New York State Alternate Assessment (NYSAA) Technical Report 2007-08

Submitted to:

NEW YORK STATE EDUCATION DEPARTMENT

OFFICE OF STANDARDS, ASSESSMENT, AND REPORTING

Prepared by:

MEASURED PROGRESS

Final September 2008

TABLE OF CONTENTS

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 Individual Education Programs (IEPs); and to meet criteria for alignment, access, burden, bias, sensitivity, and age appropriateness for students with severe cognitive disabilities. In response to a 2005–06 review of the New York State Testing Program by the U.S. Education Department, NYSAA was restructured in 2006–07. The 2007–08 administration was the first full year of implementation under the redesigned assessment program.

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

NYSAA is, in part, designed to raise expectations for students' academic achievement. Experience has shown that students with severe cognitive disabilities, when given appropriate instruction and access to the general education curriculum, demonstrate unanticipated progress in their knowledge, skills, and understanding in academic content areas. Access to the general education curriculum was not necessarily part of students with severe cognitive disabilities instructional programs previously. In a recent survey of teachers who administered NYSAA in 2007–08, 65.1% agreed that the AGLIs assessed in NYSAA made the grade level core curriculums more accessible and said the AGLIs are used in planning daily instruction.

The process for assessing the academic achievement of students who have severe cognitive disabilities and who are eligible for NYSAA is outlined through structured guidelines and steps in the 2007–08 NYSAA Administration Manual (accessible at http://www.emsc.nysed.gov/osa/nysaa/home.shtml). The process for datafolio development (see Chapter 2) maintains the procedural validity for assessing students with severe cognitive disabilities, while being flexible enough to meet each individual student's learning needs and modalities.

1.2 Test Use and Decisions Based on Assessment

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

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

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

1.3 Target Population

The target population for NYSAA is extremely specific, and participation is limited to students with severe cognitive disabilities. The eligibility and participation criteria provide a definition for a student with a severe disability following section 100.1 of the Regulations of the Commissioner of Education. This information is provided on the Department's web site for reference and is included in the 2007–08 NYSAA Administration Manual (September 2007).

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

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

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

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

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

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

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

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

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

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

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

1.4 Test Accommodations

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

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

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

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

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

Chapter 2. TEST DESIGN AND DEVELOPMENT

2.1 Framework of Test Program

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

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

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

2.2 Test Format

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

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

Table 2-1. 2007-08 NYSAA: ELA Required Components (2 per Grade Level)

English Language Arts Key Idea	*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.

Table 2-2. 2007-08 NYSAA: Choice Component (1 Standard Each per 2 Key Ideas per Grade)

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						

A datafolio is the resulting body of evidence across required and choice components of a student's academic performance, as compiled by the student's instructional team and scored by qualified Scorers. Student performance is rated by the student's instructional team according to the student's levels of *accuracy* and *independence* in performing each assessment task. This is done on three separate dates within the administration period. To verify this documentation, each datafolio must include the following: student work products; Data Collection Sheets; photographs; and/or video tape or audio tape recordings for two of the three dates of documented performance. Teachers complete the required forms and submit all documentation and evidence in a three-ring binder or fastened folder for regional scoring. Detailed information about the content of and procedures for developing the datafolio are presented in the 2007–08 NYSAA Administration Manual (September 2007).

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

The AGLIs are aligned to the NYS learning standards and reflect high expectations for students with severe cognitive disabilities. This alignment is graphically illustrated in Figure 2.1.

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

The NYS Board of Regents approved a set of learning standards to guide instruction and assessment. The learning standards serve as the basis of the core curriculums in English language

arts (ELA), mathematics, science, and social studies. The curriculum of each content area is divided into the following components:

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

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

Grade level expectations are further distilled into essences. Essences are the "big ideas" of the grade level expectations for a grade. Assessment is based on the essences for each component of each content area. AGLIs are aligned to the essences in terms of three different levels of *complexity*. The test blueprints, grade level expectations, essences, AGLIs, and sample assessment tasks for each grade can be found in the 2007–08 NYSAA Administration Manual: Appendix G—NYSAA Frameworks (September 2007).

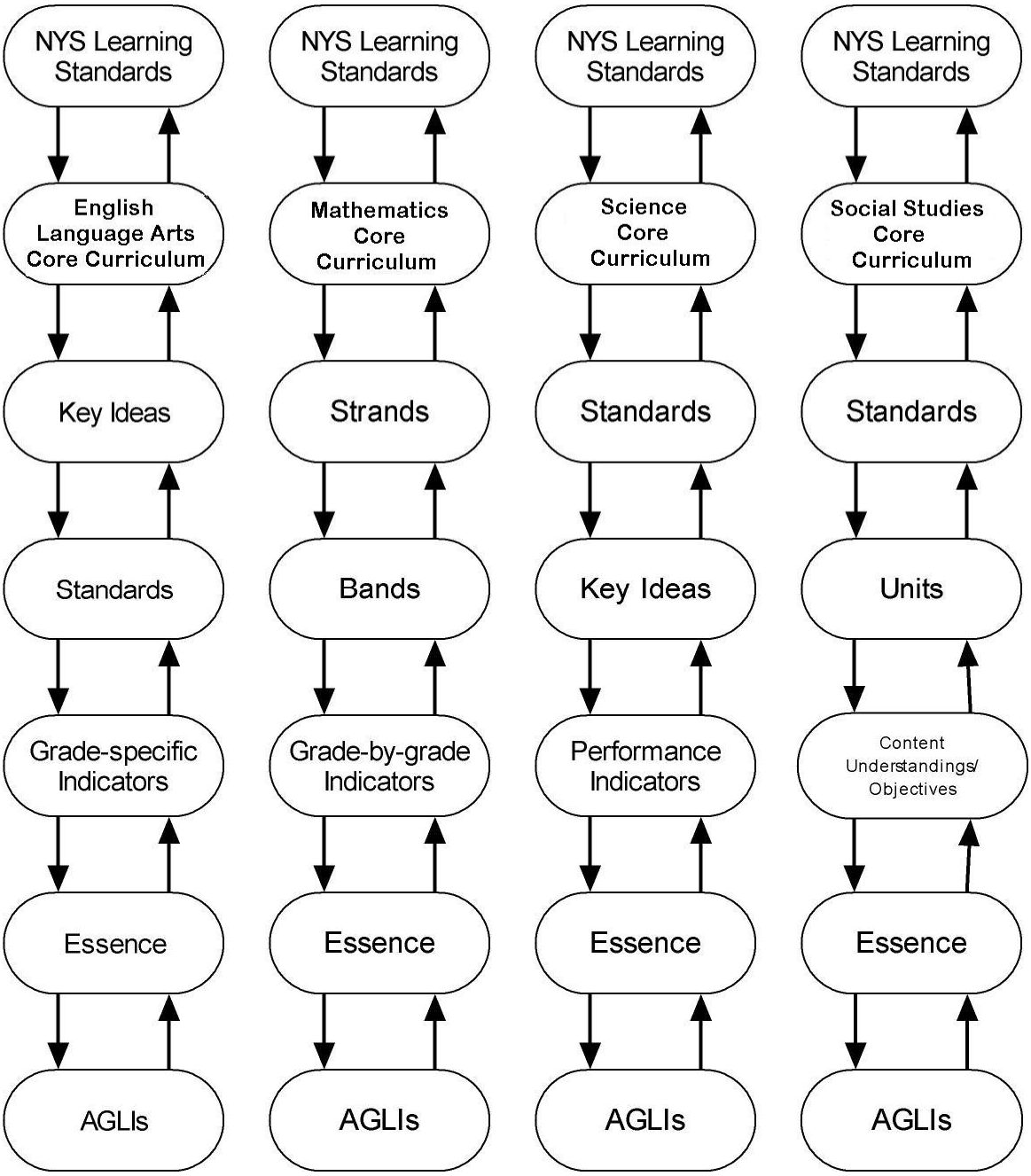


Figure 2-1. Mapping of AGLIs to the NYS Learning Standards

2.4 AGLI Selection Criteria and Process

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

The purposes of the spring 2007 meeting were to refine the AGLIs, develop additional sample assessment tasks, and develop the content area glossaries. Test blueprints, grade level expectations, and essences for each content area, however, were not to be edited. The NRWG process was consistent across each of the four content areas. For each content area, three steps were followed by the participants, and the fourth step was completed afterward by the content developers.

Step 1: Present the expected outcomes for the workgroup.

The group was welcomed and thanked for participating in the revision of the NYSAA Frameworks. The participants introduced themselves and indicated where they were from and in which content 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 two days, as well as other logistical information. The group was given time for questions and then released into their content workgroups, which they were in for the remainder of the day and the following day.

Step 2: Review the Frameworks and other materials.

In order to complete the tasks required in the time allotted, each content 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, 6* *Group 2 Grades 7, 8, HS*
Mathematics:	*Group 1 Grades 3, 4, 5, 6* *Group 2 Grades 7, 8, HS*
Science:	*Group 1 Grade 4* *Group 2 Grade 8* *Group 3 HS*
Social Studies:	*Group 1 Grade 5* *Group 2 Grade 8, HS*

Step 3: Complete the work process.

In the English language arts (ELA), mathematics, and science groups, the participants reviewed, edited, and added new AGLIs concurrently with reviewing, editing, and developing sample assessment tasks. The social studies group, however, edited, reviewed, and added AGLIs before developing sample assessment tasks (see the following sections for information on assessment tasks). Throughout the editing and developing of AGLIs, each group reviewed the essences and grade level expectations to ensure alignment with the core curriculum. Throughout the editing and developing of sample assessment tasks, each group worked to ensure alignment to the AGLIs. During the editing process, the groups also identified words they felt should be added to the glossary for each content area. The work tasks within each content area focused around each of the three identified outcomes for the revision of the NYSAA Frameworks for the two days.

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 2007–08 administration of NYSAA.

2.5 Task Development

As part of the redesign process, assessment tasks for the AGLIs were developed, edited, and refined. An assessment task describes an observable student action related to the specific knowledge, skills, and understanding aligned to the AGLI and, in turn, to the core curriculum. The stakeholder groups in each content area provided input on assessment tasks aligned to the AGLIs. See the following section for more information on task development, and refer to the 2007–08 NYSAA Administration Manual (September 2007) for information provided to teachers regarding assessment task requirements.

2.6 AGLI and Task Review Process

The NRWG participants were tasked with conducting a review of each AGLI and assessment task during the spring 2007 meeting. Each group reviewed the AGLIs to confirm the alignment to the essences and refined any AGLIs that did not meet the alignment. The groups also added AGLIs if there appeared to be an essence that did not have an AGLI aligned to it. Each task was reviewed to confirm that it aligned to the AGLI for which it was developed. Revisions were made to existing tasks to better align them to the AGLIs. New tasks were developed to provide additional samples from which teachers could choose. Each task was assigned a code that indicated to which AGLI it aligned. The final AGLIs and tasks can be found in the 2007–08 NYSAA Administration Manual: Appendix G—NYSAA Frameworks (September 2007).

2.7 Alternate Performance Level Descriptors (APLDs)

Standard setting was conducted in June 2008 using the modified Body of Work procedure to establish cut scores for each alternate performance level in English language arts (ELA) and mathematics, Grades 3–8 and high school; science, Grades 4, 8, and high school; and social studies, Grades 5, 8, and high school.

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

Chapter 3. SCORING METHODS

3.1 Scoring of Operational Tests

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

There are a variety of processes involved in the scoring institute. The basic outline for the review of student datafolios can be simplified as three major steps. Scorers review student datafolios, confirm that the connection to grade level content is satisfied, and confirm the percentages and ratings for accuracy and independence documented by the teacher for each Alternate Grade Level Indicator (AGLI) assessed. Scorers use the *Steps for Scoring 2007–08 NYSAA Datafolios* and the *Decision Rules for Scoring 2007–08 NYSAA Datafolios* as the two main reference sheets while scoring each datafolio (included in Appendices B and C).

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

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

3.2 Scoring Rubric

The Scoring Rubric is the initial guide that drives the model used to score NYSAA datafolios. The Scoring Rubric is provided in the 2007–08 NYSAA Administration Manual (September 2007), 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." The performance dimension relies on a rating for level of accuracy and level of independence related to the student's demonstration of skills based on the AGLI and assessment task documented. The Scoring Rubric is presented in Table 3-1.

Table 3-1. 2007-08 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. (Reference the NYSAA Frameworks in Appendix G.)

Content	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
English Language Arts	• Key Idea Reading • Key Idea Listening	• Key Idea Reading • Key Idea Writing	• Key Idea Reading • Key Idea Listening	• Key Idea Reading • Key Idea Writing	• Key Idea Reading • Key Idea Listening	• Key Idea Reading • Key Idea Writing	• Key Idea Reading • Key Idea Writing
Mathematics	• Strand Number Sense & Operations • Strand Measurement	• Strand Number Sense & Operations • Strand Measurement	• Strand Number Sense & Operations • Strand Geometry	• Strand Number Sense & Operations • Strand Algebra	• Strand Number Sense & Operations • Strand Statistics & Probability	• Strand Geometry • Strand Algebra	• Strand Algebra • Strand Statistics & Probability
Science		• Standard 1 Scientific Inquiry • Standard 4 Living Environment & Physical Setting/ Earth Science				• Standard 1 Scientific Inquiry • Standard 4 Living Environment & Physical Setting/ Earth Science	• Standard 4 Living Environment • Standard 4 Physical Setting/ Earth Science
Social Studies			• Standard 1 US and NYS History • Standard 5 Civics, Citizenship and Government			• Standard 1 US and NYS History • Standard 5 Civics, Citizenship and Government	• Standard 1 US History • Standard 2 Global History

Table 3-1. 2007–08 NYSAA: Scoring Rubric (cont'd.)

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					
RATING	4	3	2	1	No Score (NS)
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 procedures are consistent from one grade level to the next. The same procedures and decision rules apply to all grade levels and content areas, which is critical to the procedural validity of this assessment.

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

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

In order for Scorers to complete their review of the datafolios, a set of standardized tools is provided to each scoring institute. These tools include the 2007–08 NYSAA Administration Manual (September 2007), scoring procedures, and scoring decision rules. Student performance ratings are documented on a Scorer Worksheet with a Menu of Comments and a scannable score document. The Menu of Comments, located on the back of the last page of the Scorer Worksheet, includes information that a Scorer is to record when an AGLI has a No Score (NS) rating and to provide additional constructive feedback to a teacher about the datafolio.

There are thirteen steps involved in the scoring process. The step-by-step procedures outlined in the *Steps for Scoring 2007–08 NYSAA Datafolios* are implemented statewide and ensure scoring reliability across all scoring institutes. Table 3-2 is a quick review of the steps.

Table 3-2. 2007-08 NYSAA: Scoring Steps Quick Reference

Step		*Step*	
1	Student Demographics, Scorer ID, Scoring Institute Code	7b	Dates on VE correspond to two dates on DSS
2	Confirm Student's Date of Birth and Grade Assessed	8	Is VE valid? Review each piece VE individually
3	Table of Contents and P/F/G Survey	8a	Required elements clearly documented (7)
4a	Two DSSs present, one for each required component	8b	Photos: Minimum sequence 3, captioned, dated
4b	DSS: Demographic and component info complete)	8c	Video/audio Tape: Max 90 sec., recorded markers
5	DSS: Connection to Grade Level Content	8d	DCS has a minimum of three dates and staff initials
5a	AGLI from one of two required components	8e	If VE is DCS, supporting evidence is present and valid
5b	Confirm AGLI text in Frameworks for confirmed code	9	Confirm ratings level accuracy and independence
6	Connection = Task connects AGLI + VE connects Task	10	Record Procedural Error Comments and additional Scorer Comments
6a	Task documented on DSS connects to AGLI	11	Score the second AGLI (Steps 4-10)
6b	Two pieces of VE found behind DSS	12	Score Mathematics, Science, and Social Studies (Steps 4-11)
6c	Both pieces of VE connect to assessment task	13	Complete the Scannable Score Document
7a	Three dates of student performance between October 1, 2007 and February 8, 2008		

The scoring procedures document includes the quick reference table (shown above) at the top of the first page to assist Scorers in quickly locating information. The procedures are broken into two major sections: preparing to score, and reviewing and scoring a datafolio. Each step asks the Scorer a question or directs the Scorer to confirm a certain requirement. The steps are presented in a yes/no format to assist the Scorer in moving from one step to another. If a Scorer encounters a "No" or an issue outside the directions provided in the scoring procedures, he or she is to consult with the Table Leader and to refer to the *Decision Rules for Scoring 2007–08 NYSAA Datafolios*, if this document is not already provided in the scoring procedures.

The scoring decision rules have their own segment in the training video. Decision rules serve as guidance 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 2007–08)", "Verifying Evidence", "Alternate Grade Level Indicators", "Assessment Tasks", and "Dates". Thirty decision rules were developed based on actual datafolio issues found during a benchmarking review of datafolios in progress. In the training video, each scoring decision rule is presented by number as found in the decision rules chart. If possible, an example is provided, highlighting the point of the decision rule, and a description is provided regarding how the rules are to be consistently applied statewide at each scoring institute.

3.3.2 Reliability Monitoring Review

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

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

RMR scores are compared with the original scores from the regional scoring institutes. The original score remains the score of record; the RMR score does not change or affect the original score in any way. The 2007–08 RMR results are presented in Chapter 5.

3.4 Scorer Qualification and Training

A standardized statewide process for Scorer training and qualification is observed. Each Board of Cooperative Educational Services (BOCES) and Big Five City School District conducts at least one two-day scoring institute during the scoring period. For 2007–08, the scoring period was March 3–April 11, 2008. The same process, procedures, and decision rules were applied and implemented statewide.

The video presentation portion of the training includes a welcome and introduction, which briefly outlines the video segments and documents used during training. The video then outlines the scoring tools, the step-by-step process for reviewing the datafolios and documenting student scores, and the practice scoring done while following along with the video segment. The next segment outlines in detail each decision rule and the procedure to follow if inconsistencies arise while reviewing a datafolio.

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

3.5 Quality Control Process

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

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

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

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

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

- be experienced Scorers familiar with the 2007–08 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, it must be reviewed with the Table Leader. If the issue cannot be readily resolved by the Table Leader using the scoring procedures and scoring decision rules, it must be brought by the Table Leader to the Floor Manager. If the issue cannot be readily resolved by the Floor Manager, the SSC will make the final decision.

The second responsibility of a Table Leader is to complete a standardized quality control check. A quality control check is conducted by the Table Leader once a datafolio has been scored and returned by a Scorer. The Scorer Worksheet is cross-checked against the scannable score

document. Any corrections made to the ratings by the Scorer are double-checked and comments are confirmed as being appropriate. A blue dot is affixed by the Table Leader to confirm that the quality control check was conducted.

The third responsibility of a Table Leader is to manage the Read Behind process. The Read Behind process occurs throughout the scoring institute. This process ensures the integrity of scoring across scoring stations. Table Leaders select the first, third, and then every seventh datafolio from each Scorer for Read Behind. The scannable score document is pulled and held by the Table Leader and a red dot is placed on the datafolio. This indicates that it has been selected for Read Behind. The first Scorer scores the datafolio, completes the Scorer Worksheet, and returns the datafolio to the Table Leader. The Table Leader turns the Scorer Worksheet over, places it into the front pocket of the datafolio, and then routes the scored datafolio to a second Scorer at a different scoring station. The second Scorer scores the datafolio, completes a second Scorer Worksheet, and returns the datafolio to the original Table Leader. The Table Leader compares the two worksheets. If no discrepancy exists, the Table Leader at the first scoring station fills in his or her Scorer Identification Number and completes the scannable score document. A quality control check is completed, a blue dot is affixed to the datafolio, and the datafolio is returned to the box. The second Scorer Worksheet is destroyed. If a discrepancy between the scores is found, the Table Leader highlights the discrepant areas and forwards the datafolio to the Floor Manager for resolution. The Floor Manager reviews the discrepant areas, enters his or her Scorer Identification Number, and completes the scannable score document. The Floor Manager returns the datafolio to the Table Leader at the first scoring station. After a datafolio has been through the Read Behind process, the Table Leader completes a quality control check. The Table Leader then works with the Scorer to review the discrepancy and provide any support that is needed. If the Scorer continues to have discrepant scores, the Table Leader is then directed to consult the Floor Manager and/or the SSC to discuss additional training or reassignment.

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

Chapter 4. DESCRIPTIVE ANALYSIS FOR OPERATIONAL TEST

Tables 4-1a through 4-1g show the percentages of students earning scores at each level of accuracy and independence. These percentages are presented by grade, subject, AGLI, and level of complexity. The percentages of students with scores at levels 3 and 4 for accuracy and independence tended to be somewhat higher at higher levels of complexity. Furthermore, the percentages of students with scores at levels 3 and 4 were higher for accuracy than for independence. Caution should be used in making such interpretations due to the relatively small number of students at the higher levels of complexity.

Table 4-1a. 2007-08 NYSAA Percentage of Students at Each Level of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 3.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*					*Independence*				
					4	3	2	1	NS	4	3	2	1	NS
3	English Language Arts	Reading	1	1391	70.8	15.4	9.4	3.5	1.0	68.4	12.0	11.2	7.5	1.0
			2	536	67.5	20.0	8.9	2.3	1.3	67.9	15.5	11.3	4.1	1.3
			3	86	69.2	13.5	11.5	1.9	3.9	63.5	13.5	17.3	1.9	3.9
			All	2013	69.8	16.6	9.3	3.1	1.1	68.1	13.0	11.4	6.4	1.1
		Listening	1	1059	64.9	16.2	12.3	5.8	0.9	62.4	16.7	11.4	8.7	0.9
			2	803	65.6	18.5	10.1	5.1	0.7	64.4	14.5	13.1	7.4	0.7
			3	151	63.0	20.1	10.9	4.4	1.6	64.1	18.5	10.9	4.9	1.6
			All	2013	65.0	17.6	11.2	5.4	0.9	63.4	15.9	12.0	7.8	0.9
	Mathematics	Number Sense & Operations	1	1568	64.2	17.8	11.0	6.2	0.9	60.6	15.1	10.8	12.6	0.9
			2	306	66.0	20.7	9.6	2.6	1.2	74.9	11.0	8.0	4.9	1.2
			3	146	67.4	20.1	5.6	2.8	4.2	68.1	13.9	11.1	2.8	4.2
			All	2020	64.8	18.6	10.3	5.2	1.2	64.2	14.2	10.2	10.2	1.2
		Measurement	1	1681	65.4	16.0	11.4	6.6	0.7	64.9	13.7	10.8	9.9	0.8
			2	157	76.4	14.6	5.6	2.3	1.1	69.7	10.1	12.4	6.7	1.1
			3	177	65.4	18.7	10.3	4.7	0.9	56.1	15.9	16.8	10.3	0.9
			All	2015	65.9	16.1	11.1	6.3	0.8	64.6	13.7	11.2	9.7	0.8

Table 4-1b. 2007-08 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 4.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*					*Independence*				
					4	3	2	1	NS	4	3	2	1	NS
4	English Language Arts	Reading	1	1387	74.6	13.5	7.1	3.6	1.2	68.7	13.1	10.3	6.7	1.2
			2	450	65.1	17.5	11.6	5.3	0.6	62.7	20.0	12.6	4.0	0.7
			3	145	75.8	13.3	9.1	1.1	0.7	65.3	15.1	13.3	5.6	0.7
			All	1983	72.4	14.5	8.5	3.7	1.0	66.8	15.1	11.3	5.9	1.0
		Writing	1	1769	72.5	13.3	8.8	4.9	0.6	63.6	14.6	12.5	8.8	0.6
			2	164	73.3	15.6	6.9	3.5	0.7	61.8	15.3	11.8	10.4	0.7
			3	47	64.6	12.3	15.4	4.6	3.1	61.5	21.5	12.3	1.5	3.1
			All	1980	72.4	13.5	8.7	4.7	0.7	63.3	14.9	12.4	8.8	0.7
	Mathematics	Number Sense & Operations	1	1635	66.6	15.9	9.7	6.2	1.6	64.5	13.5	9.4	10.9	1.7
			2	322	67.8	19.3	8.4	3.8	0.8	74.9	13.2	6.9	4.3	0.8
			3	24	73.3	12.0	8.0	4.0	2.7	78.7	8.0	9.3	1.3	2.7
			All	1982	67.0	16.4	9.4	5.7	1.5	66.8	13.3	8.9	9.4	1.6
		Measurement	1	1645	65.9	13.6	10.9	8.0	1.6	62.1	13.3	11.0	11.9	1.6
			2	199	75.4	13.7	7.5	2.9	0.5	73.9	10.4	9.1	6.0	0.5
			3	136	78.7	16.0	3.2	2.1	0.0	50.0	17.0	10.6	22.3	0.0
			All	1980	69.1	13.7	9.6	6.3	1.2	64.9	12.7	10.5	10.7	1.2
	Science	Scientific Inquiry	1	1175	72.1	15.2	7.7	3.8	1.2	69.7	12.5	8.6	7.9	1.2
			2	685	81.3	11.4	3.9	2.2	1.2	76.2	9.9	7.7	5.0	1.2
			3	114	77.1	15.8	5.4	1.7	0.0	67.1	14.2	14.2	4.6	0.0
			All	1975	75.7	14.0	6.2	3.0	1.1	71.6	11.8	8.9	6.6	1.1
		Living Environment or Physical Setting/Earth Science	1	1560	76.6	12.3	7.2	2.9	1.0	69.8	12.1	8.7	8.3	1.1
			2	262	76.2	14.3	5.6	3.2	0.8	78.2	12.7	5.2	3.2	0.8
			3	151	69.4	19.4	6.7	3.0	1.5	56.0	17.9	17.9	6.7	1.5
			All	1973	76.1	13.0	7.0	2.9	1.0	70.0	12.5	8.9	7.6	1.1

Table 4-1c. 2007-08 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 5.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*					*Independence*				
					4	3	2	1	NS	4	3	2	1	NS
5	English Language Arts	Reading	1	1580	71.3	14.1	9.4	4.3	1.0	64.9	13.9	10.2	10.1	1.0
			2	485	76.6	10.4	9.6	2.2	1.2	68.8	14.4	10.8	4.9	1.2
			3	114	65.0	16.7	10.0	8.3	0.0	63.3	13.3	20.0	3.3	0.0
			All	2180	73.0	12.8	9.5	3.6	1.0	66.3	14.0	10.7	8.0	1.0
		Listening	1	1504	68.8	16.2	9.3	4.2	1.4	68.3	14.1	8.1	8.1	1.4
			2	381	67.0	19.7	9.5	3.3	0.4	65.8	14.5	12.2	6.9	0.6
			3	293	67.0	16.5	7.0	5.2	4.4	63.5	12.2	11.3	8.7	4.4
			All	2178	68.3	17.1	9.3	4.1	1.4	67.4	14.1	9.3	7.8	1.4
	Mathematics	Number Sense & Operations	1	1989	71.1	14.3	7.9	5.6	1.1	66.2	13.0	9.7	10.0	1.1
			2	166	74.1	14.1	7.0	2.7	2.2	75.7	11.9	7.6	2.7	2.2
			3	26	72.4	10.3	6.9	10.3	0.0	65.5	24.1	6.9	3.5	0.0
			All	2182	71.4	14.3	7.8	5.4	1.2	67.0	13.1	9.5	9.2	1.2
		Geometry	1	1865	76.0	10.7	7.6	4.5	1.2	70.7	11.4	8.3	8.4	1.2
			2	265	73.2	16.0	7.8	2.4	0.6	71.4	13.4	9.2	5.2	0.8
			3	49	68.4	18.4	7.9	5.3	0.0	63.2	13.2	15.8	7.9	0.0
			All	2179	75.1	12.2	7.7	4.0	1.1	70.8	11.9	8.6	7.6	1.1
	Social Studies	US and NYS History	1	1913	75.5	9.7	7.2	6.3	1.4	67.6	10.6	10.7	9.7	1.4
			2	180	70.1	15.0	10.3	2.6	2.1	68.0	15.0	12.9	2.1	2.1
			3	74	74.7	12.7	6.3	6.3	0.0	70.9	6.3	15.2	7.6	0.0
			All	2171	75.0	10.3	7.5	5.9	1.4	67.8	10.9	11.1	8.9	1.4
		Civics, Citizenship and Government	1	1841	71.9	13.2	7.9	5.9	1.1	69.3	11.4	8.2	10.1	1.1
			2	262	71.3	16.2	7.4	3.7	1.4	69.0	11.1	12.5	6.0	1.4
			3	66	70.8	12.3	13.9	3.1	0.0	63.1	16.9	7.7	12.3	0.0
			All	2170	71.8	13.5	8.0	5.6	1.1	69.0	11.5	8.7	9.7	1.1

