Appendix 2-D: Pilot Development Partner Report: Pilot Phase 1 Prioritized Sample Characteristics and Student Demographics

Pilot Phase 1 Sampling Framework

Prioritized Sample Characteristics

Pilot Phase 1 was an administration of all NCSC items to a sample of students based on a matrix designed sampling plan. Using enrollment data provided by NCSC partner states, the developed sampling framework was representative of and inclusive of all NCSC partner states. Based on the proposed matrix design, an estimation of a minimum of 4,000 students was to be sampled for each grade and content area for Pilot Phase 1. In addition to sample size, other consideration taken into account in the development of the sampling design including geographic region, community type, socioeconomic status (SES), school type, race or ethnicity, gender, disability, learner characteristics, and school achievement level.

The NCSC sampling design took into consideration three explicit strata or design cells: community type, region and socioeconomic status (SES).

Community Type. Three community types defined the NCSC sampling design (1) Urban (Central City), (2) Suburban, and (3) Rural. Community type designations were defined using the Market Data Retrieval (MDR) database. This database specifies school locale based on the National Center for Educational Statistics (NCES) locale designation as follows:

1 = Large Central City

2 = Mid-Size Central City

3 = Urban Fringe of Large Central City

4 = Urban Fringe of Mid-Size Central City

5 = Large Town

6 = Small Town

7 = Rural, Outside MSA

8 = Rural, Inside MSA

0 = Unclassified

Region. The NCSC collaborative sampling design included four geographic regions. The following list classifies each of the US states and outlying areas into one of the four geographic regions:

Eastern (E) Region = CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT

Mid Continent (M) Region = IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI

Southern (S) Region = AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV, VI, PAC-6, PR

Western (W) Region = AK, AZ, CA, CO, HI, ID, MT, NM, NV, OK, OR, TX, UT, WA, WY

Socioeconomic status (SES). SES is determined using the percentage of students receiving free or reduced lunch. SES was defined separately for each combination of Community Type and Region, in such

a way that half of the enrolled students were designated high SES and half were designated low SES. The median percentage of students receiving free or reduced lunch was calculated using National Center for Education Statistics (NCES) data in the MDR database based on all public schools in NCSC partner states.

Spiraling Rules for Forms. For the NCSC sampling design, the NCSC primary sampling units (PSUs) was a school building. A school building is any school that provides grade-level instruction to students with significant cognitive disabilities. Within each classroom, teachers were assigned specific forms. Thus, spiraling occurred at the school level.

Recruitment

The NCSC Pilot Phase 1 sample acquisition recruitment and communication plan was implemented in a phased approach. The sampling design estimated the need for approximately 56,000 students to meet the psychometric design constraints. Based on enrollment data provided by NCSC partner states, the population of students with significant cognitive disabilities participating in the alternate assessment was approximately 150,000 students. An estimated approximately one-third of the population was to be recruited to participate in the Pilot Phase 1 test. To recruit a sufficient sample of students from the population, the NCSC consortium implemented a phased approach. The first phase included an initial invitation to all schools in NCSC partner states to participate in the NCSC Pilot Phase 1 test. The second stage in the phased approach targeted recruitment of schools to fill cells where the sample was not representative of the target sample design. The third stage in the phased approach was student registration.

Description of Student Sample

A joint research design meeting between the assessment vendor and NCSC leadership in October 2013 focused on the ultimate goal of building a stage-adaptive test using scaled item parameters from Pilot Phase I and a fully developed adaptive tryout in Phase II. The decision was made at a January 2014 Chicago meeting between the assessment vendor and NCSC leadership to develop eight linear forms per grade and content area (English language arts, mathematics). This decision ensured that all developed items would be exposed to adequate numbers of students (N>100 students per item), assuming that the student registration counts (N≈20,000) at the time represented accurate participation rates later on during the testing window.

Descriptive characteristics of the student sample participating in Pilot Phase 1 (valid N=5161) are summarized. Exhibits 1 through 6 present the overall results for the student sample.

