20	2.19	16	2.39	2	1.56	18	2.80	26	2.28
25	4	0.15	2	0.12	2	0.22	0	0.00	0	0.00	1	0.16	3	0.26
26	6	0.23	4	0.24	2	0.22	2	0.30	0	0.00	0	0.00	4	0.35
27	3	0.12	1	0.06	2	0.22	0	0.00	0	0.00	2	0.31	1	0.09
28	8	0.31	2	0.12	6	0.66	2	0.30	2	1.56	2	0.31	2	0.18
29	6	0.23	3	0.18	3	0.33	0	0.00	0	0.00	3	0.47	2	0.18
30	68	2.61	45	2.66	23	2.52	10	1.49	1	0.78	11	1.71	46	4.04

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	11	0.42	10	0.59	1	0.11	1	0.15	0	0.00	3	0.47	7	0.61
32	9	0.35	7	0.41	2	0.22	2	0.30	1	0.78	0	0.00	6	0.53
33	24	0.92	17	1.01	7	0.77	5	0.75	1	0.78	4	0.62	13	1.14
34	11	0.42	7	0.41	4	0.44	4	0.60	0	0.00	2	0.31	5	0.44
35	23	0.88	17	1.01	6	0.66	8	1.20	1	0.78	5	0.78	9	0.79
36	35	1.34	23	1.36	12	1.31	10	1.49	0	0.00	13	2.02	12	1.05
37	26	1.00	15	0.89	11	1.20	10	1.49	1	0.78	1	0.16	14	1.23
38	24	0.92	13	0.77	11	1.20	7	1.05	3	2.34	2	0.31	12	1.05
39	54	2.07	35	2.07	19	2.08	8	1.20	1	0.78	10	1.56	34	2.99
40	53	2.03	35	2.07	18	1.97	14	2.09	2	1.56	9	1.40	28	2.46
41	55	2.11	33	1.95	22	2.41	11	1.64	4	3.13	14	2.18	26	2.28
42	102	3.92	68	4.02	34	3.72	28	4.19	6	4.69	18	2.80	49	4.30
43	72	2.76	52	3.08	20	2.19	19	2.84	4	3.13	16	2.49	32	2.81
44	88	3.38	63	3.73	25	2.74	23	3.44	2	1.56	21	3.27	42	3.69
45	127	4.88	77	4.55	50	5.47	26	3.89	4	3.13	25	3.89	67	5.88
46	137	5.26	86	5.09	51	5.58	33	4.93	3	2.34	41	6.38	59	5.18
47	122	4.68	85	5.03	37	4.05	30	4.48	5	3.91	21	3.27	66	5.79
48	1429	54.86	924	54.64	505	55.25	391	58.45	83	64.84	389	60.50	552	48.46

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

**Table 7-28. 2009–10 NYSAA: Raw Score
Frequency Distributions—Social Studies, High School**

<i>Raw Score</i>	<i>All Students</i>		<i>Male</i>		<i>Female</i>		<i>Black</i>		<i>Asian</i>		<i>Hispanic</i>		<i>White</i>	
	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	1	0.03	0	0.00	1	0.10	0	0.00	0	0.00	0	0.00	1	0.08
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	1	0.03	1	0.05	0	0.00	0	0.00	0	0.00	0	0.00	1	0.08
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	2	0.07	0	0.00	2	0.20	0	0.00	0	0.00	2	0.30	0	0.00
13	1	0.03	1	0.05	0	0.00	0	0.00	0	0.00	1	0.15	0	0.00
14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
15	3	0.10	3	0.16	0	0.00	0	0.00	0	0.00	0	0.00	3	0.25
16	3	0.10	1	0.05	2	0.20	2	0.25	0	0.00	0	0.00	1	0.08
17	1	0.03	1	0.05	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00
18	5	0.17	1	0.05	4	0.40	1	0.12	0	0.00	2	0.30	2	0.16
19	2	0.07	2	0.11	0	0.00	1	0.12	0	0.00	0	0.00	1	0.08
20	4	0.14	2	0.11	2	0.20	1	0.12	0	0.00	0	0.00	3	0.25
21	10	0.35	6	0.32	4	0.40	2	0.25	0	0.00	2	0.30	6	0.49
22	8	0.28	6	0.32	2	0.20	2	0.25	1	0.63	0	0.00	5	0.41
23	17	0.59	12	0.65	5	0.50	3	0.37	1	0.63	7	1.07	6	0.49
24	54	1.89	33	1.78	21	2.09	14	1.75	5	3.14	12	1.83	23	1.89
25	4	0.14	1	0.05	3	0.30	1	0.12	0	0.00	0	0.00	3	0.25
26	2	0.07	0	0.00	2	0.20	0	0.00	0	0.00	0	0.00	2	0.16
27	5	0.17	4	0.22	1	0.10	1	0.12	1	0.63	0	0.00	3	0.25
28	8	0.28	5	0.27	3	0.30	2	0.25	2	1.26	0	0.00	4	0.33
29	4	0.14	3	0.16	1	0.10	0	0.00	1	0.63	2	0.30	1	0.08
30	55	1.92	31	1.67	24	2.39	13	1.62	2	1.26	5	0.76	34	2.80

continued

Raw Score	All Students		Male		Female		Black		Asian		Hispanic		White	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31	7	0.24	3	0.16	4	0.40	0	0.00	1	0.63	1	0.15	5	0.41
32	8	0.28	6	0.32	2	0.20	2	0.25	0	0.00	3	0.46	3	0.25
33	12	0.42	9	0.49	3	0.30	5	0.62	1	0.63	1	0.15	5	0.41
34	9	0.31	4	0.22	5	0.50	2	0.25	0	0.00	4	0.61	3	0.25
35	8	0.28	6	0.32	2	0.20	3	0.37	0	0.00	2	0.30	3	0.25
36	62	2.17	41	2.21	21	2.09	23	2.87	4	2.52	13	1.98	21	1.73
37	34	1.19	24	1.29	10	1.00	10	1.25	0	0.00	10	1.52	14	1.15
38	32	1.12	21	1.13	11	1.10	6	0.75	4	2.52	4	0.61	18	1.48
39	73	2.55	48	2.59	25	2.49	17	2.12	2	1.26	9	1.37	45	3.70
40	56	1.96	36	1.94	20	1.99	14	1.75	1	0.63	15	2.28	26	2.14
41	37	1.29	25	1.35	12	1.20	14	1.75	1	0.63	5	0.76	17	1.40
42	114	3.99	75	4.04	39	3.88	27	3.37	4	2.52	26	3.96	56	4.61
43	69	2.41	41	2.21	28	2.79	20	2.49	1	0.63	16	2.44	31	2.55
44	126	4.41	78	4.20	48	4.78	28	3.49	6	3.77	36	5.48	56	4.61
45	146	5.11	90	4.85	56	5.58	30	3.74	11	6.92	39	5.94	65	5.35
46	207	7.24	131	7.06	76	7.57	61	7.61	11	6.92	54	8.22	80	6.58
47	164	5.74	108	5.82	56	5.58	42	5.24	13	8.18	24	3.65	82	6.74
48	1505	52.64	996	53.69	509	50.70	454	56.61	86	54.09	362	55.10	587	48.27