Table 4-1d. 2007-08 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 6.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*					*Independence*				
					4	3	2	1	NS	4	3	2	1	NS
6	English Language Arts	Reading	1	1557	74.0	11.7	9.6	3.4	1.3	64.7	12.5	12.7	8.7	1.4
			2	325	76.9	15.8	6.4	0.4	0.4	70.5	18.8	6.4	3.9	0.4
			3	368	57.1	25.6	12.9	4.2	0.2	67.6	17.1	9.3	5.9	0.2
			All	2251	70.3	15.4	10.1	3.3	0.9	66.0	14.2	11.2	7.5	1.0
		Writing	1	1766	69.9	12.6	10.0	6.3	1.2	61.0	14.7	10.8	12.4	1.2
			2	194	67.2	16.4	9.2	5.7	1.5	65.3	13.4	12.2	6.9	2.3
			3	290	67.4	21.0	6.7	3.8	1.1	64.0	21.0	8.2	5.6	1.1
			All	2250	69.3	14.1	9.5	5.9	1.2	61.9	15.3	10.7	10.9	1.3
	Mathematics	Number Sense & Operations	1	2062	73.3	11.5	8.8	5.9	0.5	65.1	12.5	11.0	11.0	0.5
			2	106	65.2	20.7	7.7	5.8	0.7	75.5	10.3	10.3	3.2	0.7
			3	84	81.8	10.1	7.4	0.0	0.7	71.6	10.1	11.5	6.1	0.7
			All	2253	73.3	12.0	8.7	5.5	0.5	66.2	12.2	11.0	10.1	0.5
		Algebra	1	1964	69.0	15.5	8.6	6.2	0.7	64.1	13.8	9.3	12.0	0.7
			2	199	65.9	22.1	6.2	5.4	0.4	71.3	13.6	8.1	6.2	0.8
			3	84	67.1	20.1	8.7	3.4	0.7	79.9	7.4	6.7	5.4	0.7
			All	2247	68.5	16.6	8.3	5.9	0.6	66.1	13.4	9.0	10.9	0.7

Table 4-1e. 2007-08 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 7.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*					*Independence*				
					4	3	2	1	NS	4	3	2	1	NS
7	English Language Arts	Reading	1	1772	74.1	12.8	8.4	3.8	0.9	62.6	13.7	12.4	10.3	1.0
			2	606	62.7	23.4	9.3	4.5	0.2	66.9	16.3	10.9	5.8	0.2
			3	69	64.0	24.3	6.6	4.4	0.7	62.5	11.8	14.0	11.0	0.7
			All	2447	70.4	16.3	8.5	4.1	0.7	63.8	14.3	12.1	9.1	0.7
		Listening	1	1615	66.3	16.9	11.7	4.0	1.2	65.9	12.7	11.0	9.1	1.2
			2	683	76.8	11.0	10.2	1.5	0.5	64.3	13.3	15.1	6.9	0.5
			3	146	68.5	19.1	6.7	3.4	2.3	73.0	12.4	7.9	4.5	2.3
			All	2444	68.2	15.9	11.2	3.5	1.1	65.9	12.8	11.6	8.5	1.1
	Mathematics	Number Sense & Operations	1	1813	70.5	16.1	7.0	5.1	1.3	64.9	12.0	10.9	11.0	1.3
			2	247	72.8	20.6	3.7	1.2	1.7	76.1	9.5	9.1	3.7	1.7
			3	392	67.5	20.1	9.7	2.0	0.7	74.0	11.0	9.7	4.6	0.7
			All	2452	70.5	16.9	6.8	4.5	1.3	66.7	11.7	10.6	9.8	1.3
		Statistics & Probability	1	1598	75.9	11.4	7.0	4.4	1.3	59.5	11.5	12.3	15.5	1.3
			2	695	63.7	21.5	9.8	3.5	1.6	62.5	15.0	14.3	6.5	1.7
			3	154	74.3	15.1	6.5	2.0	2.0	71.0	15.5	7.4	4.1	2.0
			All	2447	71.8	15.0	7.8	3.9	1.4	61.7	13.1	12.4	11.4	1.5

Table 4-1f. 2007-08 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 8.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*					*Independence*				
					4	3	2	1	NS	4	3	2	1	NS
8	English Language Arts	Reading	1	1989	71.6	14.4	9.7	3.4	0.8	63.1	15.7	12.0	8.3	1.0
			2	259	57.7	25.3	11.9	4.4	0.7	63.3	14.4	13.9	7.8	0.7
			3	147	62.2	26.0	9.5	0.8	1.6	61.4	16.5	15.8	4.7	1.6
			All	2396	68.8	16.9	10.1	3.5	0.9	63.1	15.5	12.5	8.1	0.9
		Writing	1	2085	68.6	17.6	8.8	4.1	0.9	61.9	15.3	11.6	10.3	1.0
			2	146	62.0	23.4	10.2	2.9	1.5	59.9	20.4	13.9	4.4	1.5
			3	163	68.3	21.8	7.0	0.7	2.1	50.0	22.5	22.5	2.8	2.1
			All	2394	68.2	18.2	8.7	3.9	1.0	61.1	16.0	12.4	9.5	1.1
	Mathematics	Geometry	1	2114	69.8	16.4	7.9	5.1	0.7	68.7	12.3	10.0	8.2	0.8
			2	184	68.7	23.5	4.8	3.0	0.0	71.7	20.5	4.8	3.0	0.0
			3	98	60.0	22.2	13.3	3.3	1.1	65.6	11.1	17.8	4.4	1.1
			All	2396	69.3	17.1	7.9	4.9	0.7	68.8	12.8	9.9	7.7	0.8
		Algebra	1	1431	63.4	17.9	10.0	7.7	1.2	65.8	12.0	10.5	10.5	1.2
			2	817	65.4	21.7	9.3	3.1	0.6	70.4	15.9	8.2	4.9	0.6
			3	144	67.6	19.6	8.8	3.4	0.7	69.6	11.5	13.5	4.7	0.7
			All	2392	64.2	19.0	9.7	6.1	1.0	67.3	13.0	10.1	8.6	1.0
	Science	Scientific Inquiry	1	1898	69.3	15.6	7.8	6.4	0.9	65.3	12.2	10.4	11.3	0.9
			2	319	74.2	14.6	7.8	2.4	1.0	68.7	12.6	10.2	7.5	1.0
			3	172	66.0	20.0	10.5	2.5	1.0	50.0	23.5	18.0	7.5	1.0
			All	2389	70.3	15.7	8.0	5.1	0.9	64.9	13.2	11.0	10.0	0.9
		Living Environment or Physical Setting/Earth Science	1	1848	68.1	15.7	9.9	5.6	0.8	65.6	13.8	10.1	9.6	0.8
			2	468	69.8	18.7	8.0	2.4	1.1	69.5	16.4	9.3	3.8	1.1
			3	72	76.2	15.9	6.4	1.6	0.0	62.7	18.3	15.1	4.0	0.0
			All	2388	68.9	16.4	9.3	4.6	0.9	66.4	14.7	10.2	7.9	0.9
	Social Studies	US and NYS History	1	2166	69.9	12.4	8.6	7.9	1.2	60.0	13.2	12.2	13.4	1.2
			2	142	62.9	19.0	10.7	5.4	2.0	64.4	11.2	14.2	8.3	2.0
			3	82	66.3	22.3	7.4	4.0	0.0	55.4	26.9	12.0	5.7	0.0
			All	2391	69.1	13.7	8.7	7.4	1.2	60.0	14.0	12.4	12.4	1.2
		Civics, Citizenship and Government	1	1993	76.6	10.4	6.6	5.6	0.8	66.2	11.9	10.2	11.0	0.8
			2	194	71.7	13.1	10.6	2.8	1.8	70.3	10.6	12.7	4.6	1.8
			3	200	53.2	23.0	18.0	5.0	0.7	56.1	23.0	13.0	7.2	0.7
			All	2387	74.6	11.5	7.8	5.2	0.9	66.1	12.4	10.7	10.0	0.9

Table 4-1g. 2007-08 NYSAA: Percentage of Students at Each Level of Accuracy and Independence by Subject, AGLI, and Level of Complexity—High School.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*					*Independence*				
					4	3	2	1	NS	4	3	2	1	NS
High School	English Language Arts	Reading	1	2303	69.1	17.8	9.3	2.9	0.9	60.3	18.3	13.6	6.9	0.9
			2	1242	60.6	21.1	14.2	3.4	0.8	70.6	12.4	11.6	4.6	0.8
			3	157	56.7	40.0	3.3	0.0	0.0	53.3	23.3	13.3	10.0	0.0
			All	3704	66.9	19.0	10.4	3.0	0.8	62.6	17.0	13.1	6.4	0.8
		Writing	1	2855	64.9	20.5	10.4	3.5	0.6	62.2	16.6	13.1	7.5	0.6
			2	687	61.9	27.8	6.4	2.9	1.1	59.1	21.7	13.2	5.0	1.1
			3	158	71.4	19.1	7.1	2.4	0.0	73.8	4.8	16.7	4.8	0.0
			All	3700	64.6	21.7	9.7	3.4	0.7	62.0	17.2	13.2	7.0	0.7
	Mathematics	Algebra	1	2796	60.6	19.0	12.5	7.0	0.9	61.2	14.8	14.0	9.0	1.0
			2	552	61.8	23.6	10.2	2.2	2.2	68.4	16.0	8.9	4.4	2.2
			3	344	60.3	17.8	10.3	10.3	1.2	74.7	10.9	9.8	3.5	1.2
			All	3695	60.7	19.5	11.9	6.7	1.1	63.6	14.6	12.9	7.8	1.2
		Statistics & Probability	1	2626	67.6	17.3	10.2	4.2	0.7	59.6	14.9	14.6	10.3	0.7
			2	837	59.5	25.0	10.5	4.3	0.7	64.1	15.5	14.8	4.9	0.7
			3	228	79.2	13.3	4.2	2.5	0.8	79.2	4.2	11.7	4.2	0.8
			All	3691	67.0	18.5	9.8	4.1	0.7	61.9	14.2	14.4	8.9	0.7
	Science	Living Environment	1	2925	63.9	19.4	10.6	5.0	1.1	65.0	14.9	10.9	8.2	1.1
			2	614	66.1	18.3	9.3	5.6	0.8	70.3	15.9	9.3	3.5	1.1
			3	153	59.8	21.8	17.2	1.2	0.0	74.7	9.2	14.9	1.2	0.0
			All	3697	64.1	19.3	10.6	4.9	1.0	66.7	14.8	10.8	6.6	1.1
		Physical Setting/Earth Science	1	2781	67.4	16.0	11.5	4.3	0.8	66.5	15.2	10.3	7.2	0.8
			2	637	59.1	18.7	12.8	8.0	1.5	60.8	17.8	11.9	8.3	1.2
			3	278	71.4	20.4	6.1	0.0	2.0	77.6	14.3	8.2	0.0	0.0
			All	3696	65.7	16.7	11.6	5.0	1.0	65.6	15.7	10.6	7.2	0.8
	Social Studies	US History	1	2594	66.5	16.2	9.5	6.4	1.4	58.0	16.0	14.6	10.0	1.4
			2	727	64.6	17.3	11.2	5.6	1.4	68.2	13.7	11.8	5.0	1.4
			3	380	62.3	18.9	18.9	0.0	0.0	56.6	7.6	26.4	9.4	0.0
			All	3702	65.7	16.7	10.4	5.9	1.4	61.2	15.0	14.1	8.3	1.4
		Global History	1	2509	68.1	15.7	10.1	5.6	0.6	63.2	14.4	11.6	10.2	0.6
			2	1113	65.2	18.6	9.9	4.7	1.7	65.2	17.1	10.1	6.0	1.7
			3	75	82.4	11.8	5.9	0.0	0.0	76.5	17.7	5.9	0.0	0.0
			All	3697	67.2	16.6	10.0	5.2	1.0	64.0	15.4	11.0	8.6	1.0

Means and standard deviations of accuracy and independence are presented by grade, subject, AGLI, and level of complexity in Tables 4-2a through 4-2g. In general, means did not differ substantially across grades or subjects. Means on accuracy ranged from 10.6 to 11.1, and means on independence ranged from 9.6 to 10.6. Means tended to be higher at higher levels of complexity, and higher on accuracy than on independence.

Table 4-2a. 2007-08 NYSAA: Means (and Standard Deviations) of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 3.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*		*Independence*	
3	English Language Arts	Reading	1	1403	11.25	(1.57)	10.84	(2.24)
			2	559	11.30	(1.36)	11.03	(1.84)
			3	52	11.31	(1.23)	10.81	(1.83)
			All	2014	11.26	(1.51)	10.89	(2.12)
		Listening	1	934	10.96	(1.86)	10.63	(2.35)
			2	841	11.14	(1.63)	10.81	(2.13)
			3	184	11.01	(1.78)	10.91	(1.89)
			All	1959	11.04	(1.76)	10.74	(2.21)
	Mathematics	Number Sense & Operations	1	1442	10.97	(1.88)	10.36	(2.69)
			2	425	11.29	(1.28)	11.17	(1.78)
			3	144	11.29	(1.36)	11.03	(1.71)
			All	2011	11.06	(1.74)	10.58	(2.49)
		Measurement	1	1764	10.97	(1.88)	10.66	(2.38)
			2	89	11.48	(1.10)	11.10	(1.82)
			3	107	11.11	(1.79)	10.58	(2.17)
			All	1960	11.00	(1.85)	10.68	(2.34)

Table 4-2b. 2007-08 NYSAA: Means (and Standard Deviations) of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 4.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*		*Independence*	
4	English Language Arts	Reading	1	1376	11.31	(1.55)	10.87	(2.16)
			2	549	11.14	(1.61)	10.97	(1.85)
			3	284	11.47	(1.28)	10.87	(2.11)
			All	2209	11.29	(1.53)	10.89	(2.08)
		Writing	1	1802	11.24	(1.63)	10.61	(2.43)
			2	288	11.37	(1.39)	10.67	(2.27)
			3	65	10.95	(1.86)	10.85	(1.99)
			All	2155	11.25	(1.61)	10.63	(2.40)
	Mathematics	Number Sense & Operations	1	1725	11.07	(1.79)	10.61	(2.48)
			2	394	11.20	(1.59)	11.22	(1.85)
			3	75	11.19	(1.71)	11.23	(1.91)
			All	2194	11.10	(1.75)	10.74	(2.37)
		Measurement	1	1428	10.92	(2.03)	10.45	(2.64)
			2	613	11.43	(1.29)	11.15	(1.86)
			3	94	11.62	(0.94)	9.55	(3.30)
			All	2135	11.10	(1.82)	10.61	(2.51)
	Science	Scientific Inquiry	1	1217	11.31	(1.47)	10.90	(2.22)
			2	727	11.55	(1.24)	11.19	(1.89)
			3	240	11.50	(1.22)	11.16	(1.56)
			All	2184	11.41	(1.37)	11.02	(2.05)
		Living Environment or Physical Setting/Earth Science	1	1743	11.40	(1.44)	10.82	(2.36)
			2	252	11.49	(1.18)	11.44	(1.32)
			3	134	11.34	(1.36)	10.67	(1.92)
			All	2129	11.40	(1.41)	10.88	(2.24)

Table 4-2c. 2007-08 NYSAA: Means (and Standard Deviations) of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 5.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*		*Independence*	
5	English Language Arts	Reading	1	1239	11.24	(1.58)	10.65	(2.41)
			2	759	11.44	(1.26)	11.03	(1.92)
			3	60	11.32	(1.05)	10.90	(1.81)
			All	2058	11.31	(1.46)	10.80	(2.23)
		Listening	1	1399	11.17	(1.66)	10.85	(2.24)
			2	481	11.25	(1.38)	10.98	(1.87)
			3	114	11.11	(1.85)	10.75	(2.15)
			All	1994	11.19	(1.61)	10.87	(2.15)
	Mathematics	Number Sense & Operations	1	1848	11.17	(1.73)	10.67	(2.44)
			2	185	11.36	(1.49)	11.28	(1.63)
			3	29	11.24	(1.66)	11.24	(1.33)
			All	2062	11.19	(1.71)	10.73	(2.37)
		Geometry	1	1446	11.32	(1.58)	10.93	(2.22)
			2	500	11.40	(1.35)	11.20	(1.62)
			3	38	11.29	(1.29)	10.97	(1.55)
			All	1984	11.34	(1.52)	11.00	(2.08)
	Social Studies	US and NYS History	1	1754	11.28	(1.63)	10.75	(2.33)
			2	194	11.19	(1.70)	11.12	(1.67)
			3	79	11.35	(1.32)	10.99	(1.92)
			All	2027	11.27	(1.63)	10.80	(2.26)
		Civics, Citizenship and Government	1	1643	11.22	(1.67)	10.81	(2.31)
			2	216	11.28	(1.50)	11.06	(1.71)
			3	65	11.40	(1.12)	10.77	(2.15)
			All	1924	11.23	(1.63)	10.84	(2.24)

Table 4-2d. 2007-08 NYSAA: Means (and Standard Deviations) of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 6.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*		*Independence*	
6	English Language Arts	Reading	1	1471	11.28	(1.62)	10.67	(2.35)
			2	234	11.54	(1.07)	11.22	(1.64)
			3	527	10.97	(1.66)	10.96	(1.95)
			All	2232	11.24	(1.59)	10.80	(2.20)
		Writing	1	1645	11.10	(1.80)	10.44	(2.59)
			2	262	11.10	(1.70)	10.68	(2.35)
			3	267	11.30	(1.38)	10.98	(1.82)
			All	2174	11.12	(1.74)	10.53	(2.48)
	Mathematics	Number Sense & Operations	1	1917	11.19	(1.78)	10.62	(2.49)
			2	155	11.19	(1.65)	11.33	(1.51)
			3	148	11.64	(0.92)	11.05	(1.92)
			All	2220	11.22	(1.73)	10.70	(2.41)
		Algebra	1	1768	11.10	(1.82)	10.51	(2.63)
			2	258	11.19	(1.63)	11.06	(1.96)
			3	149	11.30	(1.34)	11.36	(1.62)
			All	2175	11.12	(1.77)	10.63	(2.51)

Table 4-2e. 2007-08 NYSAA: Means (and Standard Deviations) of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 7.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*		*Independence*	
7	English Language Arts	Reading	1	1536	11.33	(1.47)	10.51	(2.47)
			2	625	11.22	(1.39)	11.02	(1.84)
			3	136	11.18	(1.55)	10.71	(2.06)
			All	2297	11.29	(1.46)	10.66	(2.30)
		Listening	1	1757	11.09	(1.66)	10.68	(2.40)
			2	392	11.45	(1.26)	10.83	(1.94)
			3	88	11.35	(1.19)	11.19	(1.68)
			All	2237	11.17	(1.59)	10.72	(2.31)
	Mathematics	Number Sense & Operations	1	1903	11.20	(1.70)	10.49	(2.64)
			2	242	11.48	(1.17)	11.21	(1.83)
			3	154	11.36	(1.15)	11.29	(1.59)
			All	2299	11.24	(1.62)	10.62	(2.53)
		Statistics & Probability	1	1283	11.36	(1.51)	10.06	(3.02)
			2	705	11.16	(1.53)	10.73	(2.18)
			3	245	11.38	(1.38)	11.18	(1.70)
			All	2233	11.30	(1.50)	10.39	(2.69)

Table 4-2f. 2007-08 NYSAA: Means (and Standard Deviations) of Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 8.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*		*Independence*	
8	English Language Arts	Reading	1	1894	11.24	(1.61)	10.66	(2.37)
			2	411	11.00	(1.62)	10.74	(2.12)
			3	127	11.21	(1.39)	10.97	(1.66)
			All	2432	11.20	(1.60)	10.69	(2.29)
		Writing	1	2098	11.20	(1.57)	10.56	(2.41)
			2	136	11.21	(1.36)	10.90	(1.87)
			3	142	11.35	(1.29)	10.35	(2.15)
			All	2376	11.21	(1.55)	10.57	(2.36)
	Mathematics	Geometry	1	2158	11.18	(1.70)	10.85	(2.26)
			2	166	11.36	(1.21)	11.33	(1.49)
			3	90	11.04	(1.70)	10.93	(1.82)
			All	2414	11.19	(1.67)	10.89	(2.21)
		Algebra	1	1548	10.89	(2.06)	10.62	(2.51)
			2	655	11.20	(1.49)	11.15	(1.82)
			3	148	11.25	(1.46)	11.02	(1.94)
			All	2351	11.00	(1.89)	10.80	(2.32)
	Science	Scientific Inquiry	1	1598	11.17	(1.67)	10.65	(2.44)
			2	617	11.40	(1.34)	10.85	(2.21)
			3	200	11.27	(1.38)	10.48	(2.27)
			All	2415	11.23	(1.57)	10.69	(2.37)
		Living Environment or Physical Setting/Earth Science	1	1658	11.09	(1.75)	10.72	(2.34)
			2	573	11.35	(1.29)	11.17	(1.74)
			3	126	11.45	(1.35)	10.85	(1.89)
			All	2357	11.17	(1.64)	10.83	(2.19)
	Social Studies	US and NYS History	1	2029	11.07	(1.91)	10.37	(2.63)
			2	203	11.02	(1.82)	10.65	(2.42)
			3	175	11.27	(1.44)	10.82	(1.80)
			All	2407	11.08	(1.87)	10.43	(2.56)
		Civics, Citizenship and Government	1	1866	11.33	(1.57)	10.71	(2.36)
			2	281	11.32	(1.42)	11.13	(1.71)
			3	139	10.94	(1.54)	10.68	(2.01)
			All	2286	11.30	(1.55)	10.76	(2.27)

Table 4-2g. 2007-08 NYSAA: Means (and Standard Deviations) of Accuracy and Independence by Subject, AGLI, and Level of Complexity—High School.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*		*Independence*	
High School	English Language Arts	Reading	1	1243	11.22	(1.58)	10.57	(2.32)
			2	388	11.00	(1.67)	11.00	(2.01)
			3	30	11.23	(1.04)	10.63	(2.19)
			All	1661	11.17	(1.60)	10.67	(2.26)
		Writing	1	1282	11.13	(1.60)	10.62	(2.32)
			2	281	11.25	(1.29)	10.86	(1.85)
			3	42	11.52	(0.97)	10.93	(1.98)
			All	1605	11.16	(1.54)	10.67	(2.24)
	Mathematics	Algebra	1	1249	10.87	(1.92)	10.53	(2.44)
			2	225	11.15	(1.46)	11.14	(1.68)
			3	174	10.61	(2.44)	11.28	(1.55)
			All	1648	10.88	(1.93)	10.69	(2.29)
		Statistics & Probability	1	1188	11.16	(1.63)	10.45	(2.50)
			2	304	11.07	(1.52)	10.88	(1.95)
			3	120	11.54	(1.20)	11.14	(1.99)
			All	1612	11.17	(1.58)	10.58	(2.38)
	Science	Living Environment	1	1113	11.08	(1.71)	10.80	(2.18)
			2	377	11.05	(1.76)	11.17	(1.64)
			3	87	11.10	(1.41)	11.37	(1.39)
			All	1577	11.08	(1.71)	10.92	(2.04)
		Physical Setting/Earth Science	1	1159	11.14	(1.69)	10.82	(2.25)
			2	337	10.86	(1.86)	10.91	(1.80)
			3	49	11.41	(1.17)	11.49	(1.10)
			All	1545	11.09	(1.72)	10.86	(2.13)
	Social Studies	US History	1	1009	11.07	(1.84)	10.48	(2.42)
			2	519	11.07	(1.69)	11.11	(1.69)
			3	53	11.36	(0.88)	10.85	(1.55)
			All	1581	11.08	(1.77)	10.70	(2.20)
		Global History	1	982	11.16	(1.67)	10.63	(2.39)
			2	534	11.17	(1.62)	10.98	(1.82)
			3	17	11.59	(1.00)	11.53	(1.07)
			All	1533	11.17	(1.64)	10.77	(2.20)

Correlations between composite scores and component scores (i.e., accuracy and independence) are presented in Tables 4-3a through 4-3g. These correlations are similar to discrimination statistics in that one would expect that a student who scores well on one part of an assessment scores well on the whole assessment.

Correlations between composite scores and accuracy ranged from 0.16 to 0.91. Correlations between composite scores and independence ranged from 0.30 to 0.99. Inflation in these values could have occurred because the component scores are included in the composite scores. On the other hand, the fact that 85% to 90% of students across grades and subject areas earned scores in the top third of the score scale might have depressed the values. Regardless, the observed correlations are evidence that the components discriminated among low and high performers.