Exhibit 1. Student Sample Descriptive Statistics Overall

Subgroup	Category	N	%
Grade	3	717	13.9
	4	742	14.4
	5	723	14.0
	6	766	14.8
	7	722	14.0
	8	756	14.6
	11	735	14.2
State	AR	761	14.7
	AZ	369	7.1

	CA	1615	31.3
	CNMI	27	0.5
	CT	80	1.6
	DC	99	1.9
	FL	53	1.0
	ID	556	10.8
	IN	386	7.5
	ME	16	0.3
	MT	40	0.8
	PAC-6	49	0.9
	RI	86	1.7
	SC	101	2.0
	SD	326	6.3
	TN	596	11.5
	VI	1	0.0
Gender*	Male	3329	64.8
	Female	1811	35.2
Ethnicity**	White	2690	52.1
	Asian	159	3.1
	Hawaiian or Pacific Islander	88	1.7
	Indian or Alaska Native	205	4.0
	Hispanic	1296	25.1
	African American	697	13.5

Notes. *21 students did not have gender recorded. **26 students did not have ethnicity recorded.

Exhibit 2. Student Sample Learner Characteristic Inventory Descriptive Statistics Overall

Subgroup	Category	N	%
Primary Disability	Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)	2502	48.5
	Other Health Impairment	261	5.1
	Orthopedic	100	1.9
	Deaf	11	0.2
	Specific Learning Disability	157	3.0
	Multiple disabilities	528	10.2
	Autism	1348	26.1
	Speech/language Impairment	98	1.9
	Hearing Impairment	23	0.4
	Visual Impairment	23	0.4
	Traumatic Brain Injury	33	0.6
	Emotional Disability	32	0.6
	Deaf/Blind	1	0.0
	Other	44	0.9
EL Status*	No	4420	85.6

	Yes	740	14.3
Classroom Setting	Special school	503	9.7
	Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.	3408	66.0
	Regular school, primarily self-contained special education classroom, some academic inclusion (students go to some general education academic classes (reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).	766	14.8
	Regular school, resource room/general education class, students receive resource room services, but are in general education classes 40% or more of the school day.	355	6.9
	Regular school, general education class inclusive/collaborative (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.	129	2.5

Note. *1 student did not have EL status recorded.

Exhibit 2. Student Sample Learner Characteristic Inventory Descriptive Statistics Overall (cont.)

Subgroup	Category	N	%
Expressive Communication	Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.	3989	77.3
	Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.	923	17.9
	Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.	249	4.8
Augmentative Communication System*	No	4432	85.9
	Yes	711	13.8
Receptive Language	Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.	2861	55.4
	Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.	2015	39.0
	Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.	239	4.6
	Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).	46	0.9
Vision*	Vision within normal limits	3701	71.7
	Corrected vision within normal limits.	1266	24.5
	Low vision; uses vision for some activities of daily living.	139	2.7
	No functional use of vision for activities of daily living, or unable to determine functional use of vision.	46	0.9
Hearing*	Hearing within normal limits.	4902	95.0
	Corrected hearing loss within normal limits.	78	1.5
	Hearing loss aided; but still with a significant loss.	78	1.5
	Profound loss, even with aids.	39	0.8
	Unable to determine functional use of hearing.	42	0.8
Motor*	No significant motor dysfunction that requires adaptations.	4586	88.9
	Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).	230	4.5
	Uses wheelchair, positioning equipment, and/or assistive.	156	3.0
	Needs personal assistance for most/all motor activities.	140	2.7

Note. *18 students did not have recorded whether an augmentative communication system was used; 9 students did not have vision characteristics recorded; 22 did not hearing characteristics recorded; 49 did not have motor characteristics recorded.

Exhibit 2. Student Sample Learner Characteristic Inventory Descriptive Statistics Overall (cont.)