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

7.4 Performance Level Frequency Distributions

Tables 7-29 through 7-32 show performance level frequency distributions for each grade and content area. Frequencies are shown for all students in the State, and they are also broken down by gender and ethnicity (Black, Asian, Hispanic, and White). (Note: Performance levels are abbreviated as NM: Not Meeting Learning Standards; PM: Partially Meeting Learning Standards; M: Meeting Learning Standards; and MD: Meeting Learning Standards with Distinction.) Ethnic groups with fewer than 25 students are not broken out in these tables.

Table 7-29. 2009–10 NYSAA: Performance Level Frequency Distributions—English Language Arts

Grade	Performance Level	All Students		Male		Female		Black		Asian		Hispanic		White	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3	NM	161	6.34	111	6.25	50	6.53	48	7.00	12	8.16	33	4.90	66	6.53
	PM	193	7.60	145	8.17	48	6.27	46	6.71	9	6.12	38	5.64	98	9.70
	M	383	15.07	279	15.72	104	13.58	112	16.33	23	15.65	91	13.50	152	15.05
	MD	1804	71.00	1240	69.86	564	73.63	480	69.97	103	70.07	512	75.96	694	68.71
4	NM	154	5.88	104	5.70	50	6.27	45	6.26	8	5.23	38	5.74	62	5.81
	PM	264	10.07	184	10.09	80	10.04	70	9.74	15	9.80	63	9.52	114	10.68
	M	420	16.02	291	15.95	129	16.19	89	12.38	30	19.61	89	13.44	210	19.68
	MD	1783	68.03	1245	68.26	538	67.50	515	71.63	100	65.36	472	71.30	681	63.82
5	NM	85	3.22	58	3.18	27	3.29	22	3.12	5	3.40	21	3.04	37	3.40
	PM	176	6.66	114	6.26	62	7.56	39	5.52	14	9.52	31	4.49	90	8.28
	M	751	28.43	510	27.99	241	29.39	174	24.65	46	31.29	187	27.06	343	31.55
	MD	1630	61.70	1140	62.57	490	59.76	471	66.71	82	55.78	452	65.41	617	56.76
6	NM	115	4.33	81	4.52	34	3.94	34	5.01	7	4.83	35	5.41	39	3.34
	PM	353	13.30	251	14.01	102	11.83	84	12.39	17	11.72	73	11.28	178	15.27
	M	521	19.63	342	19.08	179	20.77	133	19.62	31	21.38	95	14.68	258	22.13
	MD	1665	62.74	1118	62.39	547	63.46	427	62.98	90	62.07	444	68.62	691	59.26
7	NM	22	0.89	14	0.85	8	0.97	4	0.63	3	2.21	8	1.39	6	0.55
	PM	198	8.02	123	7.47	75	9.12	48	7.52	11	8.09	33	5.74	104	9.51
	M	301	12.19	205	12.45	96	11.68	80	12.54	16	11.76	58	10.09	144	13.16
	MD	1948	78.90	1305	79.23	643	78.22	506	79.31	106	77.94	476	82.78	840	76.78
8	NM	30	1.16	13	0.77	17	1.86	9	1.35	0	0.00	9	1.41	12	1.05
	PM	148	5.70	93	5.53	55	6.02	32	4.80	9	7.09	32	5.02	74	6.50
	M	364	14.02	243	14.45	121	13.24	81	12.14	16	12.60	70	10.99	192	16.86
	MD	2054	79.12	1333	79.25	721	78.88	545	81.71	102	80.31	526	82.57	861	75.59
High School	NM	109	3.81	68	3.67	41	4.06	27	3.38	5	3.16	31	4.69	45	3.69
	PM	155	5.41	90	4.86	65	6.44	32	4.00	10	6.33	25	3.78	87	7.14
	M	471	16.45	307	16.57	164	16.24	128	16.00	24	15.19	105	15.89	211	17.32
	MD	2128	74.33	1388	74.91	740	73.27	613	76.63	119	75.32	500	75.64	875	71.84

