



Arkansas Comprehensive Testing, Assessment and Accountability Program

# REPORT INTERPRETATION GUIDE

## Benchmark Examinations

Primary (Grade 4)

Intermediate (Grade 6)

Middle Level (Grade 8)

March 2004 Administration

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## INTRODUCTION AND OVERVIEW OF THE ACTAAP

### INTRODUCTION

The purpose of this *Report Interpretation Guide* is to provide district and school personnel with information on how to interpret and use reports related to the March 2004 administration of the *Primary (Grade 4)*, *Intermediate (Grade 6)*, and *Middle Level (Grade 8) Benchmark Examinations*. This *Report Interpretation Guide* provides general information about the components of the Benchmark Examinations, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information, and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the Benchmark Examinations. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

The information contained in this guide pertains only to the Benchmark Examinations at grades 4, 6, and 8. This spring, test items and materials were field tested in the content areas of Mathematics, Reading, and Writing at grades 3, 5, and 7. Data obtained as a result of the field test will be used to develop comprehensive criterion-referenced examinations in Mathematics, Reading, and Writing at grades 3, 5, and 7. Reports of this spring's field test results are not being provided.

**NOTE:** Students with less than one year in a U.S. school whose answer documents were submitted under the "special" header sheet for first year in a school in the U.S. LEP students will receive individual student reports but will not be included on any other reports or in summary data. Additionally, these students will not be counted in the Adequate Yearly Progress (AYP) calculations for 2004. If the answer document for a first year in a school in the U.S. LEP student was returned along with the "regular" School/Grade Header Sheet, that student will not be excluded from the AYP and will appear on all reports, as appropriate for a student coded LEP.

### OVERVIEW OF THE ACTAAP

The **Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)** is authorized under Arkansas Legislative Act 1172 to promote the development of the Arkansas Curriculum Frameworks, as well as the development and use of assessment in accordance with the statewide educational goals. The ACTAAP includes norm-referenced testing. The ACTAAP also includes criterion-referenced tests specifically developed to measure thinking skills and problem-solving strategies associated with real-life performance expectations for school or work.

The *Primary (Grade 4)*, *Intermediate (Grade 6)*, and *Middle Level (Grade 8) Benchmark Examinations* criterion-referenced tests are the result of years of intensive test development efforts. All test questions on the Benchmark Examinations align with the goals and subject-specific competencies described by the Arkansas Curriculum Frameworks. As such, student performance on the Benchmark Examinations is directly aligned with the statewide curriculum and all instruction occurring locally.

The goals for the ACTAAP are to:

- improve classroom instruction and learning;
- support public accountability;
- provide program evaluation data; and
- assist policymakers in decision-making.

As the ACTAAP continues to evolve, it will offer:

- performance assessment of the core concepts, thinking skills, and problem-solving skills defined by the Arkansas Curriculum Frameworks; and
- a variety of testing models, including portfolio assessment and performance tasks, which should encourage greater teacher involvement in the assessment process.

## QUESTIONS AND ANSWERS ABOUT THE BENCHMARK EXAMINATIONS

### FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the Benchmark Examinations and associated answers to these questions. This list of questions has been compiled based on feedback from district staff (teachers, school and district test coordinators, principals, superintendents, etc.). This list is not exhaustive, but the questions listed have been selected due to the number of times they have been asked by a broad cross-section of the Arkansas education community.

**1. Who is required to take the *Primary (Grade 4), Intermediate (Grade 6), and Middle Level (Grade 8) Benchmark Examinations*?**

All fourth-, sixth-, and eighth-grade students within the State of Arkansas are required by law to take the Benchmark Examinations. If a student's IEP indicates that testing is inappropriate, that student shall participate in the *Arkansas Alternate Portfolio Assessment System for Students with Disabilities*. If it is determined that an ESL/LEP student is not to be tested, that student shall participate in the *Arkansas Alternate Portfolio Assessment System for Students with Limited English Proficiency*.