Subgroup	Category	N	%
Engagement*	Initiates and sustains social interactions.	3227	62.5
	Responds with social interaction, but does not initiate or sustain social interactions.	1559	30.2
	Alerts to others.	276	5.3
	Does not alert to others.	44	0.9
Health*	Attends at least 90% of school days.	4645	90.0
	Attends approximately 75% of school days; absences primarily due to health issues.	342	6.6
	Attends approximately 50% or less of school days; absences primarily due to health issues.	35	0.7
	Receives Homebound Instruction due to health issues.	5	0.1
	Highly irregular attendance or homebound instruction due to issues other than health.	45	0.9
Reading	Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).	146	2.8
	Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.	1200	23.3
	Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.	2195	42.5
	Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.	1068	20.7
	No observable awareness of print or Braille.	552	10.7
Math	Applies computational procedures to solve real-life or routine word problems from a variety of contexts.	185	3.6
	Does computational procedures with or without a calculator.	2553	49.5
	Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.	1448	28.1
	Counts by rote to 5.	535	10.4
	No observable awareness or use of numbers.	440	8.5

Note. *55 students did not have recorded engagement characteristics; 89 students did not have health characteristics recorded.

Exhibit 3. Student Sample Accommodations Descriptive Statistics Overall

Subgroup	Category	N	%
Assistive Presentation	Needs	278	5.4
	Used	107	2.1
Assistive Response	Needs	457	8.9
	Used	191	3.7
Braille Form	Needs	7	0.1
	Used	1	0.0
Large Print Form	Needs	229	4.4
	Used	82	1.6
Paper Version	Needs	512	9.9
	Used	349	6.8
Read or Reread	Needs	4471	86.6
	Used	2930	56.8
Text to Speech	Needs	1263	24.5
	Used	582	11.3
Scribe	Needs	1103	21.4
	Used	446	8.6
Speech to Text	Needs	338	6.5
	Used	86	1.7
Sign Interpretation	Needs	98	1.9
	Used	40	0.8
No Accommodation Needed	Needs	2069	40.1
	Used	1429	27.7
Test Administration Changes Made		179	3.5

Exhibit 4. Student Sample Student Response Check Descriptive Statistics Overall

Subgroup	Category	N	%
Student Uses Mouse and Computer	Will Use	3626	70.3
	Able to Use	3483	67.5
Student Provides Verbal Response	Will Use	1088	21.1
	Able to Use	1020	19.8
Student Uses Touch Screen or Gestures	Will Use	1491	28.9
	Able to Use	1246	24.1
Student Circles the Correct Responses	Will Use	213	4.1
	Able to Use	187	3.6
Student Uses a Clock Scanner	Will Use	30	0.6
	Able to Use	16	0.3
Student Uses a Scanning Device	Will Use	32	0.6
	Able to Use	13	0.3
Student Uses Eye-Gaze	Will Use	168	3.3
	Able to Use	106	2.1
Other		217	4.2