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

Table 7-30. 2009–10 NYSAA: Performance Level Frequency Distributions—Mathematics

Grade	Performance Level	All Students		Male		Female		Black		Asian		Hispanic		White	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3	NM	30	1.18	23	1.30	7	0.91	10	1.46	3	2.04	6	0.89	11	1.09
	PM	292	11.48	197	11.10	95	12.37	77	11.21	22	14.97	60	8.92	132	13.04
	M	670	26.35	470	26.48	200	26.04	173	25.18	29	19.73	149	22.14	313	30.93
	MD	1551	60.99	1085	61.13	466	60.68	427	62.15	93	63.27	458	68.05	556	54.94
4	NM	28	1.07	21	1.15	7	0.88	11	1.53	0	0.00	7	1.06	10	0.94
	PM	329	12.57	212	11.63	117	14.72	71	9.86	24	15.58	72	10.89	160	15.05
	M	760	29.03	524	28.74	236	29.69	205	28.47	41	26.62	165	24.96	343	32.27
	MD	1501	57.33	1066	58.48	435	54.72	433	60.14	89	57.79	417	63.09	550	51.74
5	NM	83	3.15	60	3.30	23	2.80	24	3.40	3	2.07	20	2.89	36	3.31
	PM	152	5.76	101	5.55	51	6.22	32	4.53	12	8.28	31	4.49	76	6.99
	M	738	27.97	472	25.95	266	32.44	171	24.22	42	28.97	164	23.73	358	32.93
	MD	1666	63.13	1186	65.20	480	58.54	479	67.85	88	60.69	476	68.89	617	56.76
6	NM	45	1.69	35	1.95	10	1.16	10	1.47	4	2.74	15	2.31	16	1.38
	PM	249	9.37	163	9.10	86	9.94	64	9.40	6	4.11	65	10.02	114	9.80
	M	603	22.69	421	23.49	182	21.04	144	21.15	29	19.86	132	20.34	293	25.19
	MD	1760	66.24	1173	65.46	587	67.86	463	67.99	107	73.29	437	67.33	740	63.63
7	NM	210	8.55	125	7.63	85	10.42	52	8.14	18	13.24	33	5.81	104	9.58
	PM	110	4.48	69	4.21	41	5.02	30	4.69	5	3.68	15	2.64	60	5.52
	M	719	29.29	479	29.23	240	29.41	163	25.51	39	28.68	146	25.70	364	33.52
	MD	1416	57.68	966	58.94	450	55.15	394	61.66	74	54.41	374	65.85	558	51.38
8	NM	212	8.22	128	7.66	84	9.27	45	6.76	7	5.51	61	9.74	99	8.74
	PM	154	5.97	101	6.04	53	5.85	29	4.35	11	8.66	25	3.99	88	7.77
	M	727	28.20	472	28.23	255	28.15	196	29.43	29	22.83	167	26.68	326	28.77
	MD	1485	57.60	971	58.07	514	56.73	396	59.46	80	62.99	373	59.58	620	54.72
High School	NM	29	1.01	12	0.65	17	1.69	4	0.50	3	1.89	8	1.21	14	1.16
	PM	302	10.56	189	10.20	113	11.22	73	9.09	19	11.95	50	7.58	158	13.04
	M	855	29.90	551	29.74	304	30.19	221	27.52	42	26.42	186	28.18	398	32.84
	MD	1674	58.53	1101	59.42	573	56.90	505	62.89	95	59.75	416	63.03	642	52.97

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

Table 7-31. 2009–10 NYSA: Performance Level Frequency Distributions—Science

Grade	Performance Level	All Students		Male		Female		Black		Asian		Hispanic		White	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
4	NM	59	2.26	44	2.41	15	1.89	18	2.51	3	1.95	16	2.42	22	2.07
	PM	78	2.98	46	2.52	32	4.04	23	3.20	3	1.95	16	2.42	36	3.39
	M	414	15.84	282	15.48	132	16.67	94	13.09	26	16.88	78	11.82	213	20.06
	MD	2063	78.92	1450	79.58	613	77.40	583	81.20	122	79.22	550	83.33	791	74.48
8	NM	143	5.50	90	5.33	53	5.80	41	6.12	13	10.24	39	6.08	47	4.13
	PM	200	7.69	123	7.29	77	8.42	44	6.57	5	3.94	38	5.93	112	9.85
	M	279	10.73	188	11.14	91	9.96	67	10.00	6	4.72	70	10.92	134	11.79
	MD	1979	76.09	1286	76.23	693	75.82	518	77.31	103	81.10	494	77.07	844	74.23
High School	NM	61	2.14	40	2.17	21	2.08	19	2.37	1	0.63	16	2.44	25	2.06
	PM	204	7.15	121	6.55	83	8.23	57	7.12	23	14.56	40	6.10	82	6.75
	M	462	16.18	299	16.20	163	16.15	113	14.11	18	11.39	101	15.40	226	18.62
	MD	2128	74.54	1386	75.08	742	73.54	612	76.40	116	73.42	499	76.07	881	72.57

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

Table 7-32. 2009–10 NYSA: Performance Level Frequency Distributions—Social Studies

Grade	Performance Level	All Students		Male		Female		Black		Asian		Hispanic		White	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5	NM	216	8.23	147	8.12	69	8.48	65	9.33	11	7.48	55	8.01	85	7.85
	PM	235	8.95	160	8.83	75	9.21	53	7.60	15	10.20	46	6.70	120	11.08
	M	406	15.47	270	14.91	136	16.71	86	12.34	26	17.69	102	14.85	191	17.64
	MD	1768	67.35	1234	68.14	534	65.60	493	70.73	95	64.63	484	70.45	687	63.43
8	NM	213	8.20	133	7.89	80	8.76	40	5.98	7	5.51	52	8.10	112	9.87
	PM	101	3.89	71	4.21	30	3.29	29	4.33	3	2.36	23	3.58	45	3.96
	M	601	23.12	391	23.19	210	23.00	146	21.82	27	21.26	116	18.07	304	26.78
	MD	1684	64.79	1091	64.71	593	64.95	454	67.86	90	70.87	451	70.25	674	59.38
High School	NM	203	7.11	121	6.53	82	8.18	45	5.62	14	8.81	37	5.64	106	8.74
	PM	157	5.50	105	5.67	52	5.19	49	6.12	9	5.66	34	5.18	64	5.28
	M	619	21.69	392	21.17	227	22.65	150	18.73	26	16.35	146	22.26	294	24.24
	MD	1875	65.70	1234	66.63	641	63.97	557	69.54	110	69.18	439	66.92	749	61.75

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

REFERENCES

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APPENDICES

Appendix A—NYSAA TEST BLUEPRINTS FOR EACH CONTENT AREA

NYSAA Test Blueprint: English Language Arts (ELA)

Effective with 2006–07 Administration

REQUIRED COMPONENT							
Two ELA Key Ideas Must be Assessed at each Grade Level							
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below							
ELA Key Idea¹	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*							

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

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

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

NYSAA Test Blueprint: Mathematics

Effective with 2006–07 Administration

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

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

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

NYSAA Test Blueprint: Science

Effective with 2006–07 Administration

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

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

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

NYSAA Test Blueprint: Social Studies

Effective with 2006–07 Administration

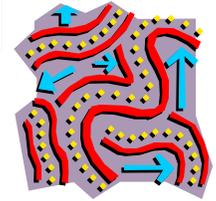
REQUIRED COMPONENT			
Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below			
Social Studies Standards	Grade 5	Grade 8	High School
1 – U.S. and NYS History	X	X	X (US History)
2 - World History			X (Global History)
5 - Civics, Citizenship and Government	X	X	

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

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

Appendix B—2009–10 SCORING PROCEDURES

Steps for Scoring 2009-10 NYSAA Datafolios



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

Preparing to Score (Note: Steps 1-4 are done one time for each datafolio.)