**2. There is too much testing required by the State. How are teachers supposed to have time for instruction?**

The Arkansas Department of Education requires norm-referenced tests and criterion-referenced tests to be administered. The *Primary (Grade 4), Intermediate (Grade 6), and Middle Level (Grade 8) Benchmark Examinations* are administered in the spring. Each regular test administration of the Benchmark Examinations requires part of a day for three days of testing. These tests are part of the overall plan for education within the state and are to be used to gauge the success of curricular and instructional change. All other tests given at the district level are at the discretion of the district. Research has shown that instruction is actually enhanced if there is focused, content-specific assessment at regular intervals with accurate and timely feedback.

**3. The test takes too long. Why does this test take so much longer than other tests?**

The *Primary (Grade 4), Intermediate (Grade 6), and Middle Level (Grade 8) Benchmark Examinations* require three days of testing, with no more than 2 hours 15 minutes of testing per day to minimize test fatigue. The Benchmark Examinations contain open-response items in Mathematics and Reading, and essay prompts for Writing, all of which require ample time for students to respond as completely as possible. The inclusion of open-response items and writing prompts (topics) in the Benchmark Examinations is directly related to the curricular goals outlined within the *Mathematics Curriculum Framework* and *Language Arts Curriculum Framework*.

**4. Why can't students just take some other test (or use other test results) to demonstrate performance?**

The Benchmark Examinations have been developed to specifically align with the Arkansas Curriculum Frameworks in order to evaluate student learning relative to the curriculum being taught within the state. Other tests have been developed as general instruments that are not specific to the Arkansas curriculum. Allowing the use of another instrument, or a variety of instruments, to gauge student performance related to the Arkansas curriculum is not an accurate measure of achievement relative to the state-level goals for education.

For answers to other questions regarding the Benchmark Examinations, please contact:

Dr. Gayle Potter, Associate Director  
Academic Standards and Assessment  
Arkansas Department of Education  
4 State Capitol Mall, Room 106A  
Little Rock, AR 72201-1071  
Telephone: 501-682-4558

## THE BENCHMARK EXAMINATIONS REPORTS

### OVERVIEW OF THE BENCHMARK EXAMINATIONS REPORTS

Reports of results on the *Primary (Grade 4)*, *Intermediate (Grade 6)*, and *Middle Level (Grade 8) Benchmark Examinations* are sent to districts to provide information on student performance. Samples of the *Student Report*, *Class Roster Report*, *School Roster Report*, *School Summary Report*, and *School Item-By-Item Selections of Correct Answers Report* are provided in this guide. On the *Student Report*, *Class Roster Report*, and *School Roster Report* the results for both Mathematics and Literacy (Reading and Writing) are reported on the same page. On the remaining reports, the results for the two subject areas are reported on separate pages. Reports are also provided separately by grade level. A description of each report immediately precedes the report samples.

On the *School Roster Report*, *School Summary Report*, and *School Item-By-Item Selections of Correct Answers Report* students are reported by group. The seven groups are as follows:

- **Combined Population** – All students for whom answer documents were returned for the March 2004 administration of the Benchmark Examinations.
- **General Population** – Students who were **not** identified on their answer documents with an ESI code (IEP students) or as LEP and/or Highly Mobile. Students coded as Gifted and Talented and/or as receiving Free and/or Reduced Lunch are included in the General Population report, unless they have also been coded with an ESI code (IEP students) or as LEP and/or Highly Mobile.
- **IEP Students** – Students whose answer documents were marked with an ESI code (see page 18 for a listing of the ESI categories) identifying them as participating in a specific education program. Students for whom more than one ESI code was marked are reported in the “Multiple Disabilities” category.
- **LEP Students** – Limited English Proficient students who were identified as LEP on their answer documents.
- **Gifted and Talented Students** – Students identified on their answer documents as participating in a gifted and talented program.
- **Highly Mobile Students** – Students who were identified on their answer documents as having enrolled in the district after October 1, 2003.
- **Free and/or Reduced Lunch** (not reported on the *School Roster Report* or on the *School Item-by-Item Selections of Correct Answers Report*) – Students who were identified on their answer documents as being eligible for free and/or reduced lunch.