Exhibit 5. Student Sample Descriptive Statistics by Grade

Subgroup	Category	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
State	AR	91	12.69	113	15.23	113	15.63	120	15.67	93	12.88	99	13.10	132	17.96
	AZ	67	9.34	51	6.87	43	5.95	47	6.14	45	6.23	56	7.41	60	8.16
	CA	189	26.36	241	32.48	213	29.46	220	28.72	204	28.25	243	32.14	305	41.50
	CNMI	7	0.98	4	0.54	4	0.55	4	0.52	3	0.42	1	0.13	4	0.54
	CT	11	1.53	7	0.94	10	1.38	13	1.70	6	0.83	15	1.98	18	2.45
	DC	20	2.79	21	2.83	12	1.66	13	1.70	18	2.49	13	1.72	2	0.27
	FL	5	0.70	9	1.21	9	1.24	4	0.52	5	0.69	5	0.66	16	2.18
	ID	83	11.58	80	10.78	105	14.52	100	13.05	87	12.05	96	12.70	5	0.68
	IN	51	7.11	50	6.74	37	5.12	64	8.36	58	8.03	67	8.86	59	8.03
	ME	2	0.28	2	0.27	7	0.97	0	0.00	2	0.28	2	0.26	1	0.14
	MT	7	0.98	3	0.40	7	0.97	5	0.65	4	0.55	5	0.66	9	1.22
	PAC-6	11	1.53	16	2.16	7	0.97	1	0.13	4	0.55	1	0.13	9	1.22
	RI	18	2.51	12	1.62	15	2.07	8	1.04	10	1.39	9	1.19	14	1.90
	SC	22	3.07	15	2.02	11	1.52	15	1.96	21	2.91	17	2.25	0	0.00
	SD	53	7.39	45	6.06	44	6.09	45	5.87	56	7.76	40	5.29	43	5.85
	TN	80	11.16	73	9.84	85	11.76	107	13.97	106	14.68	87	11.51	58	7.89
	VI	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender	Male	475	67.00	491	66.53	469	64.87	506	66.40	462	64.26	489	64.85	437	59.46
	Female	234	33.00	247	33.47	254	35.13	256	33.60	257	35.74	265	35.15	298	40.54
Ethnicity	White	371	51.74	370	49.87	360	49.79	397	51.83	390	54.02	406	53.70	396	53.88
	Asian	22	3.07	31	4.18	18	2.49	19	2.48	19	2.63	21	2.78	29	3.95
	Hawaiian or Pacific Islander	16	2.23	17	2.29	12	1.66	7	0.91	13	1.80	7	0.93	16	2.18
	Indian or Alaska Native	31	4.32	39	5.26	35	4.84	29	3.79	19	2.63	29	3.84	23	3.13

Hispanic	182	25.38	201	27.09	184	25.45	202	26.37	164	22.71	171	22.62	192	26.12
African American	103	14.37	106	14.29	98	13.55	101	13.19	106	14.68	95	12.57	88	11.97

* Only 1 student participated so data are suppressed.

Exhibit 6. Student Sample Learner Characteristic Inventory Descriptive Statistics by Grade

Subgroup	Category	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Primary Disability	Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)	312	43.51	360	48.52	340	47.03	378	49.35	382	52.91	379	50.13	351	47.76
	Other Health Impairment	31	4.32	42	5.66	38	5.26	47	6.14	33	4.57	31	4.10	39	5.31
	Orthopedic	6	0.84	15	2.02	17	2.35	16	2.09	12	1.66	18	2.38	16	2.18
	Deaf	2	0.28	1	0.13	0	0.00	0	0.00	1	0.14	2	0.26	5	0.68
	Specific Learning Disability	9	1.26	26	3.50	16	2.21	27	3.52	13	1.80	17	2.25	49	6.67
	Multiple disabilities	81	11.30	70	9.43	75	10.37	75	9.79	72	9.97	65	8.60	90	12.24
	Autism	229	31.94	192	25.88	202	27.94	191	24.93	174	24.10	207	27.38	153	20.82
	Speech/language Impairment	25	3.49	18	2.43	17	2.35	6	0.78	13	1.80	12	1.59	7	0.95
	Hearing Impairment	2	0.28	3	0.40	3	0.41	4	0.52	3	0.42	3	0.40	5	0.68
	Visual Impairment	2	0.28	4	0.54	3	0.41	6	0.78	5	0.69	0	0.00	3	0.41
	Traumatic Brain Injury	9	1.26	2	0.27	4	0.55	4	0.52	2	0.28	8	1.06	4	0.54
	Emotional Disability	1	0.14	4	0.54	1	0.14	3	0.39	6	0.83	7	0.93	10	1.36
	Deaf/Blind	0	0.00	0	0.00	0	0.00	0	0.00	1	0.14	0	0.00	0	0.00
	Other	8	1.12	5	0.67	7	0.97	9	1.17	5	0.69	7	0.93	3	0.41
EL Status	Yes	94	13.11	118	15.90	114	15.77	105	13.71	96	13.30	100	13.23	113	15.37

Exhibit 6. Student Sample Learner Characteristic Inventory Descriptive Statistics by Grade (cont.)