1. Student Demographics, Scorer ID, Scoring Institute Code

- Student ID information must be consistent with demographic label, Student Page, and Scannable Score Document. If information is discrepant, consult the Table Leader. Record Scorer comment #19.
- Affix demographic label to upper left corner of Scorer Worksheet. Apply a student label **to each copy** of Scorer Worksheet, as directed by the Score Site Coordinator (SSC). If a label is not available, transcribe the information from Student Page to Scorer Worksheet.
- Enter 3-digit Scorer Identification Number and 6-digit Scoring Institute Code in upper right corner of Scorer Worksheet.

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

- **Does the DOB fall within the range indicated on the Student Page for the grade assessed?** If the datafolio was completed using ProFile™, accept the grade level as correct. **Note:** If a DOB is found to be outside the range specified for any grade level, alert your Table Leader.

If YES →	Mark the grade assessed in upper right corner of Scorer Worksheet.	
If NO → <i>Consult the Table Leader</i>	Wrong grade level was assessed.	Record “ N ” for No for all Connections questions for each AGLI within the content areas that should have been assessed. Record “ N for No Score ” for each date and AGLI code 00099 . Record Procedural Error comment #1.

3. Test Accommodations and Collegial Review

- **Test Accommodations** – Transcribe any Test Accommodations listed on Student Page to Scannable Score Document in spaces provided. If no Test Accommodations are recorded, continue to review and score the assessment.
- **Collegial Review** – Is a month of Collegial Review indicated on Student Page?

If YES →	Record “ Y ” for Yes for “Was a collegial review of this datafolio conducted?” on Scannable Score Document.
If NO →	Record “ N ” for No . Record Scorer comment #20. Continue to review and score the assessment.

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

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

If YES →	Record “ Y ” for Yes for “Was the P/F/G Survey completed?” on Scannable Score Document.
If NO →	Record “ N ” for No . Record Scorer comment #21. Continue to review and score the assessment.

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

Review and Score the Datafolio

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

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

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

If YES →	If present, proceed to Step 5b.	
If NO → <i>Consult the Table Leader</i>	DSS is missing	Record “ N ” for No for each Connections question for that AGLI. Record “ N ” for No Score for each date and 00099 for the AGLI code. Record Procedural Error comment #2. Proceed to next AGLI or content area.

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

If YES →	Continue to review and score the assessment. Proceed to Step 6.	
If NO → <i>Consult the Table Leader</i>	Documents are out of order or missing documents are found out of order in datafolio	Consider documentation that is out of order and score the assessment in the correct order . Record Scorer comment #22. Proceed to Step 6. Note: Do not reorganize datafolio.

6. Review the DSS: Demographics and Components (start with 1st DSS for 1st AGLI)

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

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

- b) **Is Choice Component complete on DSS?**

If YES →	If complete, proceed to Step 7.	
If NO → <i>Consult the Table Leader</i>	Choice Component box not checked on DSS	Use the AGLI code/text to identify Component in the <i>Frameworks</i> and check appropriate Choice box on DSS in red ink . Proceed to Step 7.

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

a) **Is AGLI indicated from specified Required Component for the student’s assessed grade?** (Note: If ProFile™ was used, accept the AGLI code and text. Document AGLI as outlined in 7b ‘If YES→’, then proceed to Step 8 to Verify task and VE.)

If YES →	Proceed to Step 7b.	
If NO → <i>Consult the Table Leader</i>	AGLI code missing or discrepant on DSS, can be confirmed using AGLI text documented on DSS or VE and <i>Frameworks</i>	Transcribe AGLI code to DSS in red ink . Record Scorer comment #23. Proceed to Step 7b.
	AGLI code for the assessed grade level cannot be confirmed in <i>Frameworks</i>	Record “ N ” for No for each Connections question and “ N ” for No Score for each date of the AGLI. Record AGLI code 00099 . Record Procedural Error comment #3. Proceed to next AGLI or content area.
	Recorded AGLI is not from one of the two choice components under this Required Component for the assessed grade	Record “ N ” for No for each Connections question and “ N ” for No Score for each date of the AGLI. Record AGLI code 00099 . Record Procedural Error comment #4. Proceed to next AGLI or content area.

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

If YES →	Record information for the first Required Component AGLI in the “1 st AGLI” space on the Scorer Worksheet. Record information for the second Required Component AGLI in the “2 nd AGLI” space on the Scorer Worksheet. Record the AGLI code and record “ Y ” for Yes for “AGLI from grade level”. Proceed to Step 8.	
If NO → <i>Consult the Table Leader</i>	Discrepant AGLI text is a transcription error; but AGLI code is documented and correct AGLI text can be found in <i>Frameworks</i>	Adjust AGLI text on DSS in red ink . Record “ Y ” for Yes for “AGLI from grade level” and record the AGLI code. Record Scorer comment #23. Proceed to Step 8.
	AGLI text missing from DSS; but the AGLI code is documented	Transcribe the AGLI text to DSS in red ink . Record “ Y ” for Yes for “AGLI from grade level” and record the AGLI code. Record Scorer comment #23. Proceed to Step 8.
	Discrepant or missing AGLI text cannot be resolved	Record “ N ” for No for each Connections question and “ N ” for No Score for each date of the AGLI. Record AGLI code 00099 . Record Procedural Error comment #5. Proceed to next AGLI or content area.

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

a) **Does the assessment task documented on the DSS clearly connect to the AGLI? Even if ProFile™ was used or if the teacher documented that the same or a comparable task was used,** locate the same/comparable Sample Assessment Task (SAT) in the *Frameworks*.

If YES →	Proceed to Step 8b.	
If NOT SURE or if TASK IS ORIGINAL	Criteria:	
	<ul style="list-style-type: none"> • Check the <i>Frameworks</i> to see if task as written appears as a SAT. • Is the <u>verb/verb phrase</u> from the AGLI included in the assessment task? • Is the <u>direct object</u> from the AGLI included in the assessment task? • Does the assessment task address the essences and grade level indicators for this AGLI? 	
	If YES →	Proceed to Step 8b.
If NO → <i>Consult the Table Leader</i>	Assessment task does not meet criteria — task is not connected to the AGLI	Record “ N ” for No for “Task Connects to AGLI” and remaining Connection question. Record “ N ” for No Score for each date of the AGLI. Record Procedural Error comment #6. Proceed to next AGLI or content area.