On the Combined Population and General Population summary reports, the groups are further broken down for the following student populations (sub-groups):

- **All Students** – Includes all students in the group that is being reported.
- **By Gender** – Results are reported separately for females and males. Students whose answer documents were not coded for gender or those for whom both options were marked are not reported in this sub-group.
- **By Ethnicity** – Results are reported separately for ethnicity (Asian/Pacific Islander, African American, Hispanic, Native American, Caucasian, and Other). Students whose answer documents were not coded for ethnicity or those for whom more than one ethnic background code was marked are not reported in this sub-group.
- **By Gender/Ethnicity** – Results are reported for females within each ethnic group and for males within each ethnic group. Students whose answer documents were not coded or contained multiple marks for one of the fields are not reported in this sub-group.
- **Migrant** – Results are reported for students in each group who were also identified on their answer documents as migrant.

Student name and birth date, classroom/group name, school and district name, and school and district LEA number information is printed on the reports according to what was coded on the student answer documents, Classroom/Group Information Sheet, and/or School/Grade Header Sheet.

**NOTE: The data in the sample reports are for display purposes only and do not represent actual results. Each sample has been prepared independently and is not meant to be tied to any other sample in this *Report Interpretation Guide*. All student names on the samples are fictitious, and any similarity to actual student names is purely coincidental.**

## EDUCATIONAL IMPROVEMENT PLANS AND USING THE BENCHMARK EXAMINATIONS RESULTS

### MULTIPLE MEASURES FOR DEVELOPING EDUCATIONAL IMPROVEMENT PLANS

In real life, individuals are judged on a multitude of performances on a daily basis. In order to adequately identify, describe, and address specific performance strengths and weaknesses, it is necessary to acknowledge that individual competencies do not spring from a single source. To put it simply, if you want to improve individual performance, you need to identify the areas in which need is apparent. In the educational measurement setting, this has been termed “multiple measures.” The underlying thinking of multiple measures is basic common sense: in order to improve learning, individually or collectively, it is important to be able to examine information from a variety of sources to identify what needs improving and how this can be accomplished. “Multiple measures” are often categorized by classifying each measure as “quantitative” versus “qualitative.” A quantitative measure implies that a number or rating can be associated with the measurement, while a qualitative measure implies that the measurement is more decision-based or anecdotal, relying on information and insights provided by an individual or group of individuals. The following describes the types of measurements that might fall into the quantitative versus qualitative categories:

#### Quantitative

- Criterion-referenced test results (e.g., *Benchmark Examinations*, current and past)
- Norm-referenced test results
- Classroom test results (current and past)

#### Qualitative

- Classroom work in the subject area or related subject area (current and past)
- Teacher observations (current and past)
- Any other pertinent student measures related to the subject area and/or to student testing issues

In attempting to develop any plan for educational improvement for an individual student or groups of students, it is necessary to know where you are (establish a baseline), determine where you need to be (establish a goal or end result), determine the path (establish an implementation plan or model), determine how you are going to get there (establish what resources are necessary), and determine how you will know when you have arrived (establish measures of success). In order to develop an educational improvement plan that can be demonstrated to be effective, educators will need to use the quantitative and qualitative information from the sources listed above, as well as other resources.

### USING THE BENCHMARK EXAMINATIONS RESULTS

The reports for the Benchmark Examinations at grades 4, 6, and 8 provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the Arkansas Curriculum Frameworks. The most important use of this data is to identify students who need remediation in specific areas. The following are suggestions for school and district personnel who are responsible for the assessment and for any school remediation programs:

- Check the reports to find out which students did not perform at grade level in one or more sections of the test. An asterisk listed next to the student’s name on the *Class Roster Report* and the *School Roster Report* shows that the student did not perform at grade level in at least one section, and the individual student scale score and performance level shows the subjects in which the student did not attain a level of at least Proficient.
- For those students who did not perform at grade level, notify the students, parents, and appropriate school personnel.
- Analyze the reports to determine in which skill areas students did not perform well.
- Develop and implement remediation strategies and goals for individuals and groups of students. Analyze previous remediation strategies used with students to determine necessary curricular additions or changes.
- Analyze instructional and curricular approaches to ensure that students are receiving instruction that is in direct alignment with the educational goals and competencies outlined within the Arkansas Curriculum Frameworks.