Subgroup	Category	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Classroom Setting	Special school	51	7.11	53	7.14	49	6.78	64	8.36	82	11.36	84	11.11	120	16.33
	Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.	477	66.53	482	64.96	481	66.53	535	69.84	475	65.79	513	67.86	445	60.54
	Regular school, primarily self-contained special education classroom, some academic inclusion (students go to some general education academic classes (reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).	117	16.32	118	15.90	121	16.74	102	13.32	99	13.71	102	13.49	107	14.56
	Regular school, resource room/general education class, students receive resource room services, but are in general education classes 40% or more of the school day.	48	6.69	73	9.84	59	8.16	40	5.22	48	6.65	35	4.63	52	7.07

	Regular school, general education class inclusive/collaborative (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.	24	3.35	16	2.16	13	1.80	25	3.26	18	2.49	22	2.91	11	1.50

Exhibit 6. Student Sample Learner Characteristic Inventory Descriptive Statistics by Grade (cont.)

Subgroup	Category	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Expressive Comm.	Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.	517	72.11	555	74.80	553	76.49	600	78.33	582	80.61	601	79.50	581	79.05
	Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.	156	21.76	148	19.95	133	18.40	130	16.97	110	15.24	120	15.87	126	17.14

	Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.	44	6.14	39	5.26	37	5.12	36	4.70	30	4.16	35	4.63	28	3.81
Augmentative Comm. System	Yes	129	17.99	119	16.04	112	15.49	98	12.79	88	12.19	86	11.38	79	10.75

Exhibit 6. Student Sample Learner Characteristic Inventory Descriptive Statistics by Grade (cont.)

Subgroup	Category	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Receptive Language	Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.	335	46.72	394	53.10	390	53.94	416	54.31	389	53.88	473	62.57	464	63.13
	Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.	333	46.44	301	40.57	293	40.53	303	39.56	300	41.55	245	32.41	240	32.65
	Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.	43	6.00	40	5.39	33	4.56	39	5.09	23	3.19	33	4.37	28	3.81
	Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).	6	0.84	7	0.94	7	0.97	8	1.04	10	1.39	5	0.66	3	0.41
Vision	Vision within normal limits	535	74.62	555	74.80	516	71.37	538	70.23	498	68.98	550	72.75	509	69.25
	Corrected vision within normal limits.	154	21.48	160	21.56	178	24.62	196	25.59	196	27.15	184	24.34	198	26.94
	Low vision; uses vision for some activities of daily living.	21	2.93	18	2.43	20	2.77	23	3.00	22	3.05	16	2.12	19	2.59
	No functional use of vision for activities of daily living, or unable to determine functional use of vision.	7	0.98	6	0.81	8	1.11	9	1.17	6	0.83	5	0.66	5	0.68

Exhibit 6. Student Sample Learner Characteristic Inventory Descriptive Statistics by Grade (cont.)

Subgroup	Category	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hearing	Hearing within normal limits.	679	94.70	705	95.01	688	95.16	739	96.48	676	93.63	722	95.50	693	94.29
	Corrected hearing loss within normal limits.	17	2.37	12	1.62	12	1.66	5	0.65	18	2.49	6	0.79	8	1.09
	Hearing loss aided; but still with a significant loss.	13	1.81	14	1.89	7	0.97	11	1.44	11	1.52	11	1.46	11	1.50
	Profound loss, even with aids.	1	0.14	6	0.81	5	0.69	3	0.39	10	1.39	4	0.53	10	1.36
	Unable to determine functional use of hearing.	5	0.70	4	0.54	9	1.24	6	0.78	3	0.42	8	1.06	7	0.95
Motor	No significant motor dysfunction that requires adaptations.	637	88.84	673	90.70	629	87.00	674	87.99	640	88.64	678	89.68	655	89.12
	Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).	30	4.18	33	4.45	34	4.70	36	4.70	31	4.29	29	3.84	37	5.03
	Uses wheelchair, positioning equipment, and/or assistive.	17	2.37	14	1.89	28	3.87	28	3.66	20	2.77	23	3.04	26	3.54
	Needs personal assistance for most/all motor activities.	26	3.63	19	2.56	22	3.04	22	2.87	19	2.63	22	2.91	10	1.36
Engagement	Initiates and sustains social interactions.	401	55.93	452	60.92	423	58.51	484	63.19	487	67.45	491	64.95	489	66.53