Table 4-3a. 2007-08 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 3.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*	*Independence*
3	English Language Arts	Reading	1	1403	0.55	0.66
			2	559	0.36	0.63
			3	52	0.51	0.65
			All	2014	0.50	0.65
		Listening	1	934	0.69	0.81
			2	841	0.58	0.77
			3	184	0.69	0.58
			All	1959	0.65	0.78
	Mathematics	Number Sense & Operations	1	1442	0.58	0.71
			2	425	0.49	0.68
			3	144	0.59	0.68
			All	2011	0.57	0.71
		Measurement	1	1764	0.62	0.79
			2	89	0.52	0.83
			3	107	0.54	0.85
			All	1960	0.62	0.79

Table 4-3b. 2007-08 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 4.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*	*Independence*
4	English Language Arts	Reading	1	1376	0.49	0.65
			2	549	0.56	0.69
			3	284	0.55	0.71
			All	2209	0.51	0.66
		Writing	1	1802	0.57	0.76
			2	288	0.61	0.82
			3	65	0.74	0.80
			All	2155	0.58	0.76
	Mathematics	Number Sense & Operations	1	1725	0.51	0.65
			2	394	0.47	0.63
			3	75	0.54	0.74
			All	2194	0.51	0.66
		Measurement	1	1428	0.57	0.75
			2	613	0.53	0.68
			3	94	0.33	0.75
			All	2135	0.55	0.74
	Science	Scientific Inquiry	1	1217	0.42	0.64
			2	727	0.55	0.67
			3	240	0.35	0.46
			All	2184	0.46	0.64
		Living Environment or Physical Setting/Earth Science	1	1743	0.56	0.75
			2	252	0.73	0.75
			3	134	0.66	0.78
			All	2129	0.57	0.75

Table 4-3c. 2007-08 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 5.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*	*Independence*
5	English Language Arts	Reading	1	1239	0.54	0.68
			2	759	0.49	0.49
			3	60	0.34	0.35
			All	2058	0.52	0.62
		Listening	1	1399	0.64	0.78
			2	481	0.64	0.77
			3	114	0.74	0.82
			All	1994	0.64	0.78
	Mathematics	Number Sense & Operations	1	1848	0.49	0.65
			2	185	0.55	0.52
			3	29	0.27	0.59
			All	2062	0.49	0.64
		Geometry	1	1446	0.62	0.79
			2	500	0.61	0.73
			3	38	0.21	0.61
			All	1984	0.61	0.78
	Social Studies	US and NYS History	1	1754	0.46	0.63
			2	194	0.39	0.45
			3	79	0.36	0.75
			All	2027	0.45	0.62
		Civics, Citizenship and Government	1	1643	0.57	0.78
			2	216	0.60	0.69
			3	65	0.64	0.74
			All	1924	0.57	0.77

Table 4-3d. 2007-08 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 6.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*	*Independence*
6	English Language Arts	Reading	1	1471	0.51	0.68
			2	234	0.44	0.57
			3	527	0.49	0.64
			All	2232	0.50	0.67
		Writing	1	1645	0.56	0.78
			2	262	0.67	0.78
			3	267	0.61	0.71
			All	2174	0.58	0.78
	Mathematics	Number Sense & Operations	1	1917	0.54	0.69
			2	155	0.64	0.47
			3	148	0.28	0.42
			All	2220	0.53	0.67
		Algebra	1	1768	0.57	0.77
			2	258	0.64	0.73
			3	149	0.46	0.57
			All	2175	0.56	0.76

Table 4-3e. 2007-08 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 7.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*	*Independence*
7	English Language Arts	Reading	1	1536	0.49	0.67
			2	625	0.47	0.65
			3	136	0.47	0.65
			All	2297	0.48	0.67
		Listening	1	1757	0.61	0.79
			2	392	0.48	0.78
			3	88	0.48	0.66
			All	2237	0.60	0.79
	Mathematics	Number Sense & Operations	1	1903	0.47	0.73
			2	242	0.47	0.56
			3	154	0.38	0.49
			All	2299	0.46	0.70
		Statistics & Probability	1	1283	0.48	0.81
			2	705	0.70	0.80
			3	245	0.66	0.69
			All	2233	0.54	0.81

Table 4-3f. 2007-08 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Subject, AGLI, and Level of Complexity—Grade 8.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*	*Independence*
8	English Language Arts	Reading	1	1894	0.51	0.69
			2	411	0.49	0.72
			3	127	0.45	0.61
			All	2432	0.50	0.69
		Writing	1	2098	0.54	0.78
			2	136	0.60	0.77
			3	142	0.63	0.76
			All	2376	0.55	0.78
	Mathematics	Geometry	1	2158	0.53	0.68
			2	166	0.16	0.32
			3	90	0.49	0.59
			All	2414	0.51	0.65
		Algebra	1	1548	0.64	0.76
			2	655	0.52	0.73
			3	148	0.40	0.75
			All	2351	0.61	0.76
	Science	Scientific Inquiry	1	1598	0.56	0.71
			2	617	0.49	0.78
			3	200	0.45	0.70
			All	2415	0.54	0.72
		Living Environment or Physical Setting/Earth Science	1	1658	0.62	0.81
			2	573	0.60	0.78
			3	126	0.69	0.76
			All	2357	0.62	0.80
	Social Studies	US and NYS History	1	2029	0.47	0.62
			2	203	0.42	0.55
			3	175	0.50	0.67
			All	2407	0.47	0.61
		Civics, Citizenship and Government	1	1866	0.55	0.76
			2	281	0.63	0.70
			3	139	0.64	0.81
			All	2286	0.56	0.76

Table 4-3g. 2007-08 NYSAA: Correlations Between Composite Score and Accuracy and Independence by Subject, AGLI, and Level of Complexity—High School.

Grade	*Subject*	*AGLI*	*Level of Complexity*	*N*	*Accuracy*	*Independence*
High School	English Language Arts	Reading	1	1243	0.55	0.73
			2	388	0.43	0.60
			3	30	0.59	0.90
			All	1661	0.52	0.70
		Writing	1	1282	0.65	0.82
			2	281	0.63	0.82
			3	42	0.52	0.92
			All	1605	0.64	0.82
	Mathematics	Algebra	1	1249	0.62	0.72
			2	225	0.57	0.66
			3	174	0.58	0.58
			All	1648	0.59	0.71
		Statistics & Probability	1	1188	0.60	0.81
			2	304	0.42	0.68
			3	120	0.73	0.87
			All	1612	0.58	0.80
	Science	Living Environment	1	1113	0.61	0.76
			2	377	0.54	0.59
			3	87	0.60	0.62
			All	1577	0.59	0.73
		Physical Setting/Earth Science	1	1159	0.74	0.80
			2	337	0.66	0.64
			3	49	0.57	0.30
			All	1545	0.72	0.77
	Social Studies	US History	1	1009	0.54	0.74
			2	519	0.47	0.54
			3	53	0.52	0.66
			All	1581	0.52	0.69
		Global History	1	982	0.61	0.80
			2	534	0.69	0.73
			3	17	0.91	0.99
			All	1533	0.63	0.78

Chapter 5. TEST RELIABILITY

5.1 Reliability

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

Reliability can be defined as the degree of consistency associated with test scores. In other words, if it were possible to obtain two scores on all students with equivalent test forms, or with repeated administration of the same assessment, then the correlation between the sets of scores would be a measure of reliability. Since only one NYSAA score per student was obtained, the correlation coefficient known as Cronbach's (1951)[1] was used to measure consistency among test parts. Cronbach's α formula is:

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

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^2_x 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 NYSAA 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 2007–08 NYSAA. Table 5-1 presents Cronbach's α coefficient for each content area and grade.

[1] Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika, 16*, 297–334.

Table 5-1. 2007-08 NYSAA Cronbach's α Reliability Coefficients by Grade and Subject Area.

Grade	*Subject*	*Reliability (α)*
3	Mathematics	0.86
	English Language Arts	0.84
4	Mathematics	0.84
	English Language Arts	0.83
	Science	0.83
5	Mathematics	0.84
	English Language Arts	0.84
	Social Studies	0.82
6	Mathematics	0.86
	English Language Arts	0.84
7	Mathematics	0.85
	English Language Arts	0.84
8	Mathematics	0.87
	English Language Arts	0.84
	Science	0.86
	Social Studies	0.84
High School	Mathematics	0.87
	English Language Arts	0.87
	Science	0.87
	Social Studies	0.85

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

5.2 Reliability of Performance Level Classifications

All test scores contain measurement error; thus, classifications based on test scores are also subject to measurement error. As detailed in Chapter 2, a standard setting meeting was conducted in June 2008 in all grade contents. Based on the raw scale cut scores thus established, the students were classified based on their content area raw scores into one of four performance levels: *Not Meeting the Standard, Partially Meeting the Standard, Meeting the Standard*, and *Meeting the Standard with Distinction*. (Look-up tables for converting raw scores to performance levels are presented in Chapter 7.)

After the 2007–08 NYSAA performance levels were specified and students were classified into those levels, empirical analyses were conducted to determine the statistical accuracy and consistency of the classifications.

5.2.1 Accuracy and Consistency

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

Consistency measures the extent to which classification decisions based on test scores match the decisions based on scores from a second, parallel form of the same test. Consistency can be evaluated directly from actual responses to test items if two complete and parallel forms of the test are given to the same group of students. In operational assessment programs, however, such a design is usually impractical. Instead, techniques, such as one by Livingston and Lewis (1995)[2] have been developed to estimate both the accuracy and consistency of classification decisions based on a single administration of a test. The Livingston and Lewis technique was used for the 2007–08 NYSAA because it is easily adaptable to examinations of all kinds of formats, including mixed-format tests.

5.2.2 Calculating Accuracy

The accuracy and consistency estimates reported 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 so must be estimated. In the Livingston and Lewis method, estimated true scores are used to classify students into their "true" achievement level.

For the 2007–08 NYSAA, after various technical adjustments were made (described in Livingston and Lewis, 1995), a 4 × 4 contingency table of accuracy was created for each content area and grade, where cell [i,j] represented the estimated proportion of students whose true score fell into achievement level i (where i = 1 to 4), and whose observed score fell into achievement level j (where j = 1 to 4). The sum of the diagonal entries (i.e., the proportion of students whose true and observed achievement levels matched one another) signified overall accuracy.

5.2.3 Calculating Consistency

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

[2] Livingston, S. A., & Lewis, C. (1995). Estimating the consistency and accuracy of classifications based on test scores. *Journal of Educational Measurement*, *32*, 179–197.

5.2.4 Calculating Kappa

Another way to measure consistency is to use Cohen's (1960)[3] 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:

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

where
Ci. is the proportion of students whose observed achievement level would be Level *i* (where *i* = 1–4) on the first hypothetical parallel form of the test.
C.i is the proportion of students whose observed achievement level would be Level *i* (where *i* = 1–4) on the second hypothetical parallel form of the test.
Cii is the proportion of students whose observed achievement level would be Level *i* (where *i* = 1–4) on both hypothetical parallel forms of the test.

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

5.2.5 Results of Accuracy and Consistency Analyses

In Tables 5-2 through 5-21, the overall accuracy and consistency indices, as well as kappa, are shown in the first table (labeled "a") of each pair of tables corresponding to the grade contents.

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

The above indices are derived from Livingston and Lewis's (1995)[4] 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 below use the standard version for two reasons: (a) The "unadjusted" version can be considered a smoothing of the data, thereby decreasing the variability of the results; and (b) for results dealing with the consistency of two parallel forms, the unadjusted tables are symmetrical, indicating that the two parallel forms have the same statistical properties. This second reason is consistent with the notion of forms that are parallel (i.e., it is more intuitive and interpretable for two parallel forms to have the same statistical distribution as one another).

[3] Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement*, *20*, 37–46.

[4] See note 2 above.

Table 5-2a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 3

Accuracy	0.7994
Consistency	0.7495
Kappa (κ)	0.5541

Table 5-2b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 3

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9850	0.0065	0.0085	0.9788
PM : M	0.9486	0.0284	0.0230	0.9296
M : MD	0.8655	0.1050	0.0295	0.8371

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

Table 5-3a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 4

Accuracy	0.7255
Consistency	0.6770
Kappa (κ)	0.4787

Table 5-3b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 4

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9827	0.0076	0.0097	0.9756
PM : M	0.9198	0.0497	0.0305	0.8931
M : MD	0.8205	0.1467	0.0328	0.7953

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

Table 5-4a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 5

Accuracy	0.7507
Consistency	0.7036
Kappa (κ)	0.4731

Table 5-4b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 5

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9805	0.0091	0.0103	0.9729
PM : M	0.9435	0.0336	0.0230	0.9238
M : MD	0.8257	0.1342	0.0401	0.7988

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

Table 5-5a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 6

Accuracy	0.8244
Consistency	0.7759
Kappa (κ)	0.5591

Table 5-5b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 6

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9876	0.0053	0.0071	0.9825
PM : M	0.9544	0.0249	0.0206	0.9376
M : MD	0.8820	0.0858	0.0322	0.8516

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

Table 5-6a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 7

Accuracy	0.7267
Consistency	0.6792
Kappa (κ)	0.4762

Table 5-6b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 7

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9601	0.0212	0.0186	0.9453
PM : M	0.9314	0.0408	0.0278	0.9077
M : MD	0.8283	0.1385	0.0333	0.8018

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

Table 5-7a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, Grade 8

Accuracy	0.7350
Consistency	0.6749
Kappa (κ)	0.4576

Table 5-7b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, Grade 8

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9614	0.0225	0.0162	0.9472
PM : M	0.9422	0.0371	0.0207	0.9227
M : MD	0.8269	0.1162	0.0569	0.7865

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

Table 5-8a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Mathematics, High School

Accuracy	0.8194
Consistency	0.7720
Kappa (κ)	0.5878

Table 5-8b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Mathematics, High School

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9916	0.0034	0.0050	0.9880
PM : M	0.9521	0.0268	0.0211	0.9345
M : MD	0.8755	0.0957	0.0287	0.8475

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

Table 5-9a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 3

Accuracy	0.7746
Consistency	0.7312
Kappa (κ)	0.4879

Table 5-9b. 2007-08 NYSAA Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 3

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9608	0.0206	0.0185	0.9461
PM : M	0.9251	0.0463	0.0286	0.9001
M : MD	0.8759	0.0898	0.0342	0.8438

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

Table 5-10a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 4

Accuracy	0.7506
Consistency	0.7116
Kappa (κ)	0.4811

Table 5-10b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 4

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9607	0.0202	0.0191	0.9458
PM : M	0.9170	0.0527	0.0303	0.8904
M : MD	0.8614	0.1103	0.0282	0.8361

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

Table 5-11a. 2007-08 NYSAA Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 5

Accuracy	0.7290
Consistency	0.6760
Kappa (κ)	0.4428

Table 5-11b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 5

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9708	0.0149	0.0143	0.9597
PM : M	0.9384	0.0379	0.0237	0.9176
M : MD	0.8170	0.1341	0.0489	0.7837

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

Table 5-12a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 6

Accuracy	0.7621
Consistency	0.7194
Kappa (κ)	0.5085

Table 5-12b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 6

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9748	0.0121	0.0130	0.9650
PM : M	0.9157	0.0540	0.0303	0.8885
M : MD	0.8624	0.1086	0.0290	0.8363

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

Table 5-13a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 7

Accuracy	0.8283
Consistency	0.7868
Kappa (κ)	0.5173

Table 5-13b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 7

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9887	0.0044	0.0069	0.9838
PM : M	0.9390	0.0353	0.0257	0.9176
M : MD	0.8939	0.0720	0.0340	0.8627

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

Table 5-14a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, Grade 8

Accuracy	0.8355
Consistency	0.7902
Kappa (κ)	0.5323

Table 5-14b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, Grade 8

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9892	0.0043	0.0065	0.9845
PM : M	0.9494	0.0280	0.0226	0.9310
M : MD	0.8950	0.0709	0.0341	0.8636

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

Table 5-15a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—English Language Arts, High School

Accuracy	0.8271
Consistency	0.7794
Kappa (κ)	0.5331

Table 5-15b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—English Language Arts, High School

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9788	0.0097	0.0115	0.9703
PM : M	0.9492	0.0279	0.0230	0.9304
M : MD	0.8969	0.0697	0.0334	0.8653

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

Table 5-16a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Science, Grade 4

Accuracy	0.8442
Consistency	0.8079
Kappa (κ)	0.5227

Table 5-16b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Science, Grade 4

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9741	0.0129	0.0130	0.9642
PM : M	0.9596	0.0224	0.0181	0.9449
M : MD	0.9025	0.0676	0.0299	0.8758

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

Table 5-17a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Science, Grade 8

Accuracy	0.8230
Consistency	0.7855
Kappa (κ)	0.5328

Table 5-17b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Science, Grade 8

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9735	0.0132	0.0133	0.9633
PM : M	0.9365	0.0386	0.0249	0.9146
M : MD	0.9042	0.0688	0.0270	0.8785

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

Table 5-18a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Science, High School

Accuracy	0.8461
Consistency	0.8050
Kappa (κ)	0.5693

Table 5-18b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Science, High School

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9846	0.0071	0.0083	0.9783
PM : M	0.9520	0.0275	0.0205	0.9346
M : MD	0.9081	0.0655	0.0264	0.8828

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

Table 5-19a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Social Studies, Grade 5

Accuracy	0.7394
Consistency	0.6942
Kappa (κ)	0.4458

Table 5-19b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Social Studies, Grade 5

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9472	0.0322	0.0205	0.9288
PM : M	0.9205	0.0529	0.0266	0.8954
M : MD	0.8498	0.1028	0.0473	0.8128

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

Table 5-20a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Social Studies, Grade 8

Accuracy	0.7682
Consistency	0.7208
Kappa (κ)	0.5084

Table 5-20b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Social Studies, Grade 8

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9522	0.0283	0.0194	0.9350
PM : M	0.9377	0.0391	0.0231	0.9161
M : MD	0.8651	0.0987	0.0362	0.8350

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

Table 5-21a. 2007-08 NYSAA: Summary of Overall Accuracy and Consistency Indices—Social Studies, High School

Accuracy	0.7637
Consistency	0.7202
Kappa (κ)	0.5054

Table 5-21b. 2007-08 NYSAA: Accuracy and Consistency Indices at Cutpoints—Social Studies, High School

Cutpoint	*Accuracy*	*False Positive*	*False Negative*	*Consistency*
NM : PM	0.9566	0.0237	0.0196	0.9405
PM : M	0.9325	0.0420	0.0255	0.9097
M : MD	0.8656	0.1040	0.0304	0.8386

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

5.3 Reliability Monitoring Review Analysis

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

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

Table 5-22 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[5] 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 5-22. 2007-08 NYSAA: Interrater Reliability Analysis by Content Area.

Performance Levels by Content Area						
Content Area	N	Percent exact	Percent adjacent or exact	Kappa	Kappa standard error	Intraclass Correlation
English Language Arts	2037	93.72	96.23	0.87	0.01	0.79
Mathematics	2033	92.86	96.60	0.88	0.01	0.82
Science	845	93.97	96.58	0.85	0.02	0.75
Social Studies	779	89.22	93.07	0.82	0.02	0.68

[5] See note 3 above.

Table 5-23 displays the interrater reliability results on performance levels for each grade and content area. The percent exact agreement rates reported here are even higher than those reported in Table 5-22. Similarly, the Cohen's kappa, percent adjacent, and interclass correlation results are quite high.

Table 5-23. 2007-08 NYSAA: Interrater Reliability Analysis by Grade Level and Content Area

Performance Levels by Content Area and Grade

Grade	Subject Area	N	Percent exact	Percent adjacent or exact	Kappa	Kappa standard error	Intraclass Correlation
3	English Language Arts	325	92.62	96.02	0.86	0.03	0.79
4		283	95.76	97.16	0.93	0.02	0.85
5		225	92.00	95.99	0.86	0.03	0.71
6		323	91.64	94.43	0.86	0.03	0.76
7		303	92.74	95.05	0.83	0.04	0.76
8		332	95.18	97.58	0.88	0.03	0.85
High School		246	96.34	97.56	0.89	0.03	0.78
3	Mathematics	325	91.99	95.99	0.85	0.03	0.79
4		284	92.96	97.54	0.89	0.02	0.87
5		225	92.00	96.44	0.86	0.03	0.78
6		322	95.33	96.57	0.90	0.02	0.85
7		303	92.73	96.69	0.88	0.02	0.83
8		330	92.12	95.77	0.87	0.02	0.77
High School		244	92.63	97.55	0.87	0.03	0.83
4	Science	282	95.04	96.45	0.87	0.03	0.67
8		330	93.93	97.56	0.86	0.03	0.85
High School		233	92.71	95.29	0.81	0.04	0.63
5	Social Studies	217	87.57	92.17	0.79	0.04	0.69
8		329	88.76	93.02	0.81	0.03	0.68
High School		233	91.41	93.99	0.85	0.03	0.68

Table 5-24 displays the interrater reliability results on raw scores for each grade and content area broken down by scoring dimensions (accuracy and independence), ALGI and date. The percent exact agreement rates reported here are still higher than those reported in Table 5-23 with most values between 97% and 99%. Similarly, the Cohen's kappa, percent adjacent, and interclass correlation results are quite high.

Table 5-24. 2007-08 NYSAA: Interrater Reliability Analysis by Scoring Dimension, Grade, Content, ALGI, and Date

Raw Scores by Grade, Content, Dimension, ALGI, and Date

Grade	*Dimension*	*Content Area*	*AGLI*	*Date*	*N*	*Percent exact*	*Percent adjacent or exact*	*Kappa**	*Kappa standard error**	*Intraclass Correlation*
3	Accuracy	English Language Arts	1	1	320	98.43	99.06	0.96	0.02	0.95
				2	321	99.07	99.69	0.95	0.03	0.95
				3	321	99.06	99.99	0.91	0.05	0.99
			2	1	312	99.68	100.00	0.99	0.01	0.99
				2	310	98.72	100.01	0.95	0.02	0.99
				3	308	100.00	100.00	1.00	0.00	0.96
	Independence		1	1	320	98.13	99.70	0.96	0.02	0.95
				2	321	98.75	99.68	0.96	0.02	0.96
				3	321	99.07	99.69	0.95	0.03	1.00
			2	1	312	98.72	99.68	0.97	0.01	0.99
				2	310	97.09	98.38	0.92	0.03	0.96
				3	308	98.38	99.03	0.92	0.03	1.00
	Accuracy	Mathematics	1	1	320	99.07	100.01	0.98	0.01	0.96
				2	319	98.44	99.69	0.94	0.03	0.89
				3	319	98.44	99.69	0.90	0.04	0.95
			2	1	315	98.10	99.68	0.95	0.02	0.99
				2	314	99.05	99.69	0.97	0.02	1.00
				3	314	99.05	100.01	0.93	0.04	0.97
	Independence		1	1	320	98.76	99.38	0.97	0.02	0.97
				2	320	98.76	99.39	0.96	0.02	0.94
				3	319	99.38	99.69	0.97	0.02	0.98
			2	1	315	98.08	99.04	0.96	0.02	1.00
				2	314	99.05	99.37	0.97	0.02	1.00
				3	314	99.05	99.69	0.95	0.03	0.99
4	Accuracy	English Language Arts	1	1	278	99.28	99.28	0.98	0.02	0.99
				2	278	100.01	100.01	1.00	0.00	1.00
				3	276	99.64	100.00	0.97	0.03	0.99
			2	1	279	99.64	100.00	0.99	0.01	1.00
				2	278	99.64	100.00	0.98	0.02	0.98
				3	279	99.64	100.00	0.98	0.02	0.99
	Independence		1	1	278	98.92	99.28	0.97	0.01	1.00
				2	278	99.28	99.64	0.98	0.02	0.99
				3	276	99.28	100.00	0.97	0.02	1.00
			2	1	279	99.28	100.00	0.98	0.01	0.99
				2	278	98.93	99.65	0.97	0.02	0.99
				3	279	99.28	99.28	0.97	0.02	1.00
	Accuracy	Mathematics	1	1	281	99.64	100.00	0.99	0.01	0.99
				2	281	99.65	100.01	0.99	0.01	0.97
				3	279	100.00	100.00	1.00	0.00	1.00
			2	1	274	98.89	99.61	0.97	0.02	0.97
				2	272	99.27	100.01	0.97	0.02	0.98
				3	271	99.64	100.01	0.98	0.02	0.91
	Independence		1	1	281	99.65	100.01	0.99	0.01	0.98
				2	281	99.30	100.01	0.98	0.02	0.98
				3	279	98.93	99.65	0.95	0.03	0.99
			2	1	274	98.18	98.90	0.96	0.02	0.99
				2	272	98.90	99.27	0.96	0.02	0.98
				3	271	99.26	99.26	0.97	0.02	0.95

Raw Scores by Grade, Content, Dimension, ALGI, and Date

Grade	Dimension	Content Area	AGLI	Date	N	Percent exact	Percent adjacent or exact	Kappa*	Kappa standard error*	Intraclass Correlation
	Accuracy	Science	1	1	279	99.29	99.65	0.98	0.02	1.00
				2	278	99.65	99.65	0.98	0.02	0.96
				3	277	99.64	99.64	0.96	0.04	0.97
			2	1	273	98.90	99.27	0.97	0.02	0.98
				2	272	99.64	99.64	0.97	0.03	0.99
				3	273	98.90	99.64	. *	. *	0.93
	Independence		1	1	279	97.85	99.29	0.94	0.02	0.98
				2	278	99.28	99.28	0.97	0.02	0.99
				3	277	98.56	99.64	0.92	0.04	0.95
			2	1	273	98.17	99.27	0.96	0.02	0.99
				2	272	99.26	99.63	0.97	0.02	1.00
				3	273	99.26	99.99	0.97	0.02	0.99
5	Accuracy	English Language Arts	1	1	223	99.11	100.01	0.97	0.02	0.96
				2	222	99.54	99.99	0.97	0.03	1.00
				3	222	99.99	99.99	1.00	0.00	1.00
			2	1	215	99.07	100.01	0.98	0.02	0.98
				2	214	100.00	100.00	1.00	0.00	1.00
				3	213	99.53	100.00	0.96	0.04	1.00
	Independence		1	1	223	99.55	99.55	0.99	0.01	0.99
				2	222	99.55	99.55	0.98	0.02	0.97
				3	222	100.00	100.00	1.00	0.00	1.00
			2	1	215	99.99	99.99	1.00	0.00	1.00
				2	214	99.06	100.00	0.96	0.03	0.88
				3	213	98.60	100.01	0.90	0.05	0.96
	Accuracy	Mathe-matics	1	1	223	99.55	100.00	0.99	0.01	0.99
				2	224	99.55	100.00	0.98	0.02	0.92
				3	223	100.00	100.00	1.00	0.00	0.99
			2	1	215	98.62	99.09	0.96	0.03	0.99
				2	217	98.61	99.53	0.90	0.06	1.00
				3	216	99.53	99.99	0.94	0.06	0.88
	Independence		1	1	223	99.10	100.00	0.98	0.01	0.93
				2	224	99.10	99.55	0.97	0.02	0.97
				3	223	99.10	99.55	0.97	0.02	0.93
			2	1	215	98.62	100.02	0.96	0.02	0.94
				2	217	98.16	98.62	0.91	0.04	0.96
				3	216	98.61	99.07	0.90	0.06	1.00
	Accuracy	Social Studies	1	1	216	96.75	98.14	0.92	0.03	0.99
				2	217	99.99	99.99	1.00	0.00	1.00
				3	214	100.00	100.00	1.00	0.00	1.00
			2	1	202	99.50	99.50	0.99	0.01	0.97
				2	203	98.03	99.01	0.91	0.04	0.99
				3	200	100.00	100.00	1.00	0.00	1.00
	Independence		1	1	216	97.22	99.53	0.94	0.03	0.99
				2	217	98.16	98.62	0.92	0.04	0.95
				3	214	98.13	98.60	0.90	0.05	1.00
			2	1	202	99.02	99.52	0.98	0.02	0.99
				2	203	98.52	98.52	0.95	0.03	0.98
				3	200	98.50	98.50	0.92	0.04	0.99
6	Accuracy	English Language Arts	1	1	319	99.37	99.99	0.98	0.01	0.96
				2	319	98.74	99.68	0.94	0.03	0.96
				3	318	99.69	99.69	0.98	0.02	0.95