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

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

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

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

If YES →	Proceed to Step 8d.	
If MORE THAN TWO PIECES OF VE →	Three or more pieces of VE are included (Note: do not confuse this with a student work product that is multiple pages or supporting evidence)	Only the first two pieces of VE can be used to score the assessment. Also, if one or both pieces of evidence for this AGLI are invalid, other evidence cannot be considered in its place.
If NO → <i>Consult the Table Leader</i>	Only one piece of evidence is found, Scorer may review the datafolio to determine if second piece of VE is misplaced. If missing VE is not found	Record “N” for No for “VE connects to task”. Record “N” for No Score for each date of the AGLI and Procedural Error comment #7. Proceed to next AGLI or content area.

- d) **Do both pieces of VE connect to the assessment task?** VE must show how the student demonstrated his or her knowledge, skills, and understanding related to the assessment task. **Note:** If VE is a Date Collection Sheet (DCS) it must include steps, time-segment, or key/stimuli information.

If YES →	Proceed to Step 8e.	
If NO → <i>Consult the Table Leader</i>	One or both pieces of VE do not connect to task	Record “N” for No for “VE connects to task”. Record “N” for No Score for each date of the AGLI. Record Procedural Error comment #8. Proceed to next AGLI or content area.
	DCS included as VE is missing the steps, time-segment, or key/stimuli information	Record “N” for No for “VE connects to task”. Record “N” for No Score for each date of the AGLI. Record Procedural Error comment #14b. Proceed to next AGLI or content area.

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

<ul style="list-style-type: none"> When an assessment task contains an "and" statement, all elements of the assessment task must be demonstrated in the VE (in total). It is not necessary for both pieces of VE to contain both elements of the assessment task. One piece of VE may contain one element and the other piece of VE may contain the other element. When an assessment task contains an "and/or" or "or" statement, each individual piece of VE may contain one or all elements of the assessment task. 		
If YES →	Record “Y” for Yes for “VE connects to task”. Proceed to Step 9.	
If NO → <i>Consult the Table Leader</i>	Assessment task contains an “and” statement and upon review of both pieces of VE (in total) do not satisfy the “and” element indicated	Record “N” for No for “VE connects to task”. Record “N” for No Score for each date of the AGLI. Record Procedural Error comment #8. Proceed to next AGLI or content area.

9. Dates of Student Performance on the DSS

- a) Are three separate dates within the 2009-10 administration period recorded on the DSS (October 5, 2009 – February 12, 2010)?

If YES →	Proceed to Step 9b.	
If NO → <i>Consult the Table Leader</i>	One or more dates of student performance within the administration period missing from DSS but can be determined from valid VE (Note: A valid (see Step 10a & e) Data Collection Sheet (DCS) may provide up to 3 separate dates within the administration period. If so, use last date(s) recorded on DCS)	Adjust date(s) on DSS in red ink in chronological order. Record Scorer comment #27a. Proceed to Step 9b.
	One or more dates of student performance within administration period cannot be determined from valid VE or date(s) on DSS outside administration period	Record “ N ” for No Score for date(s) in question. Record Procedural Error comment #9a or 9b. Review the remaining date(s) for the AGLI or proceed to next AGLI or content area.

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

If YES →	Proceed to Step 9c.	
If NO → <i>Consult the Table Leader</i>	Dates are not in chronological order	Reorder the dates and student performance data for each date on DSS in red ink . Record Scorer comment #27b. Proceed to Step 9c.

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

If YES →	Proceed to Step 10.	
If NO → <i>Consult the Table Leader</i>	Date(s) on the first two pieces of VE are discrepant with the date(s) on DSS but are within administration period	Transcribe date(s) from the VE to the DSS in red ink . Record Scorer comment #27a or 27c. Proceed to Step 10.
	First two pieces of VE behind DSS do not confirm two dates of student performance within administration period	Record “ N ” for No Score for date(s) in question. Record Procedural Error comment #9c. Accept ratings for the date that does not require evidence and proceed to next AGLI or content area.

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

- a) **Are the seven required elements clearly documented?** Required elements may be handwritten or printed on the actual VE, on a VE label that is affixed to the VE, or a **combination of both**. Students may record his/her name and/or date on work products.

Required Elements for Evidence	<ul style="list-style-type: none"> • Student name • Date of student performance • Content area 	<ul style="list-style-type: none"> • AGLI text • Assessment task 	<ul style="list-style-type: none"> • Level of accuracy • Level of Independence
If YES →	All elements are clearly documented	Proceed to Step 10b, c, d, and/or e depending on type of evidence.	
If NO → <i>Consult the Table Leader</i>	One or more required elements on VE and/or VE label is discrepant with DSS or element(s) missing on DSS (Note: required elements documented on VE supersedes DSS and VE label; required elements documented on VE label supersedes DSS, if required elements not otherwise indicated on VE itself)	Adjust the required elements to DSS in red ink . Record Scorer comment #23, 27a, or 28 a-e. Proceed to Step 10b, c, d and/or e. Note: Do not make any marks on VE or VE labels.	
	One or more required elements is missing from VE or VE label is not affixed to VE	Record “ N ” for No Score for that date. Record Procedural Error comment #10a-g. Review remaining date(s) for the AGLI or proceed to next AGLI or content area.	

- b) **Is the Student Work Product valid?** It must be original.

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

- c) **Are the Photographs valid?** Photographs must be minimum sequence of three of student performing task, minimum of one caption describing sequence, and photographic sequence from a single date.

If YES →	Proceed to Step 11.	
If NO → <i>Consult the Table Leader</i>	Fewer than three photographs submitted of student performing task	Record “ N ” for No Score for that date. Record Procedural Error comment #12d. Review remaining date(s) for the AGLI or proceed to next AGLI or content area.
	No caption found	Record “ N ” for No Score for that date. Record Procedural Error comment #12c. Review remaining date(s) for the AGLI or proceed to next AGLI or content area.
	No date or multiple dates found on the evidence	Record “ N ” for No Score for the date. Record Procedural Error comment #12a or 12b. Review remaining date(s) for the AGLI or proceed to next AGLI or content area.

- d) **Is the Video Tape and/or Audio Tape valid?** Clip must be 90 seconds or less (excluding markers) and contains recorded markers.

If YES →	Proceed to Step 11.	
If NO → <i>Consult the Table Leader</i>	Clip duration longer than 90 seconds	Record “ N ” for No Score for the date. Record Procedural Error comment #13b. Review remaining date(s) for the AGLI or proceed to next AGLI or content area.
	All required elements not recorded on clip in any manner. VE label on tape case or box is not acceptable.	Record “ N ” for No Score for that date. Record Procedural Error comment #13a. Review remaining date(s) for the AGLI or proceed to next AGLI or content area.