	Responds with social interaction, but does not initiate or sustain social interactions.	250	34.87	233	31.40	240	33.20	231	30.16	179	24.79	222	29.37	204	27.76
	Alerts to others.	48	6.69	42	5.66	45	6.22	40	5.22	41	5.68	35	4.63	25	3.40
	Does not alert to others.	9	1.26	9	1.21	8	1.11	5	0.65	4	0.55	3	0.40	6	0.82

Exhibit 6. Student Sample Learner Characteristic Inventory Descriptive Statistics by Grade (cont.)

Subgroup	Category	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Health	Attends at least 90% of school days.	641	89.40	681	91.78	646	89.35	686	89.56	664	91.97	679	89.81	648	88.16
	Attends approximately 75% of school days; absences primarily due to health issues.	49	6.83	43	5.80	52	7.19	56	7.31	38	5.26	45	5.95	59	8.03
	Attends approximately 50% or less of school days; absences primarily due to health issues.	5	0.70	3	0.40	6	0.83	3	0.39	3	0.42	3	0.40	12	1.63
	Receives Homebound Instruction due to health issues.	0	0.00	0	0.00	2	0.28	0	0.00	0	0.00	2	0.26	1	0.14
	Highly irregular attendance or homebound instruction due to issues other than health.	6	0.84	4	0.54	5	0.69	8	1.04	7	0.97	9	1.19	6	0.82

Exhibit 6. Student Sample Learner Characteristic Inventory Descriptive Statistics by Grade (cont.)

Subgroup	Category	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).	6	0.84	8	1.08	14	1.94	29	3.79	22	3.05	27	3.57	40	5.44
	Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.	74	10.32	122	16.44	151	20.89	186	24.28	178	24.65	242	32.01	247	33.61
	Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.	325	45.33	324	43.67	329	45.50	313	40.86	339	46.95	302	39.95	263	35.78
	Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.	198	27.62	192	25.88	161	22.27	159	20.76	124	17.17	123	16.27	111	15.10
	No observable awareness of print or Braille.	114	15.90	96	12.94	68	9.41	79	10.31	59	8.17	62	8.20	74	10.07
Math	Applies computational procedures to solve real-life or routine word problems from a variety of contexts.	11	1.53	16	2.16	19	2.63	30	3.92	30	4.16	38	5.03	41	5.58
	Does computational procedures with or without a calculator.	246	34.31	310	41.78	346	47.86	384	50.13	396	54.85	443	58.60	428	58.23
	Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.	260	36.26	249	33.56	228	31.54	207	27.02	180	24.93	160	21.16	164	22.31
	Counts by rote to 5.	112	15.62	100	13.48	76	10.51	81	10.57	60	8.31	59	7.80	47	6.39
	No observable awareness or use of numbers.	88	12.27	67	9.03	54	7.47	64	8.36	56	7.76	56	7.41	55	7.48

Form Summary Statistics

Exhibit 7 contains form summary statistics for Pilot Phase 1 mathematics forms. The first column of the table indicates the grade and the second column indicates the form. The next three columns contain the total number of items, total number of SR items and total number of CR items. Each item is worth one score point, meaning the total number of points and number of items is equal. The last five columns of the table indicate the number of students taking each form, the mean raw score, standard deviation of the raw score, and the minimum and maximum raw score per form. Overall, the mean raw scores ranged from 38% to 56% of the total points/form.