Raw Scores by Grade, Content, Dimension, ALGI, and Date										
Grade	*Dimension*	*Content Area*	*AGLI*	*Date*	*N*	*Percent exact*	*Percent adjacent or exact*	*Kappa**	*Kappa standard error**	*Intraclass Correlation*
7	Independence	English Language Arts	1	1	306	99.34	99.67	0.98	0.01	1.00
				2	305	99.35	100.01	0.97	0.02	1.00
				3	304	100.01	100.01	1.00	0.00	0.98
			2	1	318	99.05	99.98	0.98	0.01	0.94
				2	318	99.37	100.00	0.98	0.01	0.96
				3	317	99.05	100.00	0.97	0.02	0.94
			3	1	306	99.35	99.68	0.99	0.01	0.98
				2	305	98.35	98.68	0.95	0.02	0.98
				3	304	98.69	99.02	0.96	0.02	0.98
	Accuracy	Mathematics	1	1	318	99.05	99.36	0.97	0.02	0.95
				2	317	98.73	100.00	0.93	0.03	0.99
				3	317	99.05	100.00	0.94	0.03	0.99
			2	1	310	99.36	100.01	0.98	0.01	0.99
				2	310	99.36	100.01	0.97	0.02	0.99
				3	309	99.67	99.99	0.98	0.02	0.96
	Independence		1	1	318	98.74	99.68	0.97	0.01	0.99
				2	317	98.43	100.02	0.95	0.02	0.95
				3	317	99.37	99.69	0.98	0.02	0.99
			2	1	310	99.69	100.01	0.99	0.01	0.97
				2	309	99.03	99.99	0.97	0.01	0.98
				3	309	99.04	99.69	0.96	0.02	0.99
	Accuracy	English Language Arts	1	1	301	99.34	100.00	0.98	0.01	0.98
				2	299	100.00	100.00	1.00	0.00	0.99
				3	300	98.66	99.99	0.88	0.06	0.98
			2	1	286	99.64	99.99	0.99	0.01	0.99
				2	287	99.65	100.00	0.99	0.01	0.99
				3	286	98.96	100.01	0.93	0.04	0.99
	Independence		1	1	301	98.68	99.67	0.97	0.01	0.99
				2	299	97.66	98.99	0.93	0.02	0.95
				3	300	99.00	99.66	0.96	0.02	1.00
			2	1	286	99.30	99.30	0.98	0.01	1.00
				2	287	98.61	100.01	0.96	0.02	0.99
				3	286	98.60	99.65	0.94	0.03	0.99
	Accuracy	Mathematics	1	1	298	99.32	99.99	0.98	0.01	0.97
				2	300	99.33	99.99	0.97	0.02	0.99
				3	300	99.00	99.66	0.93	0.04	0.94
			2	1	286	99.31	100.01	0.98	0.01	0.99
				2	287	98.62	100.02	0.94	0.03	0.97
				3	287	99.65	100.00	0.97	0.03	0.99
	Independence		1	1	298	99.33	99.67	0.99	0.01	0.93
				2	300	99.00	99.00	0.97	0.02	0.94
				3	300	99.00	99.00	0.96	0.02	1.00
			2	1	286	100.00	100.00	1.00	0.00	0.96
				2	287	99.64	99.99	0.99	0.01	0.96
				3	287	99.31	99.66	0.98	0.02	0.97
8	Accuracy	English Language Arts	1	1	332	98.49	99.39	0.96	0.02	0.99
				2	330	99.40	99.40	0.97	0.02	0.93
				3	328	99.69	99.69	0.98	0.02	0.94
			2	1	320	99.06	100.00	0.98	0.01	0.99

Raw Scores by Grade, Content, Dimension, ALGI, and Date

Grade	*Dimension*	*Content Area*	*AGLI*	*Date*	*N*	*Percent exact*	*Percent adjacent or exact*	*Kappa**	*Kappa standard error**	*Intraclass Correlation*
	Independence	Mathematics		2	318	99.37	99.99	0.97	0.02	0.96
				3	321	99.06	99.99	0.96	0.03	0.96
			1	1	332	97.58	99.08	0.95	0.02	0.99
				2	330	99.09	99.69	0.97	0.02	1.00
				3	328	99.69	99.99	0.99	0.01	1.00
			2	1	320	99.69	100.00	0.99	0.01	0.98
				2	318	99.37	99.99	0.98	0.01	0.99
				3	321	99.38	99.38	0.98	0.02	0.94
	Accuracy		1	1	323	99.69	100.00	0.99	0.01	0.94
				2	323	99.69	99.69	0.98	0.02	0.84
				3	322	99.06	99.68	0.95	0.03	0.99
			2	1	316	99.36	99.68	0.98	0.01	1.00
				2	316	98.73	100.00	0.95	0.03	0.96
				3	316	99.37	100.01	0.97	0.02	1.00
	Independence	Science	1	1	323	98.75	99.37	0.97	0.02	0.93
				2	323	99.07	99.07	0.97	0.02	0.87
				3	322	99.08	99.08	0.96	0.02	0.97
			2	1	316	98.42	99.69	0.96	0.02	0.97
				2	316	98.73	99.68	0.95	0.02	0.97
				3	316	99.05	99.69	0.95	0.03	1.00
8	Accuracy		1	1	330	98.48	99.09	0.95	0.02	0.97
				2	326	98.47	99.70	0.92	0.03	0.96
				3	325	97.85	99.70	. *	. *	1.00
			2	1	323	97.52	98.76	0.93	0.02	0.96
				2	320	98.44	99.38	0.91	0.04	0.97
				3	321	98.76	99.69	0.93	0.04	0.99
	Independence		1	1	330	99.39	99.69	0.99	0.01	0.94
				2	326	99.08	99.70	0.97	0.02	0.85
				3	325	99.07	100.00	0.95	0.03	0.91
			2	1	323	97.21	99.38	0.94	0.02	0.96
				2	320	99.07	100.01	0.97	0.02	0.91
				3	321	99.07	99.69	0.95	0.03	0.99
	Accuracy	Social Studies	1	1	325	98.77	100.01	0.97	0.02	0.96
				2	324	98.16	99.40	0.92	0.03	0.92
				3	322	97.51	99.06	0.85	0.05	0.98
			2	1	301	99.34	100.00	0.98	0.01	0.89
				2	301	99.67	99.67	0.98	0.02	0.94
				3	301	98.68	99.67	0.92	0.04	0.97
	Independence		1	1	325	98.15	99.08	0.97	0.01	0.97
				2	324	98.46	100.01	0.96	0.02	0.99
				3	321	98.75	99.99	0.95	0.02	1.00
			2	1	301	99.67	99.67	0.99	0.01	0.94
				2	301	99.00	99.00	0.96	0.02	0.97
				3	301	98.68	99.01	0.94	0.03	0.93
High School	Accuracy	English Language Arts	1	1	246	98.78	99.60	0.97	0.02	0.94
				2	246	97.56	99.59	. *	. *	0.99
				3	244	99.18	100.00	0.96	0.03	1.00
			2	1	239	100.00	100.00	1.00	0.00	0.97

Raw Scores by Grade, Content, Dimension, AGLI, and Date										
Grade	*Dimension*	*Content Area*	*AGLI*	*Date*	*N*	*Percent exact*	*Percent adjacent or exact*	*Kappa**	*Kappa standard error**	*Intraclass Correlation*
				2	239	99.58	100.00	0.98	0.02	0.95
				3	239	98.75	99.59	0.90	0.06	0.97
				1	246	99.60	100.01	0.99	0.01	0.97
			1	2	246	99.19	100.01	0.97	0.02	0.99
				3	244	100.00	100.00	1.00	0.00	0.98
	Independence			1	239	100.00	100.00	1.00	0.00	0.99
			2	2	239	99.57	99.99	0.99	0.01	0.95
				3	239	100.01	100.01	1.00	0.00	0.99
				1	241	98.75	99.99	0.97	0.02	0.88
			1	2	242	98.76	99.58	0.96	0.02	0.99
	Accuracy			3	240	98.75	99.17	0.95	0.03	0.99
				1	233	99.14	100.00	0.98	0.01	1.00
			2	2	235	99.57	100.00	0.98	0.02	0.96
		Mathematics		3	235	99.58	100.01	0.98	0.02	1.00
				1	241	98.76	100.00	0.97	0.02	1.00
			1	2	242	99.57	99.98	0.99	0.01	0.93
	Independence			3	240	99.16	100.00	0.96	0.03	0.98
				1	233	98.71	100.00	0.97	0.02	0.96
			2	2	235	99.99	99.99	1.00	0.00	0.99
				3	235	99.57	100.00	0.98	0.02	0.99
				1	228	100.01	100.01	1.00	0.00	0.84
			1	2	228	99.57	100.01	0.98	0.02	0.98
	Accuracy			3	228	97.36	99.55	0.88	0.05	0.98
				1	225	99.11	99.99	0.98	0.02	1.00
			2	2	224	99.11	100.00	0.96	0.03	0.95
		Science		3	225	98.67	100.00	0.92	0.04	0.99
				1	228	99.57	100.01	0.99	0.01	0.95
			1	2	228	99.13	99.57	0.96	0.03	0.98
	Independence			3	228	99.99	99.99	1.00	0.00	1.00
				1	225	98.67	99.55	0.97	0.02	0.90
			2	2	224	99.12	100.01	0.97	0.02	0.99
High School				3	224	99.55	100.00	0.98	0.02	0.95
				1	232	99.14	100.00	0.98	0.01	0.87
			1	2	230	100.01	100.01	1.00	0.00	0.99
	Accuracy			3	230	99.13	99.99	0.94	0.04	0.98
				1	221	99.10	100.00	0.98	0.02	0.97
			2	2	221	98.64	99.99	0.94	0.03	0.99
		Social Studies		3	220	99.54	99.99	0.96	0.04	0.99
				1	232	100.00	100.00	1.00	0.00	0.92
			1	2	230	99.13	99.56	0.97	0.02	0.92
	Independence			3	230	99.13	99.99	0.95	0.03	0.93
				1	221	98.63	99.98	0.97	0.02	0.86
			2	2	221	98.64	99.09	0.96	0.02	0.89
				3	220	99.54	99.54	0.97	0.03	0.92

* Missing values for Kappa due to one or more raw score points with insufficient data

Chapter 6. VALIDITY

6.1 Procedural Validity

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

For the administration of the 2007–08 NYSAA, the materials included the following:

- 2007–08 NYSAA Administration Manual (September 2007). Contained all the background information regarding NYSAA; the guidelines and specific requirements of NYSAA; all the forms required to be used in the datafolio; and the test blueprints, Alternate Grade Level Indicators (AGLIs), and sample assessment tasks for each required component for each grade level and content area.
- Training program video. The entire administration training program that is used with teachers. All AATNs are required to use the video in its entirety to train teachers. It ensures that the exact same message is imparted statewide.
- Training program PowerPoint slides and handouts. All PowerPoint slides and handouts developed by the Department and Measured Progress are required to be used by the AATNs while training teachers. The handouts contained PowerPoint slide printouts, guided practice activities, and a reinforcement activity.

For the scoring of the 2007–08 NYSAA, the materials included the following:

- *Steps for Scoring 2007–08 NYSAA Datafolios* and *Decision Rules for Scoring 2007–08 NYSAA Datafolios*. The two main documents used to guide the scoring process for each datafolio (see Appendices B and C).
- Training program video. The entire scoring training program that is used with Scorers. All SSCs and AATNs are required to use the video in its entirety to train Scorers. It ensures that the exact same message is imparted statewide.
- Datafolio practices and qualifiers. All Scorers must complete the four practice samples provided and then must qualify by scoring datafolio samples. All Scorers are qualified using calibrated materials that were initially identified during a benchmarking process.

6.2 Content Validity

The *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999)[6] notes that an important part of establishing test validity is to ensure 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, 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, 11).

[6] American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

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

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

6.3 Consequential Validity

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

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

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

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

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

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

Table 6-1. 2007-08 NYSAA: Revised NYSAA—Grades 3 to High School

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

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

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

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

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

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

The new NYSAA was first implemented in late fall of 2006. The administration culminated with regional scoring institutes. Standard setting was conducted in June 2007 using the modified Performance Profile procedure, resulting in cut scores for each grade level and content area and in APLDs. The cut scores were approved by the Commissioner of Education and submitted along with the standard setting report to the U.S. Education Department. The second year of implementation occurred during 2007–08. This administration was based on the refined AGLIs and assessment tasks. The administration again culminated with the regional scoring institutes. Standard setting was conducted on the revised AGLIs in June 2008 using the modified Body of Work procedure, resulting in new cut scores for each grade level and content area and in updated APLDs for each grade level and content area. The updated cut scores were approved by the Commissioner of Education in June 2008.

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

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

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

Chapter 7. REPORTING OF RESULTS

7.1 Percentages of Students at Each Performance Level

Shown below in Tables 7-1 through 7-4 are the percentage of students statewide who scored in each performance level category for each subject 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 subject areas, students performed well on the assessment, with the percentage of students scoring proficient or better ranging from 75.2% for Grade 6 English language arts to 89.7% for Grade 8 English language arts. The percentage of students categorized as proficient with distinction ranged from 45.2% for Grade 4 mathematics to 60.4% for Grade 6 mathematics.

Table 7-1. 2007-08 NYSAA: State Results—English Language Arts

	Percent at Each Performance Level			
Grade	NM	PM	M	MD
3	8.9	12.1	18.4	60.7
4	8.0	14.8	22.5	54.7
5	5.7	10.3	35.4	48.6
6	4.9	20.0	23.3	51.9
7	1.5	12.8	17.4	68.3
8	1.6	8.7	22.6	67.1
High School	5.0	6.6	20.7	67.8

Table 7-2. 2007-08 NYSAA: State Results—Mathematics

	Percent at Each Performance Level			
Grade	NM	PM	M	MD
3	2.7	10.6	35.1	51.7
4	3.0	17.8	34.0	45.2
5	5.1	9.0	35.3	50.7
6	1.3	11.5	26.7	60.4
7	10.0	9.3	33.9	46.8
8	10.2	9.0	33.7	47.1
High School	1.6	11.3	35.1	52.0

Table 7-3. 2007-08 NYSAA: State Results—Science

Percent at Each Performance Level				
Grade	NM	PM	M	MD
4	4.9	3.8	20.3	71.1
8	5.1	12.8	15.2	66.9
High School	2.8	9.4	20.5	67.3

Table 7-4. 2007-08 NYSAA: State Results—Social Studies

Percent at Each Performance Level				
Grade	NM	PM	M	MD
5	12.1	12.3	20.4	55.2
8	12.1	5.9	31.4	50.6
High School	10.6	7.7	30.3	51.4

7.2 Performance Level Scores

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

Table 7-5. 2007-08 NYSAA: Raw Score to Performance Level Conversions—English Language Arts

	Performance Level						
Raw Score	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
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. 2007-08 NYSAA: Raw Score to Performance Level Conversions—Mathematics

	Performance Level						
Raw Score	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
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. 2007-08 NYSAA: Raw Score to Performance Level Conversions—Science

	Performance Level		
Raw Score	Grade 4	Grade 8	High School
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. 2007-08 NYSAA: Raw Score to Performance Level Conversions—Social Studies

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

Chapter 8. SUMMARY OF OPERATIONAL TEST RESULTS

8.1 Raw Score Frequency Distributions

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

Table 8-1. 2007-08 NYSAA: Raw Score Frequency Distributions—English Language Arts, Grade 3

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0	1	0.1
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
7	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
13	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
14	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
15	3	0.1	3	0.2	0	0.0	2	0.4	0	0.0	1	0.2	0	0.0
16	3	0.1	3	0.2	0	0.0	1	0.2	0	0.0	1	0.2	1	0.1
17	3	0.1	2	0.1	1	0.2	0	0.0	0	0.0	1	0.2	2	0.2
18	5	0.2	2	0.1	3	0.5	2	0.4	0	0.0	2	0.4	1	0.1
19	2	0.1	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0	2	0.2
20	11	0.5	9	0.6	2	0.3	4	0.8	0	0.0	6	1.2	1	0.1
21	4	0.2	2	0.1	2	0.3	3	0.6	1	0.9	0	0.0	0	0.0
22	2	0.1	1	0.1	1	0.2	1	0.2	0	0.0	1	0.2	0	0.0
23	6	0.3	4	0.3	2	0.3	3	0.6	0	0.0	2	0.4	1	0.1
24	46	2.3	32	2.2	14	2.4	19	3.6	2	1.7	14	2.8	11	1.3
25	3	0.1	1	0.1	2	0.3	0	0.0	0	0.0	0	0.0	3	0.3
26	6	0.3	3	0.2	3	0.5	2	0.4	0	0.0	1	0.2	3	0.3
27	5	0.2	3	0.2	2	0.3	0	0.0	0	0.0	3	0.6	2	0.2
28	8	0.4	7	0.5	1	0.2	4	0.8	0	0.0	2	0.4	2	0.2
29	8	0.4	8	0.6	0	0.0	0	0.0	2	1.7	3	0.6	3	0.3
30	33	1.6	21	1.5	12	2.0	5	1.0	4	3.4	8	1.6	16	1.8
31	8	0.4	6	0.4	2	0.3	1	0.2	2	1.7	3	0.6	2	0.2
32	20	1.0	17	1.2	3	0.5	5	1.0	2	1.7	2	0.4	11	1.3
33	22	1.1	16	1.1	6	1.0	3	0.6	2	1.7	5	1.0	12	1.4
34	24	1.2	18	1.3	6	1.0	7	1.3	1	0.9	5	1.0	11	1.3
35	24	1.2	15	1.0	9	1.5	5	1.0	0	0.0	8	1.6	11	1.3
36	42	2.1	29	2.0	13	2.2	10	1.9	5	4.3	9	1.8	18	2.1
37	38	1.9	25	1.7	13	2.2	11	2.1	0	0.0	8	1.6	19	2.2
38	38	1.9	29	2.0	9	1.5	7	1.3	2	1.7	6	1.2	23	2.6
39	56	2.8	37	2.6	19	3.2	12	2.3	6	5.2	10	2.0	28	3.2
40	69	3.4	49	3.4	20	3.4	19	3.6	3	2.6	13	2.6	34	3.9
41	60	3.0	39	2.7	21	3.5	16	3.0	3	2.6	13	2.6	28	3.2
42	79	3.9	59	4.1	20	3.4	14	2.7	5	4.3	18	3.5	42	4.8
43	67	3.3	51	3.6	16	2.7	8	1.5	5	4.3	16	3.1	38	4.4
44	97	4.8	71	5.0	26	4.4	26	4.9	5	4.3	24	4.7	41	4.7
45	144	7.1	100	7.0	44	7.4	30	5.7	4	3.4	39	7.7	71	8.2
46	144	7.1	93	6.5	51	8.6	35	6.7	10	8.6	32	6.3	66	7.6
47	144	7.1	102	7.1	42	7.1	42	8.0	3	2.6	28	5.5	71	8.2
48	796	39.3	569	39.8	227	38.2	228	43.3	49	42.2	224	44.1	294	33.8

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

Table 8-2. 2007-08 NYSAA: Raw Score Frequency Distributions—English Language Arts, Grade 4

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0
13	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
14	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
15	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
16	2	0.1	2	0.1	0	0.0	0	0.0	0	0.0	2	0.4	0	0.0
17	5	0.2	5	0.3	0	0.0	2	0.3	0	0.0	1	0.2	2	0.2
18	6	0.3	5	0.3	1	0.1	5	0.8	0	0.0	1	0.2	0	0.0
19	3	0.1	3	0.2	0	0.0	1	0.2	0	0.0	2	0.4	0	0.0
20	2	0.1	1	0.1	1	0.1	0	0.0	1	0.9	1	0.2	0	0.0
21	8	0.4	5	0.3	3	0.4	2	0.3	0	0.0	3	0.6	2	0.2
22	6	0.3	4	0.3	2	0.3	2	0.3	1	0.9	1	0.2	2	0.2
23	7	0.3	5	0.3	2	0.3	3	0.5	0	0.0	1	0.2	3	0.3
24	42	1.9	29	1.9	13	1.9	10	1.7	6	5.1	12	2.4	14	1.4
25	4	0.2	3	0.2	1	0.1	0	0.0	1	0.9	0	0.0	3	0.3
26	2	0.1	1	0.1	1	0.1	0	0.0	0	0.0	0	0.0	2	0.2
27	7	0.3	5	0.3	2	0.3	1	0.2	0	0.0	1	0.2	5	0.5
28	6	0.3	5	0.3	1	0.1	2	0.3	0	0.0	0	0.0	4	0.4
29	9	0.4	7	0.5	2	0.3	0	0.0	0	0.0	1	0.2	8	0.8
30	27	1.2	18	1.2	9	1.3	11	1.9	1	0.9	4	0.8	11	1.1
31	16	0.7	12	0.8	4	0.6	3	0.5	1	0.9	1	0.2	11	1.1
32	21	0.9	11	0.7	10	1.5	7	1.2	1	0.9	3	0.6	10	1.0
33	20	0.9	15	1.0	5	0.7	6	1.0	2	1.7	3	0.6	9	0.9
34	29	1.3	21	1.4	8	1.2	8	1.3	1	0.9	5	1.0	15	1.5
35	23	1.0	15	1.0	8	1.2	5	0.8	0	0.0	4	0.8	14	1.4
36	40	1.8	25	1.6	15	2.2	11	1.9	3	2.6	9	1.8	17	1.7
37	33	1.5	25	1.6	8	1.2	4	0.7	1	0.9	12	2.4	16	1.6
38	44	2.0	31	2.0	13	1.9	12	2.0	1	0.9	9	1.8	22	2.2
39	71	3.2	46	3.0	25	3.6	11	1.9	2	1.7	22	4.4	35	3.5
40	68	3.1	47	3.1	21	3.1	24	4.0	2	1.7	13	2.6	29	2.9
41	65	2.9	45	2.9	20	2.9	15	2.5	2	1.7	7	1.4	41	4.1
42	81	3.7	59	3.9	22	3.2	26	4.4	3	2.6	15	3.0	36	3.6
43	95	4.3	63	4.1	32	4.7	20	3.4	3	2.6	23	4.6	48	4.8
44	115	5.2	75	4.9	40	5.8	20	3.4	8	6.8	33	6.6	52	5.2
45	142	6.4	94	6.1	48	7.0	41	6.9	5	4.3	31	6.2	64	6.4
46	166	7.5	120	7.8	46	6.7	41	6.9	5	4.3	43	8.6	77	7.7
47	160	7.2	104	6.8	56	8.2	46	7.7	5	4.3	41	8.2	67	6.7
48	886	40.0	619	40.5	267	38.9	254	42.8	62	53.0	196	39.0	374	37.6

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

Table 8-3. 2007-08 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	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0
10	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
13	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
14	2	0.1	1	0.1	1	0.1	0	0.0	1	0.9	0	0.0	1	0.1
15	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
16	7	0.3	5	0.4	2	0.3	1	0.2	1	0.9	2	0.4	3	0.3
17	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
18	4	0.2	3	0.2	1	0.1	0	0.0	0	0.0	1	0.2	3	0.3
19	2	0.1	0	0.0	2	0.3	1	0.2	1	0.9	0	0.0	0	0.0
20	3	0.1	2	0.1	1	0.1	0	0.0	0	0.0	2	0.4	1	0.1
21	11	0.5	5	0.4	6	0.9	1	0.2	0	0.0	5	1.1	5	0.5
22	7	0.3	4	0.3	3	0.4	2	0.4	0	0.0	2	0.4	3	0.3
23	11	0.5	8	0.6	3	0.4	1	0.2	1	0.9	6	1.3	3	0.3
24	47	2.3	29	2.1	18	2.7	18	3.4	3	2.6	13	2.9	13	1.4
25	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
26	4	0.2	2	0.1	2	0.3	1	0.2	1	0.9	1	0.2	1	0.1
27	5	0.2	2	0.1	3	0.4	0	0.0	1	0.9	0	0.0	4	0.4
28	4	0.2	3	0.2	1	0.1	0	0.0	0	0.0	0	0.0	4	0.4
29	6	0.3	4	0.3	2	0.3	1	0.2	0	0.0	2	0.4	3	0.3
30	28	1.4	19	1.4	9	1.3	6	1.1	3	2.6	4	0.9	15	1.6
31	10	0.5	10	0.7	0	0.0	2	0.4	0	0.0	0	0.0	8	0.8
32	16	0.8	12	0.9	4	0.6	2	0.4	0	0.0	2	0.4	12	1.3
33	14	0.7	9	0.6	5	0.7	5	0.9	2	1.7	3	0.7	4	0.4
34	18	0.9	11	0.8	7	1.0	2	0.4	2	1.7	5	1.1	9	0.9
35	18	0.9	11	0.8	7	1.0	7	1.3	1	0.9	3	0.7	7	0.7
36	35	1.7	24	1.7	11	1.6	12	2.3	2	1.7	5	1.1	16	1.7
37	33	1.6	19	1.4	14	2.1	7	1.3	1	0.9	3	0.7	22	2.3
38	41	2.0	30	2.2	11	1.6	11	2.1	2	1.7	6	1.3	22	2.3
39	72	3.5	44	3.2	28	4.2	17	3.2	3	2.6	18	4.0	34	3.6
40	70	3.4	51	3.7	19	2.8	19	3.6	3	2.6	14	3.1	32	3.3
41	49	2.4	33	2.4	16	2.4	7	1.3	4	3.4	9	2.0	29	3.0
42	94	4.6	66	4.7	28	4.2	23	4.3	8	6.9	16	3.6	45	4.7
43	65	3.2	49	3.5	16	2.4	14	2.6	4	3.4	9	2.0	38	4.0
44	121	5.9	82	5.9	39	5.8	32	6.0	6	5.2	30	6.7	53	5.5
45	126	6.1	81	5.8	45	6.7	35	6.6	7	6.0	17	3.8	65	6.8
46	133	6.4	90	6.5	43	6.4	28	5.3	6	5.2	29	6.5	70	7.3
47	156	7.6	93	6.7	63	9.4	33	6.2	13	11.2	38	8.5	72	7.5
48	846	41.0	589	42.2	257	38.5	240	45.2	40	34.5	200	44.7	360	37.6

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

Table 8-4. 2007-08 NYSAA: Raw Score Frequency Distributions—English Language Arts, Grade 6