## DISSEMINATING THE BENCHMARK EXAMINATIONS RESULTS AND CONCLUSION

### DISSEMINATING THE BENCHMARK EXAMINATIONS RESULTS

Make a complete and thorough analysis of the results as soon as possible. After the report forms have been received, and the results have been reviewed by district staff, disseminate the results to students, parents, teachers, counselors, and others who may play a role in individual student education. The following suggestions may be helpful:

- Make certain that appropriate teachers and guidance personnel receive *Student Reports*, *Class Roster Reports*, *School Roster Reports*, and *School Summary Reports* as soon as possible.
- Send the Student (Home) copy of the *Student Report* with an accompanying letter from the principal emphasizing the importance of the *Student Report*. This will likely generate numerous questions from interested parents. At the next PTA/PTO or other parent meeting, discuss the Benchmark Examinations results to help parents better understand the results and encourage them to become more involved in any follow-up remediation, if necessary.
- Schedule both individual and group sessions with students to review the *Student Reports*.
- Summarize information from the *School Roster Report* and *School Summary Report* and, through a newsletter or pamphlet, present information to school board members, school or district advisory committees, parent advisory groups, or other interested individuals.
- Use any other informational materials distributed by the Arkansas Department of Education to further explain and describe the test results.
- Communicate to teachers and guidance counselors, by letter or report, a list of the skills with the lowest performance by students.
- If appropriate, prepare a brief summary of the results and the actions being taken by the school/district to appear in the school news section of the local newspaper(s).

### CONCLUSION

The **Arkansas Comprehensive Testing, Assessment and Accountability Program** is the result of ongoing curriculum and instruction implementation within the state, culminating in the development of criterion-referenced testing instruments that are directly linked with the Arkansas Curriculum Frameworks. Improving student performance on the Benchmark Examinations is contingent upon the curricular and instructional approaches applied within a specific school and district setting. In order to move toward more effective education models, Arkansas has adopted performance standards that promote the success of all citizens. The sort of statewide implementation this undertaking implies is monumental. It requires the concerted effort of schools, districts, and thousands of educators. Moreover, all of this effort will be for nothing without the support of students, parents, and other affected members of the education community. The reports described within this guide are one step toward disseminating information to the community and beginning this concerted effort. The next step is to actively and collectively implement the statewide goals, expectations, and performance standards of the Benchmark Examinations in order to develop educational improvement plans for individual students and for all students which best serve the citizens of Arkansas.

## REPORT DESCRIPTIONS AND SAMPLES

### STUDENT REPORT

Each school will receive two copies of the *Student Report*, a Student (Home) Copy and a School Copy. The *Student Report* is a one-page, two-sided report. Side one provides information specific to the student listed, and side two provides general information on how to use the report and a description of the types of information provided on side one. The student information printed on the front side of the report reflects what was coded on the student's answer document for student name and birth date. A sample of the front side of the *Student Report* is provided on the opposite page.

The *Student Report* provides individual student feedback on how that student performed on the Benchmark Examination. The following information is provided on side one of the *Student Report*:

- The four performance levels (Advanced, Proficient, Basic, and Below Basic) are shown with the range of scale scores associated with Mathematics and with Literacy (Reading and Writing). The definition of each of the performance levels is provided on page 30.
- The student's total scale scores for Mathematics and for Literacy are listed with the student's associated performance level to the right.
- The total number of multiple-choice, open-response, and/or essay points possible for each strand, passage type, or domain is shown along with the number of points achieved by the student for each. This information provides insight into specific areas in which the student may need additional instruction. For example, in Mathematics the number of points attained by a student for the Measurement strand may show that the student had greater difficulty with these concepts than with the other strands. Also, the listing of multiple-choice versus open-response points earned may provide important clues to student needs. For example, a student may have performed adequately on the multiple-choice questions but poorly on the open-response questions, indicating that the student is having trouble responding in this format.
- A score of "NA" (No Attempt) for a Mathematics or Reading open-response item or for a Writing domain indicates that the student did not attempt to answer the item or respond to the prompt and received a score of "0."