Exhibit 7. Mathematics Form Summary Statistics

Grade	Form	Number of Items			Summary Statistics				
		Total (Points)	SR	CR	Number of Students	Mean	St. Dev.	Min	Max
3	1	25	24	1	102	12.05	4.36	2	23
	2	25	24	1	63	13.21	4.31	6	23
	3	25	23	2	73	12.12	3.89	4	20
	4	25	23	2	56	12.36	4.91	2	23
	5	25	23	2	61	11.98	3.96	5	21
	6	25	24	1	54	13.89	5.03	4	24
	7	25	23	2	58	12.64	5.36	4	24
	8	25	24	1	66	12.29	5.04	5	25
4	1	25	20	5	126	9.71	3.43	3	20
	2	25	20	5	45	10.87	3.51	4	20
	3	25	21	4	67	11.05	4.22	3	24
	4	25	21	4	50	11.50	3.34	6	20
	5	25	21	4	59	11.25	3.90	4	22
	6	25	20	5	62	9.90	2.67	5	18
	7	25	20	5	46	11.15	3.85	5	22
	8	25	21	4	59	11.25	3.86	5	22
5	1	25	24	1	125	10.17	3.09	4	21
	2	25	23	2	66	9.38	3.45	1	20
	3	25	23	2	50	11.88	3.54	4	19
	4	25	24	1	63	11.75	3.70	3	21
	5	25	23	2	44	10.27	3.10	5	19
	6	25	23	2	93	9.98	2.81	4	17
	7	25	24	1	44	11.59	3.62	4	23
	8	25	24	1	65	11.48	3.51	6	24

Exhibit 7. Mathematics Form Summary Statistics (cont.)

Grade	Form	Number of Items			Summary Statistics				
		Total (Points)	SR	CR	Number of Students	Mean	St. Dev.	Min	Max
6	1	25	25	0	55	12.76	5.24	0	25
	2	25	25	0	46	13.98	4.54	3	25
	3	25	25	0	62	13.71	4.40	6	23
	4	25	25	0	66	13.35	4.72	6	24
	5	25	25	0	118	12.80	3.94	4	25
	6	25	25	0	68	13.22	4.16	2	22
	7	25	25	0	66	12.44	3.90	4	25
	8	25	25	0	63	13.57	4.00	7	23
7	1	25	25	0	70	13.16	3.51	6	20
	2	25	25	0	79	13.65	4.15	6	23
	3	25	25	0	81	11.37	3.51	5	20
	4	25	25	0	72	11.72	3.13	6	22
	5	25	25	0	53	12.85	3.89	7	23
	6	25	25	0	64	11.14	3.78	4	22
	7	25	25	0	63	12.29	4.23	5	24
	8	25	25	0	58	11.78	4.13	0	21
8	1	25	25	0	92	13.44	4.18	3	23
	2	25	25	0	46	12.07	5.11	4	25
	3	25	24	1	44	11.59	3.82	4	22
	4	25	24	1	67	11.88	4.13	5	22
	5	25	25	0	73	11.56	3.11	5	20
	6	25	25	0	103	12.91	3.53	4	22
	7	25	24	1	68	12.90	4.18	4	23
	8	25	24	1	62	11.84	3.96	5	22
11	1	25	24	1	86	12.17	4.41	4	21
	2	25	24	1	30	12.53	3.03	8	19
	3	25	24	1	43	12.19	4.47	6	24
	4	25	24	1	31	12.74	4.88	6	24
	5	25	24	1	70	11.06	3.94	4	24
	6	25	24	1	74	11.69	3.41	5	20
	7	25	24	1	62	10.71	4.14	2	25
	8	25	24	1	71	12.63	3.48	7	22

Exhibit 8 contains form summary statistics for Pilot Phase 1 reading forms. The first column of the table indicates the grade and the second column indicates the form. The next three columns contain the total number of items, total number of SR items and total number of CR items. Each item is worth one score point, meaning the total number of points and number of items is equal. The last five columns of the table indicate the number of students taking each form, the mean raw score, standard deviation of the raw score, and the minimum and maximum raw score per form. Overall, the mean raw scores ranged from 47% to 67% of the total points/form.