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	2	0.1	2	0.1	0	0.0	1	0.2	0	0.0	0	0.0	1	0.1
13	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
14	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0
15	4	0.2	1	0.1	3	0.4	2	0.4	0	0.0	1	0.2	1	0.1
16	3	0.1	3	0.2	0	0.0	0	0.0	0	0.0	1	0.2	2	0.2
17	2	0.1	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0	2	0.2
18	9	0.4	6	0.4	3	0.4	4	0.7	1	0.9	1	0.2	3	0.3
19	4	0.2	4	0.3	0	0.0	1	0.2	1	0.9	1	0.2	1	0.1
20	5	0.2	3	0.2	2	0.3	1	0.2	1	0.9	0	0.0	3	0.3
21	6	0.3	3	0.2	3	0.4	3	0.5	1	0.9	1	0.2	1	0.1
22	12	0.5	4	0.3	8	1.0	5	0.9	0	0.0	2	0.4	5	0.5
23	10	0.4	2	0.1	8	1.0	3	0.5	1	0.9	3	0.5	3	0.3
24	36	1.6	21	1.5	15	1.9	9	1.6	3	2.6	6	1.1	17	1.7
25	7	0.3	5	0.3	2	0.3	2	0.4	0	0.0	4	0.7	1	0.1
26	4	0.2	1	0.1	3	0.4	3	0.5	0	0.0	0	0.0	0	0.0
27	3	0.1	2	0.1	1	0.1	0	0.0	1	0.9	2	0.4	0	0.0
28	6	0.3	3	0.2	3	0.4	1	0.2	0	0.0	2	0.4	3	0.3
29	14	0.6	8	0.6	6	0.8	2	0.4	0	0.0	5	0.9	7	0.7
30	47	2.1	32	2.2	15	1.9	5	0.9	3	2.6	10	1.8	29	2.9
31	14	0.6	9	0.6	5	0.6	2	0.4	0	0.0	2	0.4	10	1.0
32	23	1.0	15	1.0	8	1.0	4	0.7	0	0.0	6	1.1	12	1.2
33	25	1.1	15	1.0	10	1.3	7	1.3	1	0.9	7	1.3	10	1.0
34	26	1.2	16	1.1	10	1.3	5	0.9	0	0.0	4	0.7	17	1.7
35	34	1.5	23	1.6	11	1.4	11	2.0	1	0.9	6	1.1	16	1.6
36	30	1.3	24	1.7	6	0.8	4	0.7	1	0.9	10	1.8	15	1.5
37	38	1.7	23	1.6	15	1.9	9	1.6	1	0.9	9	1.6	19	1.9
38	45	2.0	30	2.1	15	1.9	12	2.1	3	2.6	9	1.6	21	2.1
39	72	3.2	41	2.8	31	3.9	16	2.9	3	2.6	13	2.3	39	3.9
40	73	3.3	44	3.0	29	3.7	16	2.9	3	2.6	10	1.8	42	4.2
41	73	3.3	51	3.5	22	2.8	18	3.2	5	4.3	18	3.2	32	3.2
42	99	4.4	64	4.4	35	4.4	22	3.9	5	4.3	24	4.3	48	4.9
43	85	3.8	57	3.9	28	3.5	18	3.2	5	4.3	17	3.0	44	4.4
44	126	5.6	82	5.7	44	5.6	26	4.6	6	5.1	26	4.7	68	6.9
45	139	6.2	95	6.6	44	5.6	35	6.3	10	8.5	41	7.3	52	5.3
46	161	7.2	95	6.6	66	8.3	34	6.1	5	4.3	32	5.7	87	8.8
47	162	7.2	100	6.9	62	7.8	48	8.6	5	4.3	41	7.3	67	6.8
48	839	37.5	561	38.7	278	35.1	231	41.3	51	43.6	243	43.5	310	31.3

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

Table 8-5. 2007-08 NYSAA: Raw Score Frequency Distributions—English Language Arts, Grade 7

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	2	0.1	1	0.1	1	0.1	1	0.2	0	0.0	0	0.0	1	0.1
11	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0
12	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
13	5	0.2	4	0.3	1	0.1	0	0.0	2	1.4	2	0.4	1	0.1
14	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
15	1	0.0	1	0.1	0	0.0	0	0.0	1	0.7	0	0.0	0	0.0
16	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
17	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
18	3	0.1	3	0.2	0	0.0	0	0.0	0	0.0	2	0.4	1	0.1
19	7	0.3	6	0.4	1	0.1	2	0.3	0	0.0	2	0.4	3	0.3
20	6	0.3	5	0.3	1	0.1	4	0.6	0	0.0	0	0.0	2	0.2
21	6	0.3	2	0.1	4	0.5	1	0.2	0	0.0	3	0.6	2	0.2
22	11	0.5	6	0.4	5	0.6	3	0.5	0	0.0	7	1.4	1	0.1
23	9	0.4	6	0.4	3	0.4	4	0.6	0	0.0	1	0.2	4	0.4
24	43	1.9	24	1.6	19	2.3	18	2.8	0	0.0	16	3.1	9	0.9
25	4	0.2	4	0.3	0	0.0	0	0.0	1	0.7	1	0.2	2	0.2
26	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
27	7	0.3	3	0.2	4	0.5	0	0.0	0	0.0	2	0.4	5	0.5
28	10	0.4	6	0.4	4	0.5	3	0.5	0	0.0	2	0.4	5	0.5
29	7	0.3	4	0.3	3	0.4	1	0.2	0	0.0	3	0.6	3	0.3
30	39	1.7	23	1.5	16	2.0	9	1.4	2	1.4	7	1.4	21	2.1
31	17	0.7	11	0.7	6	0.7	5	0.8	1	0.7	4	0.8	7	0.7
32	22	1.0	13	0.9	9	1.1	6	0.9	2	1.4	5	1.0	9	0.9
33	33	1.4	21	1.4	12	1.5	8	1.3	1	0.7	8	1.6	15	1.5
34	24	1.0	12	0.8	12	1.5	7	1.1	1	0.7	5	1.0	11	1.1
35	28	1.2	18	1.2	10	1.2	8	1.3	1	0.7	8	1.6	11	1.1
36	41	1.8	24	1.6	17	2.1	10	1.6	3	2.2	12	2.3	16	1.6
37	49	2.1	33	2.2	16	2.0	10	1.6	2	1.4	8	1.6	29	2.9
38	51	2.2	27	1.8	24	3.0	11	1.7	1	0.7	10	2.0	29	2.9
39	62	2.7	39	2.6	23	2.8	11	1.7	2	1.4	15	2.9	33	3.3
40	59	2.6	36	2.4	23	2.8	15	2.4	2	1.4	8	1.6	34	3.4
41	71	3.1	39	2.6	32	3.9	17	2.7	3	2.2	15	2.9	35	3.5
42	109	4.7	70	4.7	39	4.8	25	3.9	11	7.9	19	3.7	54	5.4
43	89	3.9	55	3.7	34	4.2	21	3.3	4	2.9	18	3.5	46	4.6
44	129	5.6	89	6.0	40	4.9	19	3.0	9	6.5	38	7.4	63	6.3
45	127	5.5	88	5.9	39	4.8	49	7.7	10	7.2	24	4.7	44	4.4
46	188	8.1	121	8.1	67	8.3	58	9.1	13	9.4	37	7.2	80	7.9
47	166	7.2	118	7.9	48	5.9	46	7.2	8	5.8	30	5.9	79	7.8
48	877	38.0	580	38.8	297	36.6	262	41.3	59	42.4	196	38.4	351	34.9

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

Table 8-6. 2007-08 NYSAA: Raw Score Frequency Distributions—English Language Arts, Grade 8

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0
13	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
14	1	0.0	1	0.1	0	0.0	0	0.0	1	0.9	0	0.0	0	0.0
15	8	0.3	2	0.1	6	0.7	4	0.6	0	0.0	2	0.4	2	0.2
16	4	0.2	3	0.2	1	0.1	3	0.5	1	0.9	0	0.0	0	0.0
17	3	0.1	2	0.1	1	0.1	0	0.0	0	0.0	2	0.4	1	0.1
18	3	0.1	3	0.2	0	0.0	1	0.2	0	0.0	0	0.0	2	0.2
19	6	0.2	1	0.1	5	0.6	2	0.3	0	0.0	3	0.6	1	0.1
20	4	0.2	2	0.1	2	0.2	2	0.3	0	0.0	1	0.2	1	0.1
21	7	0.3	4	0.3	3	0.3	0	0.0	0	0.0	3	0.6	4	0.4
22	8	0.3	6	0.4	2	0.2	3	0.5	0	0.0	3	0.6	2	0.2
23	13	0.5	7	0.4	6	0.7	7	1.1	0	0.0	3	0.6	3	0.3
24	37	1.5	26	1.6	11	1.3	13	2.0	0	0.0	11	2.1	13	1.2
25	3	0.1	2	0.1	1	0.1	1	0.2	0	0.0	2	0.4	0	0.0
26	5	0.2	3	0.2	2	0.2	1	0.2	0	0.0	1	0.2	3	0.3
27	6	0.2	3	0.2	3	0.3	2	0.3	0	0.0	3	0.6	1	0.1
28	6	0.2	5	0.3	1	0.1	2	0.3	1	0.9	0	0.0	3	0.3
29	12	0.5	7	0.4	5	0.6	0	0.0	1	0.9	4	0.7	7	0.6
30	52	2.1	30	1.9	22	2.6	10	1.5	1	0.9	7	1.3	34	3.0
31	15	0.6	9	0.6	6	0.7	5	0.8	0	0.0	3	0.6	7	0.6
32	20	0.8	12	0.8	8	0.9	7	1.1	0	0.0	6	1.1	7	0.6
33	17	0.7	14	0.9	3	0.3	7	1.1	0	0.0	4	0.7	6	0.5
34	19	0.8	14	0.9	5	0.6	1	0.2	2	1.7	2	0.4	12	1.1
35	44	1.8	28	1.8	16	1.9	12	1.8	2	1.7	6	1.1	24	2.1
36	56	2.3	34	2.2	22	2.6	20	3.1	1	0.9	8	1.5	27	2.4
37	37	1.5	25	1.6	12	1.4	11	1.7	2	1.7	8	1.5	16	1.4
38	53	2.2	36	2.3	17	2.0	13	2.0	0	0.0	11	2.1	28	2.5
39	81	3.3	62	3.9	19	2.2	22	3.4	2	1.7	16	3.0	40	3.6
40	93	3.8	55	3.5	38	4.4	26	4.0	6	5.2	14	2.6	47	4.2
41	75	3.1	49	3.1	26	3.0	12	1.8	0	0.0	20	3.7	42	3.7
42	113	4.6	77	4.9	36	4.2	27	4.2	6	5.2	18	3.4	62	5.5
43	101	4.1	68	4.3	33	3.8	19	2.9	3	2.6	26	4.9	51	4.5
44	143	5.9	92	5.8	51	5.9	41	6.3	2	1.7	27	5.0	73	6.5
45	148	6.1	88	5.6	60	7.0	44	6.8	6	5.2	32	6.0	64	5.7
46	191	7.8	120	7.6	71	8.2	54	8.3	11	9.5	43	8.0	82	7.3
47	188	7.7	123	7.8	65	7.5	43	6.6	7	6.0	41	7.7	95	8.5
48	867	35.5	565	35.8	302	35.0	235	36.2	61	52.6	204	38.1	363	32.3

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

Table 8-7. 2007-08 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	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	1	0.2	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	2	0.1	0	0.0	2	0.3	1	0.2	0	0.0	1	0.2	0	0.0
12	1	0.1	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
13	1	0.1	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
14	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
15	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	1	0.2	0	0.0
16	3	0.2	1	0.1	2	0.3	1	0.2	1	1.1	1	0.2	0	0.0
17	3	0.2	3	0.3	0	0.0	0	0.0	0	0.0	1	0.2	2	0.4
18	1	0.1	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
19	7	0.4	3	0.3	4	0.6	4	0.7	0	0.0	1	0.2	2	0.4
20	6	0.4	4	0.4	2	0.3	3	0.5	0	0.0	2	0.4	1	0.2
21	6	0.4	2	0.2	4	0.6	1	0.2	1	1.1	1	0.2	3	0.6
22	11	0.7	10	1.0	1	0.2	5	0.9	3	3.3	2	0.4	1	0.2
23	4	0.2	2	0.2	2	0.3	2	0.3	0	0.0	0	0.0	2	0.4
24	24	1.4	16	1.6	8	1.3	6	1.0	3	3.3	12	2.6	3	0.6
25	7	0.4	6	0.6	1	0.2	4	0.7	0	0.0	1	0.2	2	0.4
26	5	0.3	1	0.1	4	0.6	0	0.0	2	2.2	1	0.2	2	0.4
27	2	0.1	1	0.1	1	0.2	1	0.2	0	0.0	0	0.0	1	0.2
28	4	0.2	2	0.2	2	0.3	0	0.0	0	0.0	3	0.7	1	0.2
29	8	0.5	7	0.7	1	0.2	3	0.5	1	1.1	1	0.2	3	0.6
30	34	2.0	19	1.8	15	2.4	8	1.4	0	0.0	12	2.6	14	2.7
31	8	0.5	4	0.4	4	0.6	2	0.3	0	0.0	2	0.4	4	0.8
32	19	1.1	10	1.0	9	1.4	3	0.5	0	0.0	5	1.1	10	1.9
33	24	1.4	13	1.3	11	1.7	8	1.4	1	1.1	6	1.3	9	1.7
34	10	0.6	6	0.6	4	0.6	3	0.5	1	1.1	4	0.9	1	0.2
35	26	1.6	15	1.5	11	1.7	7	1.2	2	2.2	8	1.7	9	1.7
36	26	1.6	18	1.7	8	1.3	7	1.2	4	4.3	4	0.9	11	2.1
37	26	1.6	14	1.4	12	1.9	7	1.2	3	3.3	9	2.0	7	1.3
38	33	2.0	20	1.9	13	2.1	9	1.6	1	1.1	6	1.3	17	3.3
39	44	2.6	26	2.5	18	2.9	16	2.8	2	2.2	14	3.0	12	2.3
40	56	3.4	35	3.4	21	3.3	16	2.8	5	5.4	16	3.5	19	3.7
41	52	3.1	24	2.3	28	4.4	18	3.1	1	1.1	9	2.0	24	4.6
42	80	4.8	50	4.8	30	4.8	25	4.4	6	6.5	17	3.7	31	6.0
43	64	3.9	35	3.4	29	4.6	20	3.5	4	4.3	16	3.5	22	4.2
44	89	5.4	55	5.3	34	5.4	33	5.8	7	7.6	27	5.9	21	4.0
45	121	7.3	78	7.6	43	6.8	42	7.3	4	4.3	33	7.2	41	7.9
46	125	7.5	68	6.6	57	9.0	47	8.2	3	3.3	31	6.7	42	8.1
47	134	8.1	92	8.9	42	6.7	51	8.9	4	4.3	40	8.7	38	7.3
48	593	35.7	388	37.6	205	32.5	220	38.4	33	35.9	172	37.4	162	31.2

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

Table 8-8. 2007-08 NYSAA: Raw Score Frequency Distributions—Mathematics, Grade 3

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0	1	0.1
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0	1	0.2	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	3	0.1	3	0.2	0	0.0	1	0.2	0	0.0	1	0.2	1	0.1
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	2	0.1	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0	2	0.2
13	2	0.1	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0	2	0.2
14	2	0.1	2	0.1	0	0.0	0	0.0	0	0.0	1	0.2	1	0.1
15	8	0.4	8	0.6	0	0.0	5	1.0	0	0.0	0	0.0	3	0.3
16	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
17	2	0.1	2	0.1	0	0.0	1	0.2	0	0.0	1	0.2	0	0.0
18	8	0.4	6	0.4	2	0.3	1	0.2	3	2.6	1	0.2	3	0.3
19	3	0.1	2	0.1	1	0.2	1	0.2	0	0.0	1	0.2	1	0.1
20	2	0.1	1	0.1	1	0.2	1	0.2	0	0.0	1	0.2	0	0.0
21	9	0.4	7	0.5	2	0.3	3	0.6	0	0.0	1	0.2	4	0.5
22	10	0.5	7	0.5	3	0.5	4	0.8	0	0.0	2	0.4	4	0.5
23	9	0.4	6	0.4	3	0.5	4	0.8	2	1.7	2	0.4	1	0.1
24	41	2.0	27	1.9	14	2.4	16	3.0	1	0.9	15	3.0	9	1.0
25	4	0.2	4	0.3	0	0.0	1	0.2	0	0.0	1	0.2	2	0.2
26	6	0.3	5	0.4	1	0.2	0	0.0	1	0.9	2	0.4	3	0.3
27	7	0.3	6	0.4	1	0.2	1	0.2	1	0.9	0	0.0	5	0.6
28	7	0.3	5	0.4	2	0.3	2	0.4	0	0.0	0	0.0	5	0.6
29	4	0.2	2	0.1	2	0.3	0	0.0	0	0.0	0	0.0	4	0.5
30	48	2.4	33	2.3	15	2.5	7	1.3	5	4.3	13	2.6	23	2.6
31	16	0.8	14	1.0	2	0.3	4	0.8	2	1.7	3	0.6	7	0.8
32	20	1.0	16	1.1	4	0.7	7	1.3	1	0.9	3	0.6	9	1.0
33	19	0.9	15	1.1	4	0.7	2	0.4	0	0.0	5	1.0	12	1.4
34	33	1.6	19	1.3	14	2.4	5	1.0	2	1.7	7	1.4	19	2.2
35	23	1.1	17	1.2	6	1.0	5	1.0	1	0.9	7	1.4	10	1.1
36	47	2.3	27	1.9	20	3.4	9	1.7	7	6.0	7	1.4	24	2.8
37	43	2.1	31	2.2	12	2.0	11	2.1	2	1.7	12	2.4	18	2.1
38	43	2.1	32	2.2	11	1.9	9	1.7	1	0.9	4	0.8	29	3.3
39	66	3.3	50	3.5	16	2.7	19	3.6	9	7.7	8	1.6	30	3.4
40	73	3.6	50	3.5	23	3.9	20	3.8	1	0.9	22	4.4	30	3.4
41	54	2.7	33	2.3	21	3.5	12	2.3	2	1.7	18	3.6	22	2.5
42	84	4.2	62	4.3	22	3.7	17	3.2	3	2.6	24	4.8	38	4.4
43	76	3.8	52	3.6	24	4.0	13	2.5	4	3.4	18	3.6	41	4.7
44	98	4.8	73	5.1	25	4.2	19	3.6	4	3.4	33	6.5	42	4.8
45	102	5.0	69	4.8	33	5.6	27	5.1	2	1.7	24	4.8	49	5.6
46	147	7.3	100	7.0	47	7.9	46	8.7	9	7.7	33	6.5	59	6.8
47	139	6.9	102	7.1	37	6.2	38	7.2	8	6.8	32	6.3	61	7.0
48	758	37.5	535	37.5	223	37.6	215	40.9	46	39.3	202	40.0	295	33.9

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

Table 8-9. 2007-08 NYSAA: Raw Score Frequency Distributions—Mathematics, Grade 4

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	2	0.1	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0	2	0.2
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	2	0.1	1	0.1	1	0.1	0	0.0	0	0.0	0	0.0	2	0.2
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
13	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
14	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
15	9	0.4	6	0.4	3	0.4	3	0.5	1	0.9	3	0.6	2	0.2
16	6	0.3	1	0.1	5	0.7	4	0.7	0	0.0	1	0.2	1	0.1
17	3	0.1	2	0.1	1	0.1	0	0.0	1	0.9	1	0.2	1	0.1
18	6	0.3	6	0.4	0	0.0	0	0.0	0	0.0	2	0.4	4	0.4
19	7	0.3	4	0.3	3	0.4	2	0.3	2	1.7	1	0.2	2	0.2
20	13	0.6	6	0.4	7	1.0	2	0.3	0	0.0	4	0.8	7	0.7
21	11	0.5	7	0.5	4	0.6	3	0.5	0	0.0	2	0.4	6	0.6
22	7	0.3	5	0.3	2	0.3	1	0.2	0	0.0	3	0.6	3	0.3
23	16	0.7	10	0.7	6	0.9	2	0.3	1	0.9	6	1.2	7	0.7
24	55	2.5	40	2.6	15	2.2	17	2.9	2	1.7	12	2.4	24	2.4
25	6	0.3	5	0.3	1	0.1	1	0.2	0	0.0	1	0.2	4	0.4
26	5	0.2	2	0.1	3	0.4	1	0.2	0	0.0	0	0.0	4	0.4
27	4	0.2	3	0.2	1	0.1	1	0.2	0	0.0	1	0.2	2	0.2
28	6	0.3	6	0.4	0	0.0	0	0.0	0	0.0	2	0.4	4	0.4
29	10	0.5	6	0.4	4	0.6	1	0.2	0	0.0	2	0.4	7	0.7
30	63	2.8	43	2.8	20	2.9	17	2.9	3	2.6	10	2.0	33	3.3
31	18	0.8	10	0.7	8	1.2	5	0.8	1	0.9	5	1.0	7	0.7
32	29	1.3	18	1.2	11	1.6	5	0.8	0	0.0	6	1.2	18	1.8
33	24	1.1	17	1.1	7	1.0	6	1.0	1	0.9	3	0.6	14	1.4
34	23	1.0	15	1.0	8	1.2	5	0.8	1	0.9	4	0.8	13	1.3
35	27	1.2	20	1.3	7	1.0	4	0.7	0	0.0	4	0.8	19	1.9
36	35	1.6	26	1.7	9	1.3	14	2.4	2	1.7	4	0.8	14	1.4
37	40	1.8	26	1.7	14	2.0	9	1.5	2	1.7	10	2.0	19	1.9
38	34	1.5	21	1.4	13	1.9	10	1.7	1	0.9	3	0.6	19	1.9
39	83	3.7	62	4.1	21	3.0	18	3.0	4	3.4	15	3.0	45	4.5
40	68	3.1	41	2.7	27	3.9	23	3.9	1	0.9	17	3.4	27	2.7
41	56	2.5	31	2.0	25	3.6	13	2.2	2	1.7	15	3.0	26	2.6
42	96	4.3	69	4.5	27	3.9	27	4.5	3	2.6	15	3.0	50	5.0
43	69	3.1	45	2.9	24	3.5	17	2.9	7	6.0	16	3.2	27	2.7
44	110	5.0	68	4.5	42	6.1	26	4.4	5	4.3	29	5.7	50	5.0
45	120	5.4	79	5.2	41	5.9	28	4.7	5	4.3	27	5.3	59	5.9
46	153	6.9	107	7.0	46	6.6	40	6.7	12	10.3	37	7.3	64	6.4
47	145	6.5	101	6.6	44	6.4	40	6.7	4	3.4	38	7.5	63	6.3
48	859	38.7	617	40.4	242	35.0	249	41.9	56	47.9	206	40.8	347	34.8

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

Table 8-10. 2007-08 NYSAA: Raw Score Frequency Distributions—Mathematics, Grade 5

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	3	0.1	2	0.1	1	0.1	1	0.2	1	0.9	0	0.0	1	0.1
13	2	0.1	0	0.0	2	0.3	0	0.0	0	0.0	2	0.4	0	0.0
14	3	0.1	3	0.2	0	0.0	2	0.4	0	0.0	0	0.0	1	0.1
15	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
16	4	0.2	1	0.1	3	0.4	2	0.4	0	0.0	1	0.2	1	0.1
17	2	0.1	2	0.1	0	0.0	0	0.0	2	1.8	0	0.0	0	0.0
18	7	0.3	3	0.2	4	0.6	5	0.9	0	0.0	2	0.4	0	0.0
19	4	0.2	1	0.1	3	0.4	3	0.6	0	0.0	0	0.0	1	0.1
20	3	0.1	3	0.2	0	0.0	0	0.0	0	0.0	2	0.4	1	0.1
21	3	0.1	2	0.1	1	0.1	0	0.0	0	0.0	0	0.0	3	0.3
22	9	0.4	4	0.3	5	0.7	5	0.9	1	0.9	2	0.4	1	0.1
23	9	0.4	8	0.6	1	0.1	0	0.0	0	0.0	3	0.7	6	0.6
24	54	2.6	38	2.7	16	2.4	18	3.4	2	1.8	16	3.6	18	1.9
25	2	0.1	2	0.1	0	0.0	0	0.0	1	0.9	0	0.0	1	0.1
26	3	0.1	1	0.1	2	0.3	0	0.0	0	0.0	0	0.0	3	0.3
27	9	0.4	4	0.3	5	0.7	2	0.4	0	0.0	1	0.2	6	0.6
28	7	0.3	4	0.3	3	0.4	3	0.6	0	0.0	0	0.0	4	0.4
29	2	0.1	2	0.1	0	0.0	0	0.0	0	0.0	1	0.2	1	0.1
30	41	2.0	21	1.5	20	3.0	7	1.3	1	0.9	9	2.0	24	2.5
31	11	0.5	8	0.6	3	0.4	1	0.2	0	0.0	1	0.2	9	0.9
32	17	0.8	10	0.7	7	1.0	3	0.6	0	0.0	5	1.1	9	0.9
33	23	1.1	13	0.9	10	1.5	7	1.3	3	2.6	3	0.7	9	0.9
34	20	1.0	13	0.9	7	1.0	4	0.7	0	0.0	3	0.7	13	1.4
35	10	0.5	7	0.5	3	0.4	3	0.6	0	0.0	3	0.7	4	0.4
36	40	1.9	25	1.8	15	2.2	7	1.3	3	2.6	7	1.6	22	2.3
37	23	1.1	19	1.4	4	0.6	7	1.3	2	1.8	5	1.1	9	0.9
38	25	1.2	17	1.2	8	1.2	2	0.4	1	0.9	4	0.9	18	1.9
39	60	2.9	44	3.1	16	2.4	9	1.7	2	1.8	14	3.1	35	3.7
40	61	3.0	39	2.8	22	3.3	16	3.0	6	5.3	6	1.3	33	3.5
41	54	2.6	37	2.6	17	2.5	11	2.1	3	2.6	6	1.3	34	3.6
42	82	4.0	53	3.8	29	4.3	20	3.7	3	2.6	15	3.3	44	4.6
43	52	2.5	31	2.2	21	3.1	13	2.4	4	3.5	15	3.3	20	2.1
44	117	5.7	81	5.8	36	5.4	37	6.9	4	3.5	23	5.1	53	5.6
45	108	5.2	71	5.1	37	5.5	29	5.4	6	5.3	22	4.9	50	5.2
46	147	7.1	95	6.8	52	7.8	36	6.7	6	5.3	29	6.4	76	8.0
47	147	7.1	100	7.1	47	7.0	31	5.8	10	8.8	38	8.4	67	7.0
48	899	43.5	632	45.2	267	40.0	252	47.0	53	46.5	211	46.9	375	39.3

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

Table 8-11. 2007-08 NYSAA: Raw Score Frequency Distributions—Mathematics, Grade 6

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
9	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	4	0.2	3	0.2	1	0.1	1	0.2	0	0.0	1	0.2	2	0.2
13	1	0.0	0	0.0	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0
14	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
15	5	0.2	3	0.2	2	0.3	1	0.2	0	0.0	0	0.0	4	0.4
16	2	0.1	0	0.0	2	0.3	1	0.2	0	0.0	1	0.2	0	0.0
17	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
18	3	0.1	3	0.2	0	0.0	1	0.2	0	0.0	1	0.2	1	0.1
19	2	0.1	1	0.1	1	0.1	1	0.2	0	0.0	0	0.0	1	0.1
20	6	0.3	4	0.3	2	0.3	3	0.5	0	0.0	2	0.4	1	0.1
21	3	0.1	1	0.1	2	0.3	0	0.0	0	0.0	0	0.0	3	0.3
22	12	0.5	8	0.6	4	0.5	6	1.1	0	0.0	3	0.5	3	0.3
23	16	0.7	9	0.6	7	0.9	6	1.1	1	0.9	4	0.7	5	0.5
24	47	2.1	31	2.1	16	2.0	13	2.3	4	3.4	14	2.5	16	1.6
25	4	0.2	4	0.3	0	0.0	1	0.2	0	0.0	0	0.0	3	0.3
26	11	0.5	7	0.5	4	0.5	2	0.4	0	0.0	4	0.7	4	0.4
27	9	0.4	5	0.3	4	0.5	2	0.4	0	0.0	1	0.2	6	0.6
28	8	0.4	7	0.5	1	0.1	2	0.4	0	0.0	0	0.0	5	0.5
29	8	0.4	6	0.4	2	0.3	1	0.2	1	0.9	2	0.4	4	0.4
30	66	2.9	39	2.7	27	3.4	8	1.4	3	2.6	16	2.9	39	3.9
31	18	0.8	12	0.8	6	0.8	4	0.7	0	0.0	1	0.2	13	1.3
32	25	1.1	18	1.2	7	0.9	7	1.3	1	0.9	6	1.1	11	1.1
33	34	1.5	20	1.4	14	1.8	6	1.1	1	0.9	10	1.8	17	1.7
34	29	1.3	18	1.2	11	1.4	6	1.1	1	0.9	6	1.1	16	1.6
35	34	1.5	14	1.0	20	2.5	6	1.1	2	1.7	8	1.4	18	1.8
36	38	1.7	26	1.8	12	1.5	11	2.0	1	0.9	5	0.9	21	2.1
37	44	2.0	28	1.9	16	2.0	9	1.6	3	2.6	14	2.5	18	1.8
38	33	1.5	18	1.2	15	1.9	8	1.4	3	2.6	7	1.3	14	1.4
39	53	2.4	34	2.3	19	2.4	9	1.6	1	0.9	12	2.2	30	3.0
40	51	2.3	35	2.4	16	2.0	8	1.4	4	3.4	12	2.2	26	2.6
41	47	2.1	34	2.3	13	1.6	10	1.8	4	3.4	8	1.4	25	2.5
42	92	4.1	56	3.9	36	4.5	20	3.6	5	4.3	19	3.4	48	4.8
43	66	2.9	45	3.1	21	2.7	18	3.2	2	1.7	12	2.2	34	3.4
44	111	5.0	71	4.9	40	5.1	21	3.8	3	2.6	37	6.6	50	5.0
45	124	5.5	82	5.7	42	5.3	37	6.7	8	6.9	20	3.6	57	5.7
46	152	6.8	100	6.9	52	6.6	42	7.6	9	7.8	40	7.2	59	5.9
47	180	8.0	112	7.7	68	8.6	50	9.0	12	10.3	40	7.2	75	7.5
48	898	40.1	590	40.7	308	38.9	231	41.7	47	40.5	251	45.0	365	36.6