10. Verifying Evidence (VE) (Continued)

- e) **Is the Data Collection Sheet (DCS) valid?** It has a minimum of three dates, has one or two pieces of supporting evidence for date(s) transcribed to DSS, and staff initials are recorded for each date that has an Observer Verification Form (OVF) as supporting evidence (see Step 10f for types of supporting evidence).

If YES →	Continue with Step 10f below individually for each piece of supporting evidence submitted.	
If NO → <i>Consult the Table Leader</i>	Fewer than three dates are documented on the DCS	Record “ N ” for No Score for the date(s) transcribed from the DCS to the DSS. Record Procedural Error comment #14c. Review remaining date(s) for the AGLI or proceed to next AGLI or content area.
	Supporting evidence is missing for a date(s) transcribed to DSS	Record “ N ” for No Score for the date(s) transcribed from the DCS to the DSS. Record Procedural Error comment #14a. Review remaining date(s) for the AGLI or proceed to next AGLI or content area.
	Staff initials are missing from DCS and supporting evidence is an OVF for that date	Record “ N ” for No Score for that date. Record Procedural Error comment #14d. Review remaining date(s) for the AGLI or proceed to next AGLI or content area.

- f) **Is the Supporting Evidence (SE) valid? Review each piece of SE following the information below:**

- Observer Verification Form (OVF)** — Review Step 10a and OVF criteria below to determine if OVF is valid supporting evidence.

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

Criteria for an OVF	An OVF is invalid if: <ul style="list-style-type: none"> any of the seven required elements for valid VE are missing; supplementary school personnel (e.g., teacher aide or teacher assistant) signed as the observer; the person collecting the data also signed the OVF as the observer (confirmed by comparing initials and staff key information); more than one date of student performance is documented on a single OVF; the observer’s signature and/or title is not included; or the signature date is prior to or more than three calendar days after the date of student performance. 	
If YES →	Continue to review the other piece of supporting evidence submitted or proceed to Step 11.	
If NO → <i>Consult the Table Leader</i>	Observer’s title is missing from OVF but can be confirmed from another OVF in datafolio	Score. Continue to review the other piece of supporting evidence submitted or proceed to Step 11. Record Scorer comment #30.
	Observer title missing from OVF – cannot be confirmed from another OVF in datafolio	Record “ N ” for No Score for that date. Record Procedural Error comment #15b. Review the other piece of supporting evidence submitted, remaining date(s) for the AGLI or proceed to next AGLI or content area.
	OVF is invalid per one or more criteria listed in bullets above.	Record “ N ” for No Score for that date. Record Procedural Error comment #15a-e. Review the other piece of supporting evidence submitted, remaining date(s) for the AGLI or proceed to next AGLI or content area.

10. Verifying Evidence (VE), Step 10f (Continued)

2. **Student Work Product** — Review Step 10a and b to determine if student work product is valid supporting evidence
3. **Photographs** — Review Step 10a and c to determine if photographs are valid supporting evidence
4. **Video tape and/or Audio tape** — Review Step 10a and d to determine if video tape and/or audio tape is valid supporting evidence

If YES →	Continue to review the other piece of supporting evidence submitted or proceed to Step 11.	
If NO → <i>Consult the Table Leader</i>	Student work product, photographs, or video/audio tape is invalid per Step criteria	Record “ N ” for No Score for that date. Record appropriate Procedural Error comment indicated in Step 10a-d . Review the other piece of supporting evidence submitted, remaining date(s) for the AGLI or proceed to next AGLI or content area.

11. Confirming Level of Accuracy and Level of Independence Percentages and Ratings

- **Are the percentages on VE calculated correctly and are the rubric ratings (4, 3, 2, or 1) on DSS recorded correctly?** Review the VE comparing calculations for Level of Accuracy and Level of Independence with the percentages recorded on the DSS. Review rubric rating corresponding to each percentage. Accept ratings for the date that does not require verifying evidence.

If YES →	Record rubric ratings for the Level of Accuracy and Level of Independence. Proceed to Step 12.	
If NOT SURE →	Information in VE obviously/clearly contradicts or does not support what is documented for the Level of Accuracy and/or the Level of Independence and Scorer cannot clearly see how to correct calculation	Accept the percentages the teacher recorded and record rubric ratings for the Level of Accuracy and Level of Independence. Record Scorer comment #31. Proceed to Step 12.
If NO → <i>Consult the Table Leader</i>	Level of Accuracy and/or Level of Independence on VE does not match what is documented on DSS	Adjust DSS in red ink to match the VE. Record adjusted rubric rating and Scorer comment #28d or 28e. Proceed to Step 12. Note: Never make changes to VE or VE labels
	Level of Accuracy and/or Level of Independence was incorrectly calculated and Scorer can clearly see how percentage calculated can be adjusted (Note: if Scorer cannot clearly see how to correct calculation, follow “If NOT SURE →” directions)	Adjust the percentage calculation on DSS in red ink . Record adjusted rubric rating and Scorer comment #32. Proceed to Step 12.

12. Recording Scorer Comments

- **Procedural Errors (#1–18)** – Record at least one for each No or No Score.
- **Additional Scorer Comments / Positive Feedback (#19–42)** – Select from back of the Scorer Worksheet. Scorers are encouraged to provide positive feedback to teachers.

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

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

15. Completing the Scannable Score Document – Transcribe the following data

from the Scorer Worksheet:	<ul style="list-style-type: none"> • AGLI code – 5 digits • Three connections questions – “Y” for Yes or “N” for No <ul style="list-style-type: none"> • AGLI from grade level • Task connects to AGLI • VE connects to task • Ratings (4, 3, 2, 1, N) – Level of Accuracy and Level of Independence
from the datafolio Student Page and P/F/G Survey:	<ul style="list-style-type: none"> • Was a Collegial Review of this datafolio conducted? “Y” for Yes or “N” for No • Transcribe the Test Accommodations documented on the bottom of the Student Page to the Scannable in the space provided. • Was the P/F/G Survey completed? “Y” for Yes or “N” for No
from the “Not Tested” form, if applicable:	<ul style="list-style-type: none"> • Absent • Administrative Error • Not Enrolled • Took Another Assessment • Medically Excused
<p>Complete the Scannable Score Document for each content area applicable and any other information as directed by the Score Site Coordinator. Confirm AGLIs have been recorded correctly, 1st AGLI in 1st AGLI space and 2nd AGLI in 2nd AGLI space. If a datafolio does not contain a Scannable Score Document, notify your Table Leader.</p>	