Exhibit 8. Reading Form Summary Statistics

Grade	Form	Number of Items			Summary Statistics				
		Total (Points)	SR	CR	Number of Students	Mean	St. Dev.	Min	Max
3	1	32	27	5	109	18.50	5.94	6	31
	2	30	25	5	49	18.22	7.10	5	30
	3	32	27	5	69	17.65	5.73	8	31
	4	31	31	0	72	18.19	5.16	8	29
	5	29	29	0	46	17.22	4.25	9	27
	6	31	26	5	40	15.98	5.80	7	28
	7	30	25	5	64	16.52	6.19	3	29
	8	32	27	5	69	19.29	5.69	7	30
4	1	34	29	5	135	17.39	6.86	6	33
	2	33	28	5	66	18.52	6.40	6	30
	3	32	27	5	62	16.87	5.71	6	28
	4	31	31	0	53	20.55	4.66	8	28
	5	32	32	0	63	18.59	6.14	7	30
	6	35	30	5	67	19.09	5.35	8	30
	7	31	26	5	51	16.02	5.33	7	31
	8	34	29	5	79	17.81	6.50	7	33
5	1	25	25	0	109	13.61	4.26	3	24
	2	25	25	0	53	13.70	4.66	5	23
	3	24	24	0	54	13.80	5.04	4	22
	4	24	24	0	65	13.35	3.96	6	21
	5	25	25	0	51	14.82	4.65	5	24
	6	25	25	0	70	14.06	4.34	2	24
	7	23	23	0	55	12.31	3.85	4	20
	8	24	24	0	69	13.51	4.21	3	22

Exhibit 8. Reading Form Summary Statistics (cont.)

Grade	Form	Number of Items			Summary Statistics				
		Total (Points)	SR	CR	Number of Students	Mean	St. Dev.	Min	Max
6	1	23	23	0	52	14.23	4.01	4	22
	2	23	23	0	111	13.41	4.18	5	22
	3	22	22	0	54	14.07	4.20	5	21
	4	22	22	0	64	12.98	3.96	5	21
	5	24	24	0	88	13.27	4.62	4	24
	6	24	24	0	73	14.90	4.83	6	24
	7	23	23	0	88	12.83	4.38	5	23
	8	23	23	0	68	13.59	4.03	5	22
7	1	26	26	0	61	14.31	4.04	7	23
	2	26	26	0	73	14.58	4.56	5	24
	3	25	25	0	97	12.79	4.18	5	22
	4	25	25	0	83	13.49	4.61	4	23
	5	25	25	0	63	16.64	4.49	6	24
	6	25	25	0	63	13.35	4.99	2	23
	7	25	25	0	50	14.02	4.44	5	23
	8	25	25	0	43	12.81	3.81	6	20
8	1	26	26	0	76	15.37	4.86	7	26
	2	26	26	0	63	14.97	5.02	6	25
	3	25	25	0	66	11.97	3.73	3	20
	4	25	25	0	57	14.68	4.14	8	25
	5	25	25	0	83	14.53	4.41	4	23
	6	25	25	0	69	16.44	4.90	6	25
	7	25	25	0	68	14.52	5.56	2	25
	8	25	25	0	64	11.73	4.04	3	24
11	1	27	27	0	77	17.44	4.95	6	26
	2	26	26	0	64	16.59	3.18	10	22
	3	29	29	0	55	15.20	4.42	4	25
	4	27	27	0	74	15.78	5.04	6	27
	5	26	26	0	52	17.48	5.36	7	25
	6	23	23	0	78	13.42	4.33	3	23
	7	27	27	0	55	14.49	5.17	4	24
	8	24	24	0	80	12.74	4.72	4	22