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

Table 8-12. 2007-08 NYSAA: Raw Score Frequency Distributions—Mathematics, Grade 7

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	1	0.0	1	0.1	0	0.0	0	0.0	1	0.7	0	0.0	0	0.0
12	5	0.2	3	0.2	2	0.2	0	0.0	0	0.0	2	0.4	3	0.3
13	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
14	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
15	7	0.3	4	0.3	3	0.4	1	0.2	0	0.0	3	0.6	3	0.3
16	3	0.1	3	0.2	0	0.0	0	0.0	0	0.0	1	0.2	2	0.2
17	4	0.2	2	0.1	2	0.2	2	0.3	0	0.0	0	0.0	2	0.2
18	5	0.2	3	0.2	2	0.2	0	0.0	0	0.0	2	0.4	3	0.3
19	4	0.2	2	0.1	2	0.2	3	0.5	0	0.0	0	0.0	1	0.1
20	2	0.1	2	0.1	0	0.0	0	0.0	1	0.7	0	0.0	1	0.1
21	11	0.5	10	0.7	1	0.1	3	0.5	0	0.0	6	1.2	2	0.2
22	5	0.2	2	0.1	3	0.4	2	0.3	1	0.7	2	0.4	0	0.0
23	10	0.4	8	0.5	2	0.2	3	0.5	0	0.0	5	1.0	2	0.2
24	51	2.2	33	2.2	18	2.2	15	2.4	2	1.4	16	3.1	18	1.8
25	6	0.3	4	0.3	2	0.2	1	0.2	0	0.0	1	0.2	4	0.4
26	7	0.3	5	0.3	2	0.2	1	0.2	3	2.2	0	0.0	3	0.3
27	5	0.2	2	0.1	3	0.4	1	0.2	0	0.0	1	0.2	3	0.3
28	6	0.3	5	0.3	1	0.1	1	0.2	0	0.0	0	0.0	5	0.5
29	7	0.3	5	0.3	2	0.2	0	0.0	1	0.7	3	0.6	3	0.3
30	74	3.2	52	3.5	22	2.7	11	1.7	3	2.2	14	2.7	46	4.6
31	17	0.7	10	0.7	7	0.9	7	1.1	0	0.0	6	1.2	4	0.4
32	20	0.9	11	0.7	9	1.1	6	0.9	1	0.7	4	0.8	9	0.9
33	28	1.2	17	1.1	11	1.3	6	0.9	0	0.0	5	1.0	17	1.7
34	32	1.4	19	1.3	13	1.6	8	1.3	1	0.7	7	1.4	15	1.5
35	33	1.4	19	1.3	14	1.7	10	1.6	2	1.4	3	0.6	18	1.8
36	63	2.7	39	2.6	24	2.9	16	2.5	3	2.2	14	2.7	30	3.0
37	39	1.7	28	1.9	11	1.3	8	1.3	1	0.7	8	1.6	22	2.2
38	45	1.9	24	1.6	21	2.6	11	1.7	2	1.4	8	1.6	24	2.4
39	65	2.8	41	2.7	24	2.9	16	2.5	1	0.7	14	2.7	34	3.4
40	68	2.9	39	2.6	29	3.6	17	2.7	4	2.9	13	2.5	34	3.4
41	63	2.7	29	1.9	34	4.2	13	2.0	4	2.9	14	2.7	32	3.2
42	65	2.8	36	2.4	29	3.6	14	2.2	3	2.2	14	2.7	34	3.4
43	71	3.1	50	3.3	21	2.6	24	3.8	4	2.9	9	1.8	33	3.3
44	109	4.7	59	3.9	50	6.1	30	4.7	4	2.9	21	4.1	53	5.3
45	134	5.8	93	6.2	41	5.0	42	6.6	9	6.5	23	4.5	60	6.0
46	162	7.0	106	7.1	56	6.9	37	5.8	12	8.6	38	7.4	75	7.5
47	183	7.9	123	8.2	60	7.4	55	8.6	11	7.9	41	8.0	71	7.1
48	897	38.8	602	40.3	295	36.2	271	42.5	65	46.8	215	41.8	339	33.7

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

Table 8-13. 2007-08 NYSAA: Raw Score Frequency Distributions—Mathematics, Grade 8

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	2	0.1	0	0.0	2	0.2	0	0.0	0	0.0	2	0.4	0	0.0
13	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.1
14	1	0.0	0	0.0	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0
15	5	0.2	3	0.2	2	0.2	1	0.2	0	0.0	4	0.7	0	0.0
16	6	0.2	4	0.3	2	0.2	5	0.8	0	0.0	0	0.0	1	0.1
17	3	0.1	2	0.1	1	0.1	1	0.2	0	0.0	0	0.0	2	0.2
18	6	0.2	3	0.2	3	0.3	3	0.5	1	0.9	1	0.2	1	0.1
19	3	0.1	3	0.2	0	0.0	1	0.2	0	0.0	0	0.0	2	0.2
20	5	0.2	4	0.3	1	0.1	0	0.0	0	0.0	1	0.2	4	0.4
21	13	0.5	9	0.6	4	0.5	6	0.9	1	0.9	3	0.6	3	0.3
22	13	0.5	9	0.6	4	0.5	2	0.3	2	1.7	1	0.2	8	0.7
23	20	0.8	11	0.7	9	1.0	8	1.2	0	0.0	3	0.6	9	0.8
24	71	2.9	41	2.6	30	3.5	22	3.4	1	0.9	18	3.4	30	2.7
25	6	0.2	4	0.3	2	0.2	0	0.0	0	0.0	2	0.4	4	0.4
26	7	0.3	5	0.3	2	0.2	3	0.5	0	0.0	1	0.2	3	0.3
27	9	0.4	4	0.3	5	0.6	2	0.3	2	1.7	1	0.2	4	0.4
28	10	0.4	8	0.5	2	0.2	5	0.8	0	0.0	0	0.0	5	0.4
29	8	0.3	4	0.3	4	0.5	2	0.3	1	0.9	2	0.4	3	0.3
30	53	2.2	31	2.0	22	2.5	8	1.2	0	0.0	9	1.7	36	3.2
31	9	0.4	7	0.4	2	0.2	5	0.8	0	0.0	1	0.2	3	0.3
32	19	0.8	10	0.6	9	1.0	8	1.2	0	0.0	2	0.4	8	0.7
33	29	1.2	17	1.1	12	1.4	9	1.4	1	0.9	3	0.6	16	1.4
34	21	0.9	14	0.9	7	0.8	7	1.1	1	0.9	4	0.7	9	0.8
35	28	1.1	19	1.2	9	1.0	4	0.6	0	0.0	1	0.2	23	2.0
36	52	2.1	30	1.9	22	2.5	17	2.6	3	2.6	8	1.5	24	2.1
37	36	1.5	21	1.3	15	1.7	5	0.8	1	0.9	9	1.7	21	1.9
38	35	1.4	27	1.7	8	0.9	7	1.1	1	0.9	8	1.5	18	1.6
39	48	2.0	32	2.0	16	1.9	15	2.3	0	0.0	9	1.7	23	2.0
40	60	2.5	37	2.3	23	2.7	13	2.0	2	1.7	21	3.9	24	2.1
41	61	2.5	39	2.5	22	2.5	11	1.7	3	2.6	15	2.8	31	2.8
42	99	4.1	69	4.4	30	3.5	20	3.1	6	5.2	21	3.9	52	4.6
43	88	3.6	50	3.2	38	4.4	20	3.1	3	2.6	17	3.2	45	4.0
44	126	5.2	77	4.9	49	5.7	34	5.2	5	4.3	30	5.6	55	4.9
45	146	6.0	87	5.5	59	6.8	44	6.8	2	1.7	29	5.4	71	6.3
46	192	7.9	131	8.3	61	7.1	63	9.7	7	6.0	39	7.3	82	7.3
47	209	8.6	135	8.6	74	8.6	54	8.3	8	6.9	39	7.3	106	9.4
48	938	38.5	628	39.9	310	35.9	244	37.5	65	56.0	230	43.1	395	35.2

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

Table 8-14. 2007-08 NYSAA: Raw Score Frequency Distributions—Mathematics, High School

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	1	0.1	1	0.1	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	4	0.2	3	0.3	1	0.2	0	0.0	0	0.0	1	0.2	3	0.6
13	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	1	0.2	0	0.0
14	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
15	7	0.4	2	0.2	5	0.8	2	0.3	0	0.0	3	0.7	2	0.4
16	1	0.1	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
17	3	0.2	2	0.2	1	0.2	0	0.0	0	0.0	2	0.4	1	0.2
18	7	0.4	4	0.4	3	0.5	2	0.3	2	2.2	1	0.2	2	0.4
19	2	0.1	1	0.1	1	0.2	0	0.0	1	1.1	1	0.2	0	0.0
20	3	0.2	0	0.0	3	0.5	2	0.3	0	0.0	1	0.2	0	0.0
21	10	0.6	5	0.5	5	0.8	1	0.2	1	1.1	5	1.1	3	0.6
22	11	0.7	5	0.5	6	1.0	3	0.5	2	2.2	2	0.4	4	0.8
23	6	0.4	3	0.3	3	0.5	1	0.2	0	0.0	3	0.7	2	0.4
24	32	1.9	18	1.7	14	2.2	14	2.4	1	1.1	7	1.5	9	1.7
25	4	0.2	2	0.2	2	0.3	1	0.2	0	0.0	2	0.4	1	0.2
26	8	0.5	7	0.7	1	0.2	0	0.0	2	2.2	2	0.4	4	0.8
27	2	0.1	1	0.1	1	0.2	1	0.2	0	0.0	0	0.0	1	0.2
28	6	0.4	3	0.3	3	0.5	1	0.2	0	0.0	2	0.4	3	0.6
29	7	0.4	7	0.7	0	0.0	1	0.2	0	0.0	3	0.7	3	0.6
30	32	1.9	21	2.0	11	1.8	14	2.4	2	2.2	8	1.7	8	1.5
31	15	0.9	11	1.1	4	0.6	2	0.3	1	1.1	6	1.3	6	1.2
32	13	0.8	7	0.7	6	1.0	4	0.7	1	1.1	2	0.4	5	1.0
33	20	1.2	12	1.2	8	1.3	5	0.9	1	1.1	5	1.1	9	1.7
34	19	1.1	9	0.9	10	1.6	5	0.9	0	0.0	7	1.5	7	1.3
35	25	1.5	11	1.1	14	2.2	7	1.2	2	2.2	5	1.1	11	2.1
36	42	2.5	26	2.5	16	2.5	15	2.6	1	1.1	11	2.4	15	2.9
37	24	1.4	11	1.1	13	2.1	9	1.6	2	2.2	3	0.7	10	1.9
38	44	2.7	28	2.7	16	2.5	17	3.0	3	3.3	8	1.7	16	3.1
39	51	3.1	34	3.3	17	2.7	15	2.6	1	1.1	12	2.6	22	4.2
40	53	3.2	31	3.0	22	3.5	9	1.6	2	2.2	16	3.5	26	5.0
41	42	2.5	21	2.0	21	3.3	15	2.6	3	3.3	11	2.4	13	2.5
42	85	5.1	50	4.8	35	5.6	33	5.8	6	6.5	22	4.8	24	4.6
43	59	3.6	39	3.8	20	3.2	25	4.4	3	3.3	16	3.5	14	2.7
44	80	4.8	48	4.7	32	5.1	24	4.2	4	4.3	26	5.7	25	4.8
45	78	4.7	55	5.3	23	3.7	18	3.1	4	4.3	25	5.4	28	5.4
46	135	8.1	88	8.5	47	7.5	50	8.7	5	5.4	36	7.8	43	8.3
47	143	8.6	83	8.0	60	9.6	52	9.1	9	9.8	33	7.2	49	9.4
48	585	35.2	382	37.0	203	32.3	224	39.1	32	34.8	171	37.3	151	29.0

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

Table 8-15. 2007-08 NYSAA: Raw Score Frequency Distributions—Science, Grade 4

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	1	0.0	0	0.0	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0
13	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
14	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
15	2	0.1	1	0.1	1	0.1	1	0.2	0	0.0	0	0.0	1	0.1
16	4	0.2	0	0.0	4	0.6	1	0.2	0	0.0	1	0.2	2	0.2
17	3	0.1	3	0.2	0	0.0	2	0.3	0	0.0	1	0.2	0	0.0
18	3	0.1	2	0.1	1	0.1	1	0.2	0	0.0	2	0.4	0	0.0
19	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
20	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
21	6	0.3	5	0.3	1	0.1	3	0.5	0	0.0	1	0.2	2	0.2
22	11	0.5	8	0.5	3	0.4	1	0.2	0	0.0	3	0.6	7	0.7
23	7	0.3	6	0.4	1	0.1	2	0.3	0	0.0	2	0.4	3	0.3
24	50	2.3	35	2.3	15	2.2	20	3.4	4	3.5	14	2.8	12	1.2
25	4	0.2	3	0.2	1	0.1	1	0.2	1	0.9	1	0.2	1	0.1
26	3	0.1	1	0.1	2	0.3	0	0.0	0	0.0	0	0.0	3	0.3
27	5	0.2	5	0.3	0	0.0	0	0.0	1	0.9	1	0.2	3	0.3
28	5	0.2	3	0.2	2	0.3	2	0.3	0	0.0	1	0.2	2	0.2
29	5	0.2	4	0.3	1	0.1	0	0.0	0	0.0	0	0.0	5	0.5
30	34	1.5	28	1.8	6	0.9	8	1.4	3	2.6	7	1.4	16	1.6
31	6	0.3	3	0.2	3	0.4	1	0.2	0	0.0	2	0.4	2	0.2
32	14	0.6	9	0.6	5	0.7	2	0.3	0	0.0	5	1.0	7	0.7
33	24	1.1	16	1.1	8	1.2	3	0.5	0	0.0	9	1.8	12	1.2
34	20	0.9	16	1.1	4	0.6	4	0.7	1	0.9	5	1.0	10	1.0
35	23	1.0	21	1.4	2	0.3	7	1.2	0	0.0	4	0.8	12	1.2
36	27	1.2	15	1.0	12	1.8	5	0.8	1	0.9	4	0.8	16	1.6
37	27	1.2	12	0.8	15	2.2	7	1.2	1	0.9	5	1.0	14	1.4
38	29	1.3	23	1.5	6	0.9	8	1.4	1	0.9	5	1.0	14	1.4
39	58	2.6	37	2.4	21	3.1	13	2.2	2	1.7	12	2.4	31	3.1
40	58	2.6	39	2.6	19	2.8	12	2.0	4	3.5	11	2.2	31	3.1
41	48	2.2	36	2.4	12	1.8	11	1.9	5	4.3	12	2.4	20	2.0
42	91	4.1	60	3.9	31	4.6	25	4.2	4	3.5	18	3.7	44	4.4
43	64	2.9	48	3.2	16	2.4	20	3.4	0	0.0	11	2.2	32	3.2
44	102	4.6	64	4.2	38	5.6	22	3.7	4	3.5	23	4.7	53	5.4
45	118	5.4	85	5.6	33	4.9	33	5.6	3	2.6	20	4.1	62	6.3
46	144	6.6	100	6.6	44	6.5	32	5.4	5	4.3	38	7.7	69	7.0
47	163	7.4	119	7.8	44	6.5	49	8.3	6	5.2	37	7.5	71	7.2
48	1034	47.1	710	46.7	324	47.9	295	49.8	69	60.0	237	48.1	429	43.4

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

Table 8-16. 2007-08 NYSAA 6: Raw Score Frequency Distributions—Science, Grade 8

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.1
9	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	4	0.2	3	0.2	1	0.1	1	0.2	1	0.9	2	0.4	0	0.0
13	2	0.1	0	0.0	2	0.2	1	0.2	0	0.0	0	0.0	1	0.1
14	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
15	6	0.2	3	0.2	3	0.4	1	0.2	0	0.0	4	0.8	1	0.1
16	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0
17	4	0.2	4	0.3	0	0.0	1	0.2	0	0.0	1	0.2	2	0.2
18	9	0.4	7	0.4	2	0.2	3	0.5	0	0.0	4	0.8	2	0.2
19	3	0.1	0	0.0	3	0.4	1	0.2	0	0.0	0	0.0	2	0.2
20	3	0.1	1	0.1	2	0.2	1	0.2	0	0.0	0	0.0	2	0.2
21	2	0.1	0	0.0	2	0.2	1	0.2	0	0.0	0	0.0	1	0.1
22	13	0.5	8	0.5	5	0.6	4	0.6	1	0.9	3	0.6	5	0.4
23	11	0.5	7	0.4	4	0.5	2	0.3	0	0.0	4	0.8	5	0.4
24	43	1.8	26	1.7	17	2.0	17	2.7	2	1.7	15	2.8	9	0.8
25	3	0.1	2	0.1	1	0.1	2	0.3	0	0.0	1	0.2	0	0.0
26	5	0.2	4	0.3	1	0.1	1	0.2	0	0.0	0	0.0	3	0.3
27	8	0.3	5	0.3	3	0.4	3	0.5	1	0.9	0	0.0	4	0.4
28	5	0.2	2	0.1	3	0.4	1	0.2	0	0.0	2	0.4	2	0.2
29	14	0.6	8	0.5	6	0.7	5	0.8	2	1.7	2	0.4	5	0.4
30	51	2.1	33	2.1	18	2.1	5	0.8	1	0.9	10	1.9	35	3.1
31	15	0.6	9	0.6	6	0.7	6	0.9	0	0.0	2	0.4	7	0.6
32	21	0.9	13	0.8	8	0.9	7	1.1	0	0.0	6	1.1	8	0.7
33	25	1.0	18	1.1	7	0.8	4	0.6	0	0.0	6	1.1	15	1.3
34	25	1.0	16	1.0	9	1.1	8	1.2	3	2.6	2	0.4	12	1.1
35	23	0.9	12	0.8	11	1.3	5	0.8	1	0.9	6	1.1	10	0.9
36	46	1.9	34	2.2	12	1.4	10	1.6	1	0.9	10	1.9	24	2.1
37	50	2.1	34	2.2	16	1.9	13	2.0	4	3.5	11	2.1	21	1.9
38	40	1.7	27	1.7	13	1.5	9	1.4	4	3.5	8	1.5	19	1.7
39	54	2.2	40	2.5	14	1.6	13	2.0	2	1.7	8	1.5	31	2.8
40	60	2.5	42	2.7	18	2.1	17	2.7	3	2.6	11	2.1	27	2.4
41	73	3.0	46	2.9	27	3.2	20	3.1	2	1.7	14	2.6	36	3.2
42	97	4.0	60	3.8	37	4.3	24	3.7	3	2.6	14	2.6	56	5.0
43	84	3.5	56	3.6	28	3.3	24	3.7	0	0.0	19	3.6	39	3.5
44	110	4.5	70	4.5	40	4.7	33	5.1	3	2.6	19	3.6	55	4.9
45	139	5.7	105	6.7	34	4.0	31	4.8	10	8.7	27	5.1	70	6.2
46	185	7.6	117	7.5	68	8.0	54	8.4	5	4.3	33	6.2	92	8.2
47	210	8.7	122	7.8	88	10.3	58	9.0	6	5.2	43	8.1	102	9.1
48	976	40.3	635	40.4	341	40.0	255	39.8	60	52.2	241	45.5	416	37.1

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

Table 8-17. 2007-08 NYSAA: Raw Score Frequency Distributions—Science, High School

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	1	0.2	0	0.0
10	1	0.1	0	0.0	1	0.2	1	0.2	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	5	0.3	2	0.2	3	0.5	0	0.0	0	0.0	2	0.5	3	0.6
13	1	0.1	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
14	4	0.3	3	0.3	1	0.2	2	0.4	0	0.0	0	0.0	2	0.4
15	3	0.2	1	0.1	2	0.3	1	0.2	0	0.0	1	0.2	1	0.2
16	2	0.1	1	0.1	1	0.2	1	0.2	0	0.0	0	0.0	1	0.2
17	3	0.2	2	0.2	1	0.2	2	0.4	1	1.1	0	0.0	0	0.0
18	6	0.4	3	0.3	3	0.5	0	0.0	2	2.2	0	0.0	4	0.8
19	2	0.1	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0	2	0.4
20	3	0.2	3	0.3	0	0.0	1	0.2	0	0.0	1	0.2	1	0.2
21	6	0.4	3	0.3	3	0.5	3	0.6	0	0.0	2	0.5	1	0.2
22	5	0.3	3	0.3	2	0.3	2	0.4	0	0.0	2	0.5	1	0.2
23	3	0.2	1	0.1	2	0.3	1	0.2	0	0.0	0	0.0	2	0.4
24	25	1.6	15	1.5	10	1.7	8	1.5	1	1.1	8	1.8	7	1.4
25	2	0.1	1	0.1	1	0.2	0	0.0	1	1.1	0	0.0	1	0.2
26	4	0.3	2	0.2	2	0.3	1	0.2	0	0.0	2	0.5	1	0.2
27	4	0.3	2	0.2	2	0.3	0	0.0	1	1.1	1	0.2	2	0.4
28	8	0.5	5	0.5	3	0.5	1	0.2	0	0.0	0	0.0	6	1.2
29	9	0.6	4	0.4	5	0.8	2	0.4	1	1.1	2	0.5	4	0.8
30	30	1.9	18	1.8	12	2.0	8	1.5	2	2.2	9	2.0	11	2.1
31	7	0.4	3	0.3	4	0.7	0	0.0	1	1.1	1	0.2	5	1.0
32	16	1.0	10	1.0	6	1.0	5	1.0	0	0.0	4	0.9	7	1.4
33	14	0.9	7	0.7	7	1.2	3	0.6	1	1.1	3	0.7	7	1.4
34	18	1.1	12	1.2	6	1.0	5	1.0	2	2.2	4	0.9	6	1.2
35	13	0.8	6	0.6	7	1.2	5	1.0	1	1.1	3	0.7	4	0.8
36	16	1.0	12	1.2	4	0.7	2	0.4	1	1.1	6	1.4	7	1.4
37	21	1.3	11	1.1	10	1.7	7	1.3	2	2.2	7	1.6	5	1.0
38	25	1.6	13	1.3	12	2.0	6	1.1	0	0.0	10	2.3	9	1.7
39	48	3.0	27	2.7	21	3.5	17	3.2	1	1.1	10	2.3	20	3.9
40	47	3.0	27	2.7	20	3.3	12	2.3	2	2.2	13	2.9	18	3.5
41	53	3.3	37	3.8	16	2.7	15	2.9	1	1.1	12	2.7	25	4.9
42	66	4.2	42	4.3	24	4.0	20	3.8	3	3.3	18	4.1	24	4.7
43	49	3.1	30	3.0	19	3.2	17	3.2	3	3.3	13	2.9	16	3.1
44	82	5.2	52	5.3	30	5.0	26	5.0	6	6.6	21	4.8	28	5.4
45	99	6.2	56	5.7	43	7.2	34	6.5	8	8.8	26	5.9	30	5.8
46	122	7.7	77	7.8	45	7.5	44	8.4	7	7.7	28	6.3	43	8.3
47	155	9.8	97	9.8	58	9.7	60	11.5	8	8.8	42	9.5	43	8.3
48	609	38.4	396	40.2	213	35.4	211	40.3	35	38.5	189	42.9	168	32.6

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

Table 8-18. 2007-08 NYSAA: Raw Score Frequency Distributions—Social Studies, Grade 5

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0	1	0.2	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	1	0.0	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
11	1	0.0	1	0.1	0	0.0	0	0.0	1	0.9	0	0.0	0	0.0
12	2	0.1	0	0.0	2	0.3	1	0.2	0	0.0	0	0.0	1	0.1
13	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0	1	0.2	0	0.0
14	2	0.1	2	0.1	0	0.0	2	0.4	0	0.0	0	0.0	0	0.0
15	7	0.3	5	0.4	2	0.3	0	0.0	4	3.4	1	0.2	2	0.2
16	5	0.2	2	0.1	3	0.5	2	0.4	1	0.9	1	0.2	1	0.1
17	3	0.1	2	0.1	1	0.2	0	0.0	0	0.0	2	0.5	1	0.1
18	4	0.2	4	0.3	0	0.0	3	0.6	0	0.0	1	0.2	0	0.0
19	3	0.1	2	0.1	1	0.2	2	0.4	0	0.0	0	0.0	1	0.1
20	10	0.5	9	0.7	1	0.2	4	0.8	0	0.0	4	0.9	2	0.2
21	14	0.7	10	0.7	4	0.6	3	0.6	1	0.9	6	1.4	4	0.4
22	9	0.4	5	0.4	4	0.6	4	0.8	0	0.0	4	0.9	1	0.1
23	10	0.5	6	0.4	4	0.6	3	0.6	0	0.0	4	0.9	3	0.3
24	62	3.0	46	3.3	16	2.4	22	4.2	4	3.4	21	4.8	15	1.6
25	3	0.1	2	0.1	1	0.2	0	0.0	0	0.0	0	0.0	2	0.2
26	4	0.2	3	0.2	1	0.2	3	0.6	0	0.0	0	0.0	1	0.1
27	6	0.3	2	0.1	4	0.6	1	0.2	1	0.9	0	0.0	4	0.4
28	5	0.2	4	0.3	1	0.2	2	0.4	0	0.0	1	0.2	2	0.2
29	4	0.2	3	0.2	1	0.2	0	0.0	0	0.0	1	0.2	3	0.3
30	32	1.6	18	1.3	14	2.1	5	1.0	1	0.9	3	0.7	23	2.4
31	14	0.7	8	0.6	6	0.9	3	0.6	1	0.9	1	0.2	9	0.9
32	24	1.2	15	1.1	9	1.4	7	1.3	1	0.9	6	1.4	9	0.9
33	20	1.0	14	1.0	6	0.9	5	1.0	0	0.0	1	0.2	14	1.5
34	18	0.9	14	1.0	4	0.6	2	0.4	2	1.7	3	0.7	11	1.2
35	23	1.1	16	1.2	7	1.1	4	0.8	0	0.0	9	2.1	10	1.1
36	44	2.2	32	2.3	12	1.8	10	1.9	0	0.0	4	0.9	30	3.2
37	22	1.1	17	1.2	5	0.8	2	0.4	3	2.6	3	0.7	14	1.5
38	32	1.6	22	1.6	10	1.5	8	1.5	4	3.4	7	1.6	13	1.4
39	54	2.7	38	2.8	16	2.4	10	1.9	2	1.7	10	2.3	31	3.3
40	57	2.8	43	3.1	14	2.1	12	2.3	2	1.7	17	3.9	25	2.6
41	59	2.9	41	3.0	18	2.7	13	2.5	3	2.6	14	3.2	29	3.0
42	82	4.0	53	3.8	29	4.4	24	4.6	5	4.3	15	3.4	38	4.0
43	60	2.9	41	3.0	19	2.9	11	2.1	0	0.0	8	1.8	40	4.2
44	91	4.5	67	4.9	24	3.7	25	4.8	5	4.3	11	2.5	49	5.2
45	123	6.0	82	5.9	41	6.3	25	4.8	7	6.0	19	4.4	71	7.5
46	132	6.5	84	6.1	48	7.3	34	6.5	6	5.2	31	7.1	61	6.4
47	115	5.7	77	5.6	38	5.8	26	5.0	8	6.9	27	6.2	54	5.7
48	876	43.0	589	42.7	287	43.8	241	46.3	54	46.6	199	45.6	377	39.6