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

Other Scoring Concerns or Questions Not in Scoring Procedures Steps
This table outlines other situations that may come up within a datafolio. These may result in a No Score and/or adjustment in the datafolio. If any of these are found, consult the Table Leader for direction.
The following may or may not result in a No or No Score
Old NYSAA forms were used (i.e. forms used prior to 2006-07)
Task does not connect to the AGLI, but VE appears to connect to the AGLI
The assessment task indicates a higher or lower level skill was assessed than what was stated in the AGLI
Photocopies (either in part or whole) or correction fluid/tape or black out is found on assessment documents
Evidence is found that a mistake in data collection was erased on the DSS, VE, or supporting evidence and was not crossed out and initialed by the teacher
VE or supporting evidence clearly appears to be homework and student page does not indicate special education programs and services at home, in a hospital, or other facility
VE for ELA is submitted in a language other than English
Photographic, video tape, or audio tape evidence appears to include prerequisite or post-activity steps
More than one set of data is documented on the DSS for a single date
The following may result in an adjustment within the datafolio
Task description includes prompting
Task description includes a criterion
Information recorded by teacher and/or student on DSS, VE, and/or VE label is discrepant/unclear/missing (e.g., dates, percentages, wording of AGLI or task)
VE is a work product that appears to include prompts toward correct answer or a format that guides the student to the correct answer (e.g., template)
The following may occur in a datafolio and are acceptable, providing they meet requirements
Sample assessment task from the Frameworks appears discrepant with the AGLI text
Use of a “variety of objects/strategies” or use of “concrete objects” is not clear in the VE
VE appears to connect to the task, but more than what was stated in the assessment task was assessed
Extra VE or supporting evidence was submitted beyond the requirements for a specific AGLI
VE label affixed to incorrect VE within same AGLI
Student work product (VE) or VE label is missing assessment task (documented on the DSS), but the evidence includes directions that restate the assessment task
Chart or calendar submitted for a date other than the last date recorded on the chart or calendar
Data Collection Sheet (DCS) includes steps not relevant to the assessed task or a single step task is documented on a multi-step DCS
Dates or information printed in the header and/or footer of documents completed with ProFile™ contradict information recorded on the evidence or VE label

Appendix C— 2009–10 SCORING DECISION RULES

2009-10 Decision Rules for Scoring NYSAA Datafolios (For Table Leaders)



Rule #	Scoring Concern/Question	Decision Rule/Rationale	May come up in Step(s)
1	Old NYSAA forms were used (i.e. forms dated prior to 2006-07)	<ul style="list-style-type: none"> Forms dated 2006-07 to present are included. If all requirements are met, score the assessment. Forms dated prior to 2006-07 are included. Record “N” for No for each Connections question and “N” for No Score for each date of the AGLI(s). Record AGLI code(s) 00099. Record Procedural Error comment 16. Teacher created his/her own 2009-10 forms. If all requirements are clearly documented, score the assessment. 	2-10
Assessment Task			
2	Sample assessment task from the Frameworks appears discrepant with the AGLI text	Sample Assessment Task (SAT) from the Frameworks was assessed for a corresponding AGLI from the Frameworks (as indicated by the SAT code). Score the assessment .	8a
3	Task description includes prompting (e.g., “Student will complete task with verbal cue” and independence is documented as 100%)	<ul style="list-style-type: none"> If frequency of prompting can be determined from VE, recalculate percentage based on 100% Independence and adjust corresponding rating on DSS in red ink for all three dates. Record the corresponding rating for all dates. Record scorer comment 33b. If frequency of prompting cannot be determined from VE, adjust Level of Independence to 0% and adjust corresponding rating on DSS in red ink for all three dates. Record the corresponding rating for all dates. Record scorer comment 33b. 	8a
4	Task description includes a criterion (e.g., “Student will complete 8 out of 10 problems correctly”)	<ul style="list-style-type: none"> If Level of Accuracy can be determined from VE, recalculate percentage based on 100% Accuracy and adjust corresponding rating on DSS in red ink. Record the adjusted rating and scorer comment 33a. Level of Accuracy cannot be determined from the VE. Adjust Level of Accuracy to 0% and corresponding rating on DSS in red ink for each date. Record the rating and scorer comment 33a. 	8a
5	Task does not connect to the AGLI, but VE appears to connect to the AGLI	Record “N” for No for “Task connects to AGLI” and remaining Connection question. Record “N” for No Score for each date of the AGLI. Record Procedural Error comment 6 .	8a-b
6	The assessment task indicates a higher or lower level skill was assessed than what was stated in the AGLI	<p>Teachers may assess students on more than the intent of the AGLI, but they cannot assess less than the basic intent of the AGLI.</p> <p>Example of higher level skill: The AGLI states ‘recognize a character from a story’ and the assessment task states that ‘the student will identify the characters from stories’ or ‘the student will describe the characters from the story’, where ‘identify’ and ‘describe’ are a higher level skill than ‘recognize’ but are still related to the intent of the AGLI.</p> <ul style="list-style-type: none"> Intent of AGLI has been met, record “Y” for Yes for “Task connects to AGLI”. <p>Example of lower level skill: Compared to an AGLI that states ‘order three or more unit fractions’ and the assessment task states ‘the student will identify a unit fraction’, where ‘identify’ is not a skill related to ‘ordering’, thus the intent of the AGLI has not been met.</p> <ul style="list-style-type: none"> Intent of the AGLI has not been met. Record “N” for No for “Task connects to AGLI” and remaining Connection question. Record “N” for No Score for each date of the AGLI. Record Procedural Error comment 6. 	8a-b
7	Use of a “variety of objects/strategies” or use of “concrete objects” is not clear in the VE	It is possible that the use of objects, strategies, or manipulatives will not be clear on a student work product. Unless there is obvious documentation which indicates that the student did not complete the assessment task per the task described, score the assessment .	8d

Verifying Evidence (VE)			
8	Information recorded by teacher and/or student on DSS, VE, and/or VE label is discrepant/unclear/missing (e.g., dates, percentages, wording of AGLI or task, etc.)	<ul style="list-style-type: none"> If student recorded information contradicts teacher recorded information, accept what the teacher has documented and continue to score the assessment. <p>Note: Teacher recorded information on VE supersedes the information on the DSS and VE label. Information on a VE label supersedes information on the DSS, when information is not otherwise found on VE.</p>	5-11
9	Photocopies (either in part or whole) or correction fluid/tape or black out is found on assessment documents	<ul style="list-style-type: none"> Correction fluid/tape or black out found on page numbers, student page, P/F/G Survey, or table of contents does not directly impact scores. Score the assessment. Photocopies of the DSS, VE, or supporting evidence (either in part or in whole) or correction fluid/tape or black out found on information will directly impact the datafolio. Follow guidelines below: <ul style="list-style-type: none"> DSS (Demographic, Components, AGLI code/text, Assessment Task, dates, percentages, ratings) – record “N” for No for each Connections question and record “N” for No Score for each date of the AGLI. Record AGLI code 00099. Record Procedural Error comment 11. VE, VE label, and/or supporting evidence – record “N” for No Score for that date(s). Review and score other date(s) for that AGLI. Record Procedural Error comment 11. <p>Digital photo prints in black and white, computer printouts, or Smartboard printouts are acceptable, since they are not photocopies.</p>	5-11
10	Evidence is found that a mistake in data collection was erased on the DSS, VE, or supporting evidence and was not crossed out and initialed by the teacher	<ul style="list-style-type: none"> If a teacher-made error is crossed out and corrected but not initialed, score the assessment. If a teacher-made erasure is confirmed, record “N” for No Score for that date. Record Procedural Error comment 11. Continue to review and score other dates for the AGLI. <p>Note: A student may self-correct on a Student Work Product and does not require an annotation by the teacher. Documentation made by the teacher does not have to be in permanent ink.</p>	5-11
11	VE appears to connect to the task, but more than what was stated in the assessment task was assessed	<p>Verifying evidence that demonstrates the task as written but also includes additional skills is connected to the task</p> <p>(For example: The assessment task indicates the student will identify triangles, but the verifying evidence shows the student identifying triangles and squares),.</p> <ul style="list-style-type: none"> Record “Y” for Yes for “VE connects to task” and accept what the teacher has documented for percentages of accuracy and independence. 	8d
12	Extra VE or supporting evidence was submitted beyond the requirements for a specific AGLI	<ul style="list-style-type: none"> VE – Review only the first two pieces of VE following the DSS. The other date on the DSS recorded by the teacher is accepted as the date that does not require evidence. Scorers cannot look for or consider alternate evidence if either or both of the first two pieces of VE are determined to be invalid. Record scorer comment 25. Supporting evidence – A DCS can verify either one or two dates of student performance. One piece of supporting evidence is required for each date transcribed from the DCS to the DSS. If the supporting evidence for the date(s) is determined to be invalid, Scorers cannot look for or consider alternate supporting evidence. Record scorer comment 25. 	8c-d or 10e-f
13	VE label affixed to incorrect VE within same AGLI	Verify required elements and adjust required elements to DSS in red ink , if necessary. Record scorer comment 22 .	10a
14	Student work product (VE) or VE label is missing assessment task (documented on the DSS), but the evidence includes directions that restate the assessment task	Directions on the student work product restate the assessment task. Score the assessment .	10a
15	VE or supporting evidence clearly appears to be homework and student page does not indicate special education programs and services at home, in a hospital, or other facility	Record “N” for No Score for that date. Record Procedural Error comment 17 . Continue to score next date.	10b-f

16	VE for ELA is submitted in a language other than English	Record “N” for No Score for that date. Record Procedural Error comment 18 . Continue to score next date.	10b-f
17	Chart or calendar submitted for a date other than the last date recorded on the chart or calendar	If the date can be verified on the calendar or chart, accept the calendar or chart as evidence for that date. Score the assessment.	10b or 10f
18	VE is a work product that appears to include prompts toward correct answer or a format that guides the student directly to the correct answer (e.g., template)	A direct guide or other formats that give the student the answer are considered a cue or prompt and impact the student’s level of independence. <ul style="list-style-type: none"> If VE appears to include prompts of correct answers or a direct guide, adjust Level of Independence to 0% and corresponding rating on the DSS in red ink for that date and record the rating. Record scorer comment 34. Examples: <ul style="list-style-type: none"> VE is a sequencing worksheet that contains three boxes labeled First, Next, Last; the student response choices are pictures that contain the words First, Next, Last; VE is a map of the northeast with each of the states labeled; the directions state “Find New York and mark it”; VE is a number line where the student must provide missing numbers but the correct number is provided as a shaded number in the spot and the student has to put a sticker of the number on the spot; and VE is an addition-subtraction worksheet with answers dotted and the student traces the answers. 	10b or 11
19	Photographic, video tape, or audio tape evidence appears to include prerequisite or post-activity steps	<ul style="list-style-type: none"> All of the requirements for VE are met and the additional requirements for photographic, video, or audio tape evidence are met. Accept what is documented by the teacher and score the assessment. Requirements for VE and the other requirements for photographic, video tape, or audio tape evidence are not met, record “N” for No Score for that date. Record Procedural Error comment 12 or 13. 	10c or d or 11
20	Data Collection Sheet (DCS) includes steps not relevant to the assessed task or a single step task is documented on a multi-step DCS	<ul style="list-style-type: none"> All of the requirements for VE are met and the additional requirements for a DCS are met and there is no obvious error in documentation. Score as documented on DCS. (All steps listed on DCS are scored, unless the teacher clearly indicates otherwise.) Single step task documented on a multi-step DCS, score the assessment as documented. 	10e or 11
Dates			
21	Dates or information printed in the header and/or footer of documents completed with ProFile™ contradict information recorded on the evidence or VE label	Information printed in the header and/or footer of a document completed using the ProFile™ software cannot be considered when reviewing documentation of student performance data. Score the assessment.	2-11
22	More than one set of data is documented on the DSS for a single date	DSS must contain three different dates that are the last three dates of student performance data. <ul style="list-style-type: none"> When two scores are documented for a single date, use the score from the first documented session on that date as the score of record on the DSS. If necessary, adjust other dates recorded on the DSS. If no other information is available and no third date can be confirmed, record “N” for No Score for the third date. Record Procedural Error comment 9a. Note: A set of data may consist of repeated trials conducted during a single session on a single date (e.g. discrete trials using Applied Behavioral Analysis (ABA)).	9a