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

Table 8-19. 2007-08 NYSAA: Raw Score Frequency Distributions—Social Studies, Grade 8

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	2	0.1	0	0.0	2	0.2	1	0.2	0	0.0	1	0.2	0	0.0
9	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
10	1	0.0	0	0.0	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	4	0.2	3	0.2	1	0.1	1	0.2	1	0.9	2	0.4	0	0.0
13	1	0.0	0	0.0	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0
14	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0
15	3	0.1	2	0.1	1	0.1	3	0.5	0	0.0	0	0.0	0	0.0
16	3	0.1	1	0.1	2	0.2	0	0.0	0	0.0	1	0.2	2	0.2
17	4	0.2	4	0.3	0	0.0	0	0.0	0	0.0	3	0.6	0	0.0
18	16	0.7	12	0.8	4	0.5	6	0.9	1	0.9	6	1.1	3	0.3
19	10	0.4	7	0.4	3	0.4	3	0.5	2	1.7	3	0.6	2	0.2
20	12	0.5	7	0.4	5	0.6	5	0.8	0	0.0	5	0.9	2	0.2
21	17	0.7	7	0.4	10	1.2	6	0.9	0	0.0	8	1.5	3	0.3
22	16	0.7	12	0.8	4	0.5	7	1.1	0	0.0	4	0.8	5	0.4
23	9	0.4	6	0.4	3	0.4	4	0.6	0	0.0	3	0.6	2	0.2
24	81	3.3	45	2.9	36	4.2	25	3.9	10	8.7	20	3.8	26	2.3
25	2	0.1	1	0.1	1	0.1	1	0.2	0	0.0	0	0.0	1	0.1
26	5	0.2	3	0.2	2	0.2	2	0.3	0	0.0	0	0.0	3	0.3
27	12	0.5	9	0.6	3	0.4	2	0.3	0	0.0	1	0.2	9	0.8
28	9	0.4	6	0.4	3	0.4	2	0.3	1	0.9	0	0.0	6	0.5
29	12	0.5	9	0.6	3	0.4	3	0.5	2	1.7	0	0.0	7	0.6
30	50	2.1	30	1.9	20	2.3	6	0.9	0	0.0	9	1.7	35	3.1
31	23	0.9	11	0.7	12	1.4	4	0.6	0	0.0	6	1.1	13	1.2
32	23	0.9	15	1.0	8	0.9	6	0.9	1	0.9	2	0.4	14	1.3
33	27	1.1	20	1.3	7	0.8	6	0.9	1	0.9	3	0.6	17	1.5
34	20	0.8	12	0.8	8	0.9	4	0.6	1	0.9	3	0.6	12	1.1
35	20	0.8	13	0.8	7	0.8	6	0.9	0	0.0	1	0.2	13	1.2
36	52	2.1	30	1.9	22	2.6	12	1.9	2	1.7	9	1.7	29	2.6
37	49	2.0	33	2.1	16	1.9	12	1.9	4	3.5	10	1.9	22	2.0
38	51	2.1	39	2.5	12	1.4	11	1.7	2	1.7	10	1.9	28	2.5
39	73	3.0	47	3.0	26	3.0	20	3.1	1	0.9	18	3.4	33	2.9
40	76	3.1	51	3.3	25	2.9	18	2.8	2	1.7	16	3.0	40	3.6
41	62	2.6	37	2.4	25	2.9	19	3.0	1	0.9	17	3.2	25	2.2
42	119	4.9	80	5.1	39	4.6	30	4.7	2	1.7	31	5.9	53	4.7
43	81	3.3	50	3.2	31	3.6	21	3.3	4	3.5	11	2.1	44	3.9
44	121	5.0	83	5.3	38	4.4	41	6.4	6	5.2	21	4.0	52	4.6
45	128	5.3	83	5.3	45	5.3	26	4.0	1	0.9	31	5.9	70	6.3
46	148	6.1	103	6.6	45	5.3	33	5.1	10	8.7	26	4.9	78	7.0
47	157	6.5	98	6.3	59	6.9	45	7.0	3	2.6	34	6.5	73	6.5
48	921	38.0	598	38.1	323	37.8	251	39.0	57	49.6	210	39.8	398	35.5

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

Table 8-20. 2007-08 NYSAA: Raw Score Frequency Distributions—Social Studies, High School

Raw	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
Score	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	1	0.1	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11	1	0.1	1	0.1	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
12	2	0.1	1	0.1	1	0.2	0	0.0	0	0.0	1	0.2	1	0.2
13	2	0.1	2	0.2	0	0.0	0	0.0	0	0.0	0	0.0	2	0.4
14	1	0.1	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
15	3	0.2	2	0.2	1	0.2	0	0.0	1	1.1	1	0.2	1	0.2
16	4	0.3	2	0.2	2	0.3	0	0.0	0	0.0	2	0.5	2	0.4
17	1	0.1	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
18	4	0.3	3	0.3	1	0.2	1	0.2	0	0.0	2	0.5	1	0.2
19	2	0.1	1	0.1	1	0.2	0	0.0	0	0.0	1	0.2	1	0.2
20	4	0.3	1	0.1	3	0.5	2	0.4	0	0.0	1	0.2	1	0.2
21	6	0.4	4	0.4	2	0.3	3	0.6	0	0.0	2	0.5	1	0.2
22	11	0.7	7	0.7	4	0.7	3	0.6	1	1.1	3	0.7	4	0.8
23	7	0.4	3	0.3	4	0.7	5	0.9	0	0.0	0	0.0	2	0.4
24	39	2.5	25	2.5	14	2.3	18	3.4	2	2.2	10	2.3	8	1.6
25	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
26	3	0.2	2	0.2	1	0.2	1	0.2	0	0.0	1	0.2	1	0.2
27	5	0.3	0	0.0	5	0.8	3	0.6	0	0.0	0	0.0	2	0.4
28	13	0.8	3	0.3	10	1.7	4	0.8	0	0.0	3	0.7	6	1.2
29	11	0.7	6	0.6	5	0.8	4	0.8	0	0.0	1	0.2	6	1.2
30	23	1.4	16	1.6	7	1.2	8	1.5	0	0.0	6	1.4	9	1.7
31	8	0.5	4	0.4	4	0.7	3	0.6	1	1.1	0	0.0	4	0.8
32	18	1.1	10	1.0	8	1.3	5	0.9	2	2.2	4	0.9	7	1.4
33	15	0.9	8	0.8	7	1.2	3	0.6	0	0.0	4	0.9	8	1.6
34	19	1.2	10	1.0	9	1.5	2	0.4	2	2.2	6	1.4	7	1.4
35	15	0.9	7	0.7	8	1.3	2	0.4	2	2.2	4	0.9	7	1.4
36	21	1.3	13	1.3	8	1.3	9	1.7	1	1.1	3	0.7	8	1.6
37	20	1.3	11	1.1	9	1.5	7	1.3	2	2.2	4	0.9	7	1.4
38	33	2.1	17	1.7	16	2.6	12	2.3	4	4.4	5	1.1	12	2.3
39	25	1.6	17	1.7	8	1.3	0	0.0	3	3.3	10	2.3	12	2.3
40	58	3.6	32	3.2	26	4.3	16	3.0	3	3.3	12	2.7	26	5.0
41	59	3.7	38	3.9	21	3.5	14	2.7	2	2.2	21	4.8	22	4.3
42	93	5.8	51	5.2	42	7.0	30	5.7	2	2.2	27	6.1	33	6.4
43	63	4.0	38	3.9	25	4.1	20	3.8	5	5.5	13	3.0	25	4.9
44	87	5.5	52	5.3	35	5.8	28	5.3	7	7.7	23	5.2	28	5.4
45	96	6.0	59	6.0	37	6.1	32	6.1	7	7.7	23	5.2	34	6.6
46	102	6.4	64	6.5	38	6.3	35	6.6	6	6.6	33	7.5	26	5.0
47	125	7.9	83	8.4	42	7.0	54	10.2	7	7.7	27	6.1	35	6.8
48	590	37.1	390	39.6	200	33.1	202	38.3	31	34.1	186	42.3	165	32.0

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

8.2 Performance Level Frequency Distributions

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

Table 8-21. 2007-08 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	180	8.9	128	9.0	52	8.8	53	10.1	13	11.2	50	9.8	64	7.3
	PM	244	12.1	169	11.8	75	12.6	55	10.5	16	13.8	51	10.0	122	14.0
	M	372	18.4	269	18.8	103	17.3	83	15.8	21	18.1	84	16.5	183	21.0
	MD	1228	60.7	864	60.4	364	61.3	335	63.7	66	56.9	323	63.6	502	57.6
4	NM	178	8.0	125	8.2	53	7.7	50	8.4	12	10.3	36	7.2	79	7.9
	PM	328	14.8	225	14.7	103	15.0	81	13.6	12	10.3	77	15.3	157	15.8
	M	498	22.5	336	22.0	162	23.6	122	20.5	21	17.9	109	21.7	241	24.2
	MD	1212	54.7	843	55.1	369	53.7	341	57.4	72	61.5	280	55.8	518	52.1
5	NM	117	5.7	71	5.1	46	6.9	28	5.3	9	7.8	36	8.1	44	4.6
	PM	213	10.3	145	10.4	68	10.2	54	10.2	13	11.2	31	6.9	115	12.0
	M	730	35.4	496	35.6	234	35.0	175	33.0	41	35.3	142	31.8	366	38.2
	MD	1002	48.6	682	48.9	320	47.9	273	51.5	53	45.7	238	53.2	432	45.1
6	NM	109	4.9	60	4.1	49	6.2	34	6.1	9	7.7	23	4.1	41	4.1
	PM	447	20.0	283	19.5	164	20.7	94	16.8	16	13.7	93	16.7	240	24.3
	M	522	23.3	349	24.1	173	21.8	119	21.3	31	26.5	126	22.6	244	24.7
	MD	1162	51.9	756	52.2	406	51.3	313	55.9	61	52.1	316	56.6	464	46.9
7	NM	34	1.5	24	1.6	10	1.2	8	1.3	3	2.2	12	2.3	11	1.1
	PM	295	12.8	175	11.7	120	14.8	82	12.9	12	8.6	81	15.9	119	11.8
	M	401	17.4	244	16.3	157	19.3	89	14.0	21	15.1	75	14.7	214	21.3
	MD	1576	68.3	1051	70.3	525	64.7	455	71.8	103	74.1	343	67.1	663	65.8
8	NM	38	1.6	19	1.2	19	2.2	12	1.8	2	1.7	12	2.2	12	1.1
	PM	212	8.7	137	8.7	75	8.7	59	9.1	5	4.3	49	9.2	97	8.6
	M	552	22.6	366	23.2	186	21.6	143	22.0	19	16.4	101	18.9	286	25.5
	MD	1638	67.1	1056	66.9	582	67.5	436	67.1	90	77.6	373	69.7	728	64.8
High School	NM	83	5.0	51	4.9	32	5.1	27	4.7	10	10.9	25	5.4	21	4.0
	PM	109	6.6	62	6.0	47	7.5	28	4.9	3	3.3	33	7.2	43	8.3
	M	343	20.7	202	19.6	141	22.4	105	18.3	24	26.1	83	18.0	130	25.0
	MD	1126	67.8	716	69.4	410	65.1	413	72.1	55	59.8	319	69.3	326	62.7

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

Table 8-22. 2007-08 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	54	2.7	43	3.0	11	1.9	17	3.2	3	2.6	10	2.0	23	2.6
	PM	214	10.6	152	10.6	62	10.5	49	9.3	15	12.8	51	10.1	99	11.4
	M	709	35.1	496	34.7	213	35.9	161	30.6	36	30.8	177	35.0	333	38.3
	MD	1044	51.7	737	51.6	307	51.8	299	56.8	63	53.8	267	52.9	415	47.7
4	NM	66	3.0	40	2.6	26	3.8	15	2.5	4	3.4	17	3.4	30	3.0
	PM	395	17.8	268	17.5	127	18.4	98	16.5	14	12.0	73	14.5	208	20.9
	M	755	34.0	502	32.9	253	36.6	192	32.3	39	33.3	171	33.9	348	34.9
	MD	1004	45.2	718	47.0	286	41.3	289	48.7	60	51.3	244	48.3	410	41.2
5	NM	105	5.1	69	4.9	36	5.4	36	6.7	6	5.3	29	6.4	34	3.6
	PM	185	9.0	110	7.9	75	11.2	37	6.9	8	7.0	33	7.3	105	11.0
	M	729	35.3	487	34.8	242	36.3	180	33.6	37	32.5	139	30.9	372	39.0
	MD	1046	50.7	732	52.4	314	47.1	283	52.8	63	55.3	249	55.3	442	46.4
6	NM	30	1.3	19	1.3	11	1.4	10	1.8	0	0	6	1.1	14	1.4
	PM	258	11.5	166	11.5	92	11.6	58	10.5	11	9.5	61	10.9	126	12.7
	M	598	26.7	379	26.2	219	27.7	126	22.7	29	25.0	140	25.1	300	30.1
	MD	1354	60.4	884	61.0	470	59.3	360	65.0	76	65.5	351	62.9	556	55.8
7	NM	230	10.0	158	10.6	72	8.8	53	8.3	12	8.6	63	12.3	102	10.2
	PM	215	9.3	133	8.9	82	10.1	54	8.5	8	5.8	41	8.0	111	11.1
	M	782	33.9	477	31.9	305	37.5	204	32.0	43	30.9	154	30.0	379	37.8
	MD	1080	46.8	725	48.6	355	43.6	326	51.2	76	54.7	256	49.8	410	40.9
8	NM	249	10.2	150	9.5	99	11.5	75	11.5	8	6.9	48	9.0	118	10.5
	PM	220	9.0	138	8.8	82	9.5	57	8.8	7	6.0	35	6.6	119	10.6
	M	820	33.7	522	33.2	298	34.5	220	33.8	28	24.1	181	34.0	383	34.2
	MD	1147	47.1	763	48.5	384	44.5	298	45.8	73	62.9	269	50.5	501	44.7
High School	NM	26	1.6	14	1.4	12	1.9	5	0.9	4	4.3	9	2.0	8	1.5
	PM	188	11.3	111	10.8	77	12.3	55	9.6	11	12.0	55	12.0	65	12.5
	M	583	35.1	354	34.3	229	36.5	187	32.6	31	33.7	155	33.8	204	39.2
	MD	863	52.0	553	53.6	310	49.4	326	56.9	46	50.0	240	52.3	243	46.7

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

Table 8-23. 2007-08 NYSAA: Performance Level Frequency Distributions—Science

Table 8.23: 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	108	4.9	76	5.0	32	4.7	35	5.9	6	5.2	28	5.7	39	3.9
	PM	83	3.8	60	3.9	23	3.4	14	2.4	3	2.6	23	4.7	42	4.2
	M	445	20.3	307	20.2	138	20.4	112	18.9	19	16.5	87	17.6	224	22.6
	MD	1561	71.1	1078	70.9	483	71.4	431	72.8	87	75.7	355	72.0	684	69.2
8	NM	123	5.1	72	4.6	51	6.0	40	6.2	5	4.3	38	7.2	39	3.5
	PM	310	12.8	204	13.0	106	12.4	72	11.2	16	13.9	63	11.9	156	13.9
	M	368	15.2	244	15.6	124	14.6	98	15.3	10	8.7	66	12.5	189	16.9
	MD	1620	66.9	1049	66.9	571	67.0	431	67.2	84	73.0	363	68.5	735	65.7
High School	NM	44	2.8	23	2.3	21	3.5	15	2.9	3	3.3	9	2.0	17	3.3
	PM	149	9.4	85	8.6	64	10.7	38	7.3	11	12.1	37	8.4	60	11.7
	M	325	20.5	199	20.2	126	21.0	96	18.3	13	14.3	89	20.2	124	24.2
	MD	1067	67.3	678	68.8	389	64.8	375	71.6	64	70.3	306	69.4	312	60.8

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

Table 8-24. 2007-08 NYSAA: Performance Level Frequency Distributions—Social Studies

Grade	*Performance Level*	*All Students*		*Male*		*Female*		*Black*		*Asian*		*Hispanic*		*White*	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5	NM	245	12.1	162	11.8	83	12.7	73	14.0	15	12.9	59	13.5	96	10.1
	PM	250	12.3	182	13.2	68	10.4	48	9.2	13	11.2	53	12.2	134	14.1
	M	415	20.4	284	20.6	131	20.0	98	18.8	20	17.2	67	15.4	227	23.9
	MD	1123	55.2	750	54.4	373	56.9	301	57.9	68	58.6	257	58.9	492	51.8
8	NM	293	12.1	175	11.2	118	13.8	83	12.9	17	14.8	74	14.0	118	10.5
	PM	142	5.9	90	5.7	52	6.1	34	5.3	5	4.3	18	3.4	85	7.6
	M	760	31.4	503	32.1	257	30.1	198	30.7	23	20.0	165	31.3	367	32.8
	MD	1226	50.6	799	51.0	427	50.0	329	51.1	70	60.9	270	51.2	549	49.1
High School	NM	169	10.6	96	9.7	73	12.1	62	11.7	7	7.7	39	8.9	60	11.7
	PM	123	7.7	66	6.7	57	9.4	35	6.6	11	12.1	26	5.9	49	9.5
	M	481	30.3	287	29.1	194	32.1	140	26.5	29	31.9	129	29.3	180	35.0
	MD	817	51.4	537	54.5	280	46.4	291	55.1	44	48.4	246	55.9	226	43.9

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

REFERENCES

Allen, M. J., & Yen, W. M. (1979). *Introduction to measurement theory.* Belmont, CA: Wadsworth, Inc.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Baker, F. B. (1992). Item response theory: Parameter estimation techniques. New York: Marcel Dekker, Inc.

Baker, F. B., & Kim, S.-H. (2004). *Item response theory: parameter estimation techniques* (2nd ed.). New York: Marcel Dekker, Inc.

Brown, F. G. (1983). *Principles of educational and psychological testing* (3rd ed.). Fort Worth: Holt, Rinehart and Winston.

The Chicago manual of style (15th ed.). (2003). Chicago: University of Chicago Press.

Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement*, *20*, 37–46.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, *16*, 297–334.

Dorans, N. J., & Kulick, E. (1986). Demonstrating the utility of the standardization approach to assessing unexpected differential item performance on the Scholastic Aptitude Test. *Journal of Educational Measurement*, *23*, 355–368.

Dorans, N. J., & Holland, P. W. (1993). DIF detection and description. In P. W. Holland & H. Wainer (Eds.), *Differential item functioning* (pp. 35–66). Hillsdale, NJ: Lawrence Erlbaum Associates.

Feldt, L. S., & Brennan, R. L. (1989). Reliability. In R. L. Linn (Ed.), *Educational measurement* (3rd ed., pp. 105–146). New York: Macmillan Publishing Company.

Hambleton, R. K., & Swaminathan H. (1985). *Item response theory: Principles and applications*. Boston: Kluwer Academic Publishers.

Hambleton, R. K., & van der Linden, W. J. (1997). *Handbook of modern item response theory*. New York: Springer-Verlag.

Holland, P. W., & Thayer, D. T. (1988). Differential item performance and the Mantel-Haenszel procedure. In H. Wainer & H. Braun (Eds.), *Test validity* (pp. 129–145). Hillsdale, NJ: Lawrence Erlbaum Associates.

Holland, P. W., & Wainer, H. (1993). *Differential item functioning.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Joint Committee on Testing Practices (1988). *Code of fair testing practices in education*. Washington, DC: National Council on Measurement in Education.

Joint Committee on Testing Practices. (2004). *Code of fair testing practices in education*. Washington, DC: Joint Committee on Testing Practices. Retrieved September 17, 2008, from http://www.apa.org/science/fairtestcode.html

Kingston, N. M., Kahl, S. R., Sweeney, K. P., & Bay, L. (2001). Setting Performance Standards Using the Body of Work Method. In G. J. Cizek, (ed.). *Setting Performance Standards: Concepts, Methods, and Perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.

Kolen, M. J., & Brennan, R. L. (1995). *Test Equating: Methods and Practices*. New York: Springer-Verlag.

Livingston, S. A., & Lewis, C. (1995). Estimating the consistency and accuracy of classifications based on test scores. *Journal of Educational Measurement*, *32*, 179–197.

Lord, F. M., & Novick, M. R. (1968). *Statistical theories of mental test scores.* Reading, MA: Addison-Wesley.

Muraki, E., & Bock, R. D. (2003). PARSCALE (version 4.1). Lincolnwood, IL: Scientific Software International.

Petersen, N. S., Kolen, M. J., & Hoover, H. D. (1989). Scaling, norming, and equating. In R. L. Linn (Ed.), *Educational measurement* (3rd ed., pp. 221–262). New York: Macmillan Publishing Company.

Stocking, M. L., & Lord, F. M. (1983). Developing a common metric in item response theory. *Applied Psychological Measurement, 7,* 201–210.

Stout, W. F. (1987). A nonparametric approach for assessing latent trait unidimensionality. *Psychometrika, 52,* 589–617.

Stout, W. F., Froelich, A. G., & Gao, F. (2001). Using resampling methods to produce an improved DIMTEST procedure. In A. Boomsma, M. A. J. van Duijn, & T. A. B. Snijders (Eds.), *Essays on Item Response Theory* (pp. 357–375). New York: Springer-Verlag.

Subkoviak, M. J. (1976). Estimating reliability from a single administration of a mastery test. *Journal of Educational Measurement*, *13*, 265–276.

Zhang, J., & Stout, W. F. (1999). The theoretical DETECT index of dimensionality and its application to approximate simple structure. *Psychometrika, 64,* 213–249.

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 Idea[7]	**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						

[7] 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 & Operations	X	X	X	X	X		
Measurement	X	X					
Geometry			X			X	
Algebra				X		X	X
Statistics & 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 & 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 & Expressions				X		X	X
Equations & Inequalities				X			X
Patterns, Relations & Functions						X	
Statistics & Probability							
Collection of Data					X		
Organization & Display of Data							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

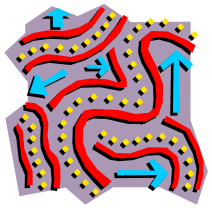
REQUIRED COMPONENT Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below			
Social Studies Standards	**Grade 5**	**Grade 8**	**High School**
1 - US and NYS History	X	X	X (US History)
2 - World History			X (Global History
5 - Civics, Citizenship and Government	X	X	

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- US & NYS History	2 - Constitutional Foundations			X
	6 - Colonial Life and Revolutionary War in NYS	X		
	7 - Industrial Society		X	
	7 (B) - World in Uncertain Times: 1980-Present			X
	8 - Industrial Growth & Expansion in NYS	X		
	9 - Between the Wars		X	
2- World History: Global History and Geography	5 - Age of Revolution			X
	8 - Global Connections and Interactions			X
5- Civics, Citizenship & Government	4 - Government of World Communities	X		
	4 - Experiment in Government		X	
	9 - Local, State & National Government	X		
	11- WWII to the Present		X	

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

APPENDIX B—2007–08 SCORING PROCEDURES

Steps for Scoring 2007-08 NYSAA Datafolios



Follow the steps below to review each NYSAA datafolio. If a discrepancy is not addressed in these procedures, refer to the Scoring Decision Rules. *Table Leaders* MUST review and confirm all issues which would result in a "No Score" and/or "No" for Connections prior to the Scorer recording the error.

QUICK REVIEW

Step		Step	
1	Student Demographics, Scorer ID, Scoring Institute Code	**7b**	Dates on VE correspond to two dates on DSS
2	Confirm Student's Date of Birth and Grade Assessed	**8**	Is VE valid? Review each piece VE individually
3	Table of Contents and P/F/G Survey	**8a**	Required elements clearly documented (7)
4a	Two DSSs present, one for each required component	**8b**	Photos: Minimum sequence 3, captioned, dated
4b	DSS: Demographic and component info complete	**8c**	Video/audio Tape: Max 90 sec., recorded markers
5	DSS: Connection to Grade Level Content	**8d**	DCS has a minimum of three dates and staff initials
5a	AGLI from one of two required components	**8e**	If VE is DCS, supporting evidence is present and valid
5b	Confirm AGLI text in Frameworks for confirmed code	**9**	Confirm ratings level accuracy and independence
6	Connection = Task connects AGLI + VE connects Task	**10**	Record Procedural Error Comments and additional Scorer Comments
6a	Task documented on DSS connects to AGLI		
6b	Two pieces of VE found behind DSS	**11**	Score the second AGLI (Steps 4-10)
6c	Both pieces of VE connect to assessment task	**12**	Score Mathematics, Science, and Social Studies (Steps 4-11)
7a	Three dates of student performance between October 1, 2007 and February 8, 2008	**13**	Complete the Scannable Score Document

Prepare to Score

1. Student Demographics, Scorer ID, Scoring Institute Code

- Compare the student information on the 1) demographic label, 2) Student Page, and 3) Scannable Score Document to confirm that it matches. Affix a demographic label to the upper left hand corner of the Scorer Worksheet. A label should be applied to each copy of the Scorer Worksheet, as directed by the Score Site Coordinator. If any information is discrepant, *consult your Table Leader*. Record scorer comment #37 if confirmed missing.
- Set the Scannable Score Document aside until all content areas have been reviewed and scored.
- If a student demographic label is not available, transcribe the information from the Student Page to the Scorer Worksheet.
- In the upper right hand corner of the Scorer Worksheet:
  1. Fill in the 3-digit Scorer Identification Number
  2. Fill in the 6-digit Scoring Institute Code

2. Confirm the Student's Date of Birth and Grade Assessed

- Confirm that the student's date of birth falls within the range indicated on the Student Page for the grade assessed. If the datafolio was completed using ProFile™, accept the grade level as correct. If the wrong grade level was assessed, *consult the Table Leader*. If confirmed, record **"N"** for **No** on Scorer Worksheet for each of the Connections Questions for each Alternate Grade Level Indicator (AGLI) assessed. Record procedural error comment #2.
- Fill in the grade at which the student was assessed in the upper right hand corner of the Scorer Worksheet.
- Note the **month in which the collegial review was conducted** at the bottom of the Student Page. If the month is indicated, record **"Y" for Yes** at the bottom of the Scorer Worksheet for "Was a collegial review of this datafolio conducted?". If the month is not indicated, record **"N" for No** and record scorer comment #20. *Continue to review and score the assessment*.

3. Table of Contents and P/F/G Survey

- Refer to the Table of Contents as needed to locate specific sections of the datafolio. If it is missing, *continue to review and score the assessment*.
- If the P/F/G survey is present and complete, record **"Y" for Yes** on the first question at the bottom of the Scorer Worksheet. The survey would be complete if P/F/G input has been recorded or at least three attempts to contact the P/F/G are documented. If the survey is incomplete or missing, record **"N" for No** on the Scorer Worksheet for "Was the P/F/G Survey completed?" Record scorer comment #36. *Continue to review and score the assessment.*

Before Continuing, Please Note: If any pieces of the datafolio are missing, the Scorer reviews the datafolio to determine if any documentation has been misplaced. If documentation is found out of place, leave it where it is and use it in the review and scoring process. Do not reorganize the datafolio.

Review and Score the Datafolio

Each AGLI must contain a Data Summary Sheet (DSS) and two pieces of Verifying Evidence (VE). Beginning with Step 4, review and score the first AGLI for English language arts.

4. Review the DSS: Demographics and Components

a) Are there two DSSs present, one for each Required Component?

If YES →	Identify each DSS by its title (i.e. Grade 3-ELA and Grade 3-ELA Cont'd). If present, proceed to Step 4b.
If NO→	If the DSS is missing, *consult the Table Leader*. • Record **"N" for No Score** on the Scorer Worksheet for each date of this AGLI. Record procedural error comment #11. Review and score the next AGLI or content area.

b) Is the Demographic and Components information complete on the DSS?

If YES →	Proceed to Step 5.
If NO→	If the **DSS is incomplete**, *consult the Table Leader*. • If the VE contains information to complete the DSS, transcribe the information to the DSS in red

	ink. Proceed to Step 5. • If the Choice Component box is not checked on the DSS, use the AGLI code/text to identify the component in the 2007-08 *NYSAA Frameworks* and check the appropriate Choice box on the DSS in red ink. Proceed to Step 5. • If the sample/comparable/original task box is not checked or a Sample Assessment Task (SAT) Code is missing, continue to review and score the AGLI without completing or correcting this information. Proceed to Step 5. • If the required sections of the DSS cannot be completed (information is not on VE or Student Page), record **"N" for No Score** on Scorer Worksheet for each date of the AGLI. Record procedural error comment #11. Review and score the next AGLI or content area.

5. Review the DSS (cont'd): Connection to Grade Level Content

For each content area, **two different Required Components must be assessed** (i.e. Reading and Writing). Using the AGLI code recorded on the DSS, locate the assessed AGLI in the *Frameworks*.

a) Is the AGLI indicated from one of the two Required Components specified for the student's assessed grade? Note if the datafolio was completed using ProFile, accept the AGLI code and text. Task and VE must still be verified using guidelines in Step 6.

If YES →	Proceed to Step 5b.
If NO→	*Consult the Table Leader* • If the AGLI indicated is not from one of the two Required Components for the assessed grade, record **"N" for No** on the Scorer Worksheet for **"AGLI from grade level"**. Record **"N" for No Score** for each date of the AGLI. Record procedural error comment #3 and/or 4. • If the **AGLI code is missing on the DSS, but the AGLI text is documented** and the grade level can be confirmed in the *Frameworks*, transcribe the AGLI code to the DSS in red ink. Record scorer comment #34. Proceed to Step 5b. • If the **AGLI code cannot be found** in the *Frameworks* for the student's assessed grade, record **"N" for No** on the Scorer Worksheet for **"AGLI from grade level"**. Record **"N" for No Score** for each date of the AGLI. Record procedural error comment #4 or 5. Record 00099 on the Scorer Worksheet for the AGLI code. Review and score the next AGLI or content area.

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

If YES →	Record **"Y" for Yes** on the Scorer Worksheet for **"AGLI from grade level"**. Record the AGLI code on the Scorer Worksheet. Proceed to Step 6.
If NO→	If the **AGLI text does not match** the text listed in the *Frameworks* for the student's assessed grade and AGLI code confirmed, *consult the Table Leader*. • If the discrepant AGLI text is a transcription error and the text matches the text for the confirmed AGLI code, adjust the AGLI text on the DSS in red ink. Review and score the next AGLI or content area. • If the discrepant text cannot be resolved, record **"N" for No** on the Scorer Worksheet for **"AGLI from grade level"**. Record **"N" for No Score** for each date of the AGLI. Record procedural error comment #4 or 5. Review and score the next AGLI or content area. • If the **AGLI text is missing on the DSS, but the AGLI code is documented** and the grade level can be confirmed in the *Frameworks*, transcribe the AGLI text to the DSS in red ink. Record scorer comment #34. Proceed to Step 6.

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

Task Connection

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

If YES→	If the same/comparable task is found in the *Frameworks* for the AGLI documented, record **"Y" for Yes** on the Scorer Worksheet for **"Task connects to AGLI"**. Continue to review the connections questions by confirming that the VE is connected to the task. Proceed to Step 6b.	
Not Sure or Task is Original→	Is the verb/verb phrase from the AGLI included in the assessment task? Is the direct object from the AGLI included in the assessment task? Does the assessment task relate to the information included in the essences and grade level indicators for the AGLI?	
	If YES →	Continue to review the connection questions by confirming that the VE is connected to the assessment task. Proceed to Step 6b.
If NO →	If the connection to the AGLI cannot be determined using the above criteria, *consult the Table Leader*. • If the task is not connected to the AGLI, record **"N" for No** on the Scorer Worksheet for **"Task Connects to AGLI"**. Record **"N" for No Score** for each date of the AGLI. Record procedural error comment #6. Review and score the next AGLI or content area.	

b) Are two pieces of verifying evidence found behind the DSS?

If YES →	Proceed to Step 6c.
If NO →	If one or both pieces of required VE are missing, *consult the Table Leader*. • Record **"N" for No** on the Scorer Worksheet for **"VE connects to task"**. Record **"N" for No Score** for each date of the AGLI. Record procedural error comment #9. Review and score the next AGLI or content area. • If only one piece of evidence is found, the Scorer may review the datafolio to determine if the second piece of VE was misplaced. However, if one or both pieces of evidence for this AGLI are invalid, other evidence cannot be considered in its place.

VE Connections

c) Do both pieces of VE connect to the assessment task? (Note: If more than two pieces of VE are found behind the DSS, only the first two can be used to score the assessment.)

If YES →	Record **"Y" for Yes** on the Scorer Worksheet for **"VE connects to task"**. Proceed to Step 7.
If NO →	If one or both pieces of VE do not connect to the task, *consult the Table Leader*. • If the VE is not connected to the task, record **"N" for No** on the Scorer Worksheet for **"VE connects to task"**. Record **"N" for No Score** for each date of the AGLI. Record procedural error comment #12. Review and score the next AGLI or content area.

7. Dates of Student Performance on the DSS

a) Are there three dates within the 2007-08 administration period recorded on the DSS (October 1, 2007 – February 8, 2008)?

If YES →	Proceed to Step 7b.
If NO→	Student performance data must be recorded on the DSS for three separate dates during the administration period. If one or more dates of performance data are missing, *consult the Table Leader*. • If Scorers can identify three dates within the administration period from valid verifying evidence, adjust the DSS in red ink. Proceed to Step 7b. • If evidence of three dates within the administration period cannot be determined from a Data Collection Sheet (DCS) with supporting evidence, record **"N" for No Score** on the Scorer Worksheet **for the date(s)** in question. Record procedural error comment #7 or 8. Review and score the next AGLI or content area.

b) Do the dates on each piece of VE correspond to two dates on the DSS?

If YES →	Proceed to Step 8.

If NO→	*Consult the Table Leader*. • If the Scorer can determine evidence of two dates within the administration period from the first two pieces of VE behind the DSS, adjust the DSS in red ink. Proceed to Step 8. • If the Scorer cannot determine evidence of two dates within the administration period from the first two pieces of VE behind the DSS, record **"N" for No Score** on the Scorer Worksheet **for the date(s)** in question. Record procedural error comment #7, 8 or 10b. Review and score the next AGLI or content area.

8. VE Information (Review each piece of VE individually)

Both the DSS and VE are considered "evidence". **The VE confirms what is documented on the DSS.**

Is the VE valid?

a) Are all of the required elements (student name, date of performance, content area, AGLI text, assessment task, level of accuracy and level of independence) **clearly documented?** Required elements may be handwritten or printed on the actual VE, on a VE label, or a combination of both. Student recorded name and/or date on a work product is acceptable.

If YES →	Proceed to Step 8b, c, d and/or e. If VE is a work sample proceed to Step 9.
If NO→	*Consult the Table Leader*. • If the **absence of any of the required element(s) is confirmed**, record **"N" for No Score** on the Scorer Worksheet **for that date**. Record procedural error comment #10. Review the remaining dates for the AGLI or move to the next AGLI or content area.

b) If the **VE is photographs,** is there a minimum sequence of three, captioned, and dated?

If YES →	Proceed to Step 9.
If NO→	If fewer than three photographs are present, *consult the Table Leader*. • Record **"N" for No Score** on the Scorer Worksheet for that date. Record procedural error comment #15a. If any information is available to verify that the task was completed as described in the assessment task (i.e., one caption describes all steps of the task), score the assessment. If no caption is found, *consult the Table Leader*. • Record **"N" for No Score** on the Scorer Worksheet for that date. Record procedural error comment #15b. The date of the task must be recorded at least once for the sequence of photographs. If no date is found on the evidence, *consult the Table Leader*. • Record **"N" for No Score** on the Scorer Worksheet for the date. Record procedural error comment #15d.

c) If the **VE is a video or audio tape**, is the clip 90 seconds long or less (excluding markers) and does it contain recorded markers?

If YES →	Proceed to Step 9.
If NO→	If the clip is more than 90 seconds long, *consult the Table Leader*. • Record **"N" for No Score** on the Scorer Worksheet for the date. Record procedural error comment #16d. The seven required elements for VE must be included on the video and/or audio tape as recorded markers. A VE label on the tape case or box is not acceptable. *Consult the Table Leader*. • If required elements are recorded on the clip, score the assessment. • If the required elements are not recorded on the clip in any manner, record **"N" for No Score** on the Scorer Worksheet for that date. Record procedural error comment #16a.

d) If the **VE is a Data Collection Sheet (DCS),** does the DCS contain a minimum of three dates and are initials of staff recorded for the date(s) that have an Observer Verification Form (OVF) as supporting evidence?

If YES →	Proceed to Step 8e.
If NO→	If fewer than three dates are documented on the DCS, *consult the Table Leader*. • Record **"N" for No Score** on the Scorer Worksheet **for the date(s)** transcribed from the DCS to the DSS. Record procedural error comment #17b. Review and score the next AGLI or content area. If staff initials are missing, *consult the Table Leader*.

	• If the supporting evidence is a work sample, photographs or a video/audio tape, continue to score the assessment. If the supporting evidence is an Observer Verification Form (OVF) record **"N" for No Score** on the Scorer Worksheet for the date. Record procedural error comment #17c or 17d.

e) Is the required **supporting evidence present and valid** for the DCS?

If YES →	If required supporting evidence (i.e., an Observer Verification Form or another type of VE for a DCS) is present and meets all of the requirements for VE, proceed to Step 9.
If NO→	*Consult the Table Leader*. • If the required supporting evidence is not present and/or does not meet all of the requirements for VE, record **"N" for No Score** on the Scorer Worksheet **for the date(s)** that the supporting evidence is verifying. Record procedural error comment #18. Review the remaining date(s) for the AGLI or move to the next AGLI or content area.

9. Confirm Ratings (Review each piece of VE individually)

Review and compare the calculations for the level of accuracy and the level of independence on the VE to the percentages on the DSS. Review the rubric ratings that correspond to percentages. Accept the ratings for the date that does not require any verifying evidence.

Are the calculations AND rubric ratings (4, 3, 2 or 1) indicated by the teacher correct?

If YES→	Record the rubric ratings for the level of accuracy and the level of independence on the Scorer Worksheet. Proceed to Step 10.
Not Sure →	Unless obvious incorrect information is found which contradicts what is documented for the level of accuracy and/or the level of independence, accept the percentages recorded by the teacher. For example: The VE is a work sample with four responses, the level of independence documented is 80% and there are no notations about prompts or how the task was presented. The level of independence cannot be verified, consult the Table Leader and if confirmed adjust the level of independence to 0% and record procedural error comment #29, 30 and/or 31 as appropriate.
If NO →	*Consult the Table Leader*. • If the level of accuracy and/or level of independence on the VE do not match what is documented on the DSS or was calculated incorrectly, make the appropriate correction(s) on the DSS in red ink to match the VE. Record scorer comment #22, 23 and/or 24. • **Never** make changes on the VE or VE label. Record the corrected rubric ratings for the level of accuracy and/or the level of independence on the Scorer Worksheet. Proceed to Step 10.

10. Scorer Comments

- Confirm that at least one procedural error comment was recorded for each No Score (Use comment #1-19).
- Using the Scorer Worksheet Menu of Comments (see back of last page of worksheet), provide additional scorer comments and positive feedback for the teacher per content area. (Use comment #20-44)

11. Score the 2nd AGLI

- Follow steps 4–10 for the second AGLI for the same content area.

12. Scoring Mathematics, Science, and Social Studies

- Following Steps 4-11, score the remaining content areas for the grade assessed in order – Mathematics, Science, and Social Studies.

13. Complete the Scannable Score Document for each AGLI

- Carefully transcribe the 5-digit AGLI code from the Scorer Worksheet to the scannable score document.
- Carefully transcribe the "Y" for Yes or "N" for No from the Scorer Worksheet to the Scannable Score Document for the three connections questions:
    1. AGLI from grade level
    2. Task connects to AGLI
    3. VE connects to task
- Transcribe the ratings (4, 3, 2, 1, N) for the level of accuracy and the level of independence to the Scannable Score Document.
- Transcribe the "Y" for Yes or "N" for No from the Scorer Worksheet to the Scannable Score Document for the two questions at the bottom of the Scorer Worksheet:
    1. Was the P/F/G Survey completed?
    2. Was a Collegial Review of this datafolio conducted?
- Complete any additional information on the Scannable Score Document.
- **If the datafolio does not contain a Scannable Score Document, alert your Table Leader.**

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

APPENDIX C—2007–08 SCORING DECISION RULES

Decision Rules for Scoring 2007-08 NYSAA Datafolios

NOTE – Table Leaders MUST review and confirm all issues that would result in a "No Score" and/or "No" for Connections prior to the Scorer recording the error.

Decision Rules Quick Reference Chart

Rule #	Scoring Concern/Question	Decision Rule/Rationale	Scorer Com-ment
1	**Old NYSAA forms were used (i.e. Forms used prior to 2006-07)**	If any forms used in the datafolio are from 2006-07, score the assessment. If any forms used in the datafolio are dated prior to 2006-07, **consult the Table Leader**. • If confirmed, record **"N" for No Score** on the Scorer Worksheet Note: If teachers created their own 2007-08 forms and all requirements are clearly documented, score the assessment.	**1**
Verifying Evidence (VE)			
2	VE appears to connect to the task, but **more than what was stated in the assessment task was assessed**	If verifying evidence demonstrates the assessment task as stated but also includes additional skills (i.e., the assessment task indicates the student will identify triangles; the verifying evidence shows the student identifying triangles and squares), the connection to the assessment task has been met. **Consult the Table Leader** and if confirmed, record **"Y" for Yes for "VE connects to task"** and accept what the teacher has documented for the percentages**.**	**NA**
3	**DSS and VE contain discrepant/unclear information** (i.e.: dates, percentages, wording of AGLI or task)	Information on the **VE supersedes the information on the DSS and/or VE label. Consult the Table Leader.** • If the VE contains all seven of the required elements needed to complete the DSS, transcribe (or change) those elements to the DSS in red ink and continue scoring. • If the Scorer cannot complete the DSS with information available on the VE, record **"N" for No Score** for that date and continue to review and score the other dates for that AGLI.	**11,** **25**
4	**Photocopies** (either in part or whole) or **correction fluid/tape or black out** is found on assessment documents	**Consult the Table Leader.** • If correction fluid/tape or black out is found on information that **does not directly impact scores**, (i.e., page numbers, student page, P/F/G survey, or table of contents), score the assessment. • If photocopies of the DSS, VE, or supporting evidence (either in part or in whole) are used or correction fluid/tape or black out is found on information that directly impacts the DSS, VE, or supporting evidence, record **"N" for No Score** for that date. Review and score the other dates for that AGLI. **Digital photo prints in black and white are acceptable.**	**13**

Decision Rules for Scoring 2007-08 NYSAA Datafolios

NOTE – Table Leaders MUST review and confirm all issues that would result in a "No Score" and/or "No" for Connections prior to the Scorer recording the error.

5	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	**Consult the Table Leader.** • If confirmed, record **"N" for No Score** for that date. Continue to review and score the other dates for the AGLI. **Note: If the error is crossed out and corrected but not initialed, score the assessment.**	**13**
6	**Observer Verification Form** (OVF) does not meet the specified guidelines	The OVF will be invalid if: o supplementary school personnel (e.g., teacher aide or teacher assistant) signed as the observer; o the same person who collected the data signed the OVF; o any of the seven required elements for all VE are missing, o more than one date of student performance is documented on a single OVF; o the observer signature is not included; or o the signature date is prior to or more than three days after the date of student performance. If OVF is invalid per the above guidelines, **consult the Table Leader**. If confirmed, record **"N" for No Score** for that date. If the observer title is missing but can be **confirmed from another OVF in datafolio**, score the assessment. If the observer title cannot be confirmed from another OVF, **consult the Table Leader**. If confirmed, record **"N" for No Score** for that date. If an OVF has been included for student work, photographic, video tape, or audio tape evidence, the OVF should be ignored. Only DCSs require supporting evidence. Continue to review and score the AGLI.	**18**
7	Percentages for level of accuracy and/or level of independence are **not indicated for each photograph**	**At a minimum, an overall Level of Accuracy and Level of Independence must be clearly documented** for a sequence of captioned dated photographs. Score the assessment.	**NA**
8	Photographic, video tape, or audio tape evidence appears to **include prerequisite steps**	If all of the requirements for VE are met and the other requirements for photographic, video tape, or audio tape evidence (i.e.: minimum of three photos excluding the prerequisite steps, maximum 90 second clip) are met, and there is no obvious error in documentation, accept what is documented by the teacher. Score the assessment.	**NA**
9	Data Collection Sheet (DCS) includes **steps not relevant** to the assessed task or **a single step** task is documented on a multi-step DCS	If all of the requirements for VE are met and the other requirements for a DCS (i.e. minimum 3 dates of student performance data, staff initials) are met and there is no obvious error in documentation, score as documented on the DCS. All steps listed on the DCS are scored, unless the teacher clearly indicates otherwise. If a single step task is documented on a multi-step DCS, score the assessment as documented.	**NA**
10	Verifying evidence for **dates other than the last two dates of student performance documented on the DSS**	**Consult the Table Leader.** • If evidence of two dates within the administration period can be determined from the first two pieces of VE behind the DSS, adjust the DSS in red ink, if necessary and continue to review and score the assessment.	**NA**

Decision Rules for Scoring 2007-08 NYSAA Datafolios

NOTE – Table Leaders MUST review and confirm all issues that would result in a "No Score" and/or "No" for Connections prior to the Scorer recording the error.

11	**Verifying evidence or supporting evidence** clearly appear to be **homework**	Assessment tasks must be completed at school or school sponsored activities. Work done outside these parameters will not be accepted unless the student receives special education programs and services at home, in a hospital, or other facility (as noted on the Student Page). **Consult the Table Leader.** • If confirmed, record **"N" for No Score** for that date. Continue to score the next date.	**14**
12	**Extra VE** or **supporting evidence was submitted** beyond the requirements for a specific AGLI	If "more than" two pieces of VE are submitted for a specified AGLI, the Scorer must review **only the first two pieces** of VE following the DSS. Scorers cannot look for or consider alternate evidence if the first two pieces of VE are determined to be invalid.	**22**
13	VE for ELA is submitted in **a language other than English**	**Consult the Table Leader.** • If confirmed, record **"N" for No Score** for that date. Continue to score the next date.	**19**
14	**VE is a single calendar or chart** submitted for more than a single date on the DSS	A calendar or chart can only be submitted for a single date on the DSS. • If a single calendar or chart is included for more than one date of student performance, **consult the Table Leader**. If confirmed, accept the evidence for the last date of student performance on the calendar or chart and record **"N" for No Score** for the other date(s). • If a single calendar or chart submitted for a date recorded on the DSS is not the last date on the calendar or chart, but that date can be verified on the calendar or chart, accept the calendar or chart as evidence for that date.	**9**
15	**VE appears to include a template**	A template or other formats that give the student the answer are considered a cue or prompt and impact the student's level of independence. • If the VE appears to include a template, (i.e., the VE is a sequencing worksheet that contains three boxes which state First, Next, Last; the student response choices are pictures that contain the words First, Next, Last; the VE is a map of the northeast with each of the states labeled; the directions state "Find New York and mark it"), **consult the Table Leader.** If confirmed, adjust Independence to 0% and corresponding rating on the DSS in red ink for that date.	**24**
16	**Documentation** completed by the teacher was **not done in permanent ink**	Score the assessment.	**NA**
Alternate Grade Level Indicators (AGLIs)			
17	The AGLI contains an **"and", "or" or "and/or" statement**	When an AGLI includes an **"and" statement**, <u>all of the elements</u> of the AGLI must be demonstrated in the task. If all pieces of the AGLI are not included in the assessment task, **consult the Table Leader**. • If confirmed, record **"N" for No for "Task connects to AGLI"**. When an AGLI includes an **"or" statement**, the teacher may choose <u>one of the elements</u> of the AGLI most appropriate for the student. When an AGLI includes an **"and/or" statement**, the teacher may choose <u>all or one or more of the elements</u> from the AGLI or those most appropriate for the student.	**6**

Decision Rules for Scoring 2007-08 NYSAA Datafolios

NOTE – Table Leaders MUST review and confirm all issues that would result in a "No Score" and/or "No" for Connections prior to the Scorer recording the error.

18	**Algebra AGLI, Choice Component 1 – Variables and Expressions** was assessed	An error with the ≠ (not equal to), ≤ (less than or equal to) and ≥ (greater than or equal to) symbols occurred during the printing of the *NYSAA Frameworks*. The symbols appear as equal signs (=) or question marks (?) in the Frameworks. If an AGLI from the Variables and Expressions Component for Grade 8 or High School was assessed and these symbols were included in the task, score the assessment.	**NA**
Assessment Tasks			
19	Task does not connect to the AGLI, **but VE appears to connect to the AGLI**	Alignment to grade level content is a progression. The AGLI must be from the correct grade, the assessment task must align to the AGLI, and the VE must align to the assessment task. **Consult the Table Leader.** • If confirmed, record **"N" for No for "Task connects to AGLI"**.	**6**
20	**Task description includes prompting**. (e.g., "Student will complete task with verbal cue" and independence is documented as 100%)	Documentation for NYSAA must be based on the student's attainment toward a 100% Level of Independence. **Consult the Table Leader.** • If frequency of prompting can be determined from the VE, adjust percentage and corresponding rating on DSS in red ink and record the rating. • If frequency of prompting cannot be determined from the VE, record the Level of Independence as 0%.	**24, 25**
21	**Task description includes a criterion** (e.g., "Student will complete 8 out of 10 problems correctly")	Documentation for NYSAA must be based on the student's attainment toward a 100% Level of Accuracy. **Consult the Table Leader.** • If the Level of Accuracy can be determined from the VE, adjust the percentage and corresponding rating in red ink on DSS and record the rating. Continue to review and score the assessment. • If the Level of Accuracy cannot be determined from the VE, record the Level of Accuracy as 0%.	**23, 25**
22	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.	**NA**
23	The assessment task contains an **"and", "or"** or **"and/or" statement**	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. It is not necessary for both pieces of VE to contain both elements of the assessment task. If the assessment task contains an "and" statement and upon review of both pieces of VE (**in total**) they do not satisfy the "and" element indicated, **consult the Table Leader**. • If confirmed, record **"N" for No for "VE connects to task"**.	**12**

24	**A higher or lower level skill was assessed** than what was stated in the AGLI	Teachers may assess students on more than the intent of the AGLI, but they cannot assess less than the basic intent of the AGLI. • If an assessment task addresses the intent of the AGLI by indicating an assessment task more complex than the AGLI (i.e., the AGLI states the student will recognize a character from a story and the assessment task states that the student will identify the characters from stories), the intent of the AGLI has been met. **Consult the Table Leader** and if confirmed, record **"Y" for Yes for "Task connects to AGLI".** • If an assessment task addresses less than the intent of the AGLI (i.e., the AGLI states order three or more unit fractions and the assessment task states the student will identify a unit fraction), the intent of the AGLI has not been met. **Consult the Table Leader** and if confirmed, record **"N" for No for "Task connects to AGLI".**	**6, 26**
25	Assessment task as documented on the DSS is missing from the evidence, but **the** evidence is a **work product** that **includes directions and restates the assessment task**	**Consult the Table Leader.** • If confirmed, score the assessment.	**25**
26	**Sample assessment task** from the Frameworks **appears discrepant with the AGLI text**	**Consult the Table Leader.** • If a Sample Assessment Task (SAT) was assessed for a corresponding AGLI from the Frameworks (as indicated by the SAT code), score the assessment.	**NA**
Dates			
27	**Dates** documented on the **DSS** are **not in chronological order**	**Consult the Table Leader.** • Reorder the dates on the DSS in red ink and record the corrected data for that AGLI. Continue to review and score the assessment.	**35**
28	**More than one set of data is documented** on the DSS for a single date	The **DSS** must contain three different dates that are the last three dates of student performance data. If more than one set of data is documented for a single date, **consult the Table Leader**. • If two scores are documented for a single date, use the score from the first documented session on that date as the score of record on the DSS. • If necessary, adjust other dates recorded on the DSS. If no other information is available and no third date can be confirmed, consult the Table Leader. If confirmed, record **"N" for No Score** for the third date. A set of data may consist of repeated trials conducted during a single session on a single date (e.g. discrete trials using ABA (Applied Behavioral Analysis).	**7, 10b, 33**
29	**Date(s) documented** on the VE **are discrepant** with the date(s) recorded on the VE label or DSS	**Consult the Table Leader.** • If a student records a date that contradicts what the teacher has documented, accept what the teacher has documented and continue to score the assessment. • If a date documented on the VE label contradicts another date recorded by the teacher on the evidence itself, the date on the actual evidence supersedes the label. If necessary, adjust the DSS in red ink and continue to score the assessment.	**32, 33**

30	**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.	**NA**