For each subject area (Mathematics and Literacy), a student is required to have attained a total scale score associated with the Proficient or Advanced performance level in order to be considered performing at or above grade level for that subject. It is important to note that the information listed at the strand, passage type, or domain level for the student plays an important role in gauging student needs but should not be used as the only measure in determining additional instruction.

General information on how to use the report and additional information regarding the strands/passage types/domains associated with the subject areas is provided on the back side of the *Student Report*. These strands/passage types/domains are directly aligned with the Arkansas Curriculum Frameworks. A general definition of each of the four performance levels is also provided. These definitions are especially helpful for parents in understanding the level at which their child is performing.

# REPORT DESCRIPTIONS AND SAMPLES



Primary (Grade 4)  
Benchmark Examination  
**STUDENT REPORT**

Student Copy

Date of Test: March 2004

## Student Information

Name: **MURPHY, MOLLY**  
 Student ID#: **400-00-0000**  
 Birth Date: **03-15-1994**  
 Grade: **04**  
 District Number: **99-99**      District Name: **Washington School District**  
 School Number: **99-99-999**      School Name: **Honey Grove Elementary School**

## Subject & Strand/Domain Information

Performance Levels	Scale Scores		NA = No Attempt (Zero Score)
	Mathematics	Literacy	
Advanced	250 and above	250 and above	
Proficient	200-249	200-249	
Basic	160-199	179-199	
Below Basic	159 and below	178 and below	

## MATHEMATICS

Total Scale Score: **274**

Performance Level: **Advanced**

Mathematics Strands	Multiple-Choice		Open-Response	
	Possible Points	Points Earned	Possible Points	Points Earned
1. Number Sense, Properties & Operations	<b>8</b>	<b>7</b>	<b>8</b>	<b>0</b>
2. Geometry & Spatial Sense	<b>8</b>	<b>7</b>	<b>8</b>	<b>6</b>
3. Measurement	<b>8</b>	<b>8</b>	<b>8</b>	<b>6</b>
4. Data Analysis, Statistics & Probability	<b>8</b>	<b>6</b>	<b>8</b>	<b>8</b>
5. Patterns, Algebra & Functions	<b>8</b>	<b>7</b>	<b>8</b>	<b>6</b>

## LITERACY

Total Scale Score: **222**

Performance Level: **Proficient**

Passage Types	Multiple-Choice		Open-Response	
	Possible Points	Points Earned	Possible Points	Points Earned
1. Literary	<b>16</b>	<b>10</b>	<b>16</b>	<b>12</b>
2. Content	<b>16</b>	<b>12</b>	<b>16</b>	<b>8</b>
3. Practical	<b>16</b>	<b>14</b>	<b>16</b>	<b>16</b>

Writing Domains
1. Content
2. Style
3. Sentence Formation
4. Usage
5. Mechanics

Essay	
Possible Points per Prompt	Points Earned
<b>24/24</b>	<b>18/18</b>
<b>16/16</b>	<b>12/12</b>
<b>8/8</b>	<b>8/8</b>
<b>8/8</b>	<b>8/8</b>
<b>8/8</b>	<b>6/7</b>

## REPORT DESCRIPTIONS AND SAMPLES

### CLASS ROSTER REPORT

The *Class Roster Report* is produced **only** if student answer documents were returned grouped behind a Classroom/Group Information Sheet. When provided, two copies of the *Class Roster Report* will be produced – one copy for the school and one copy for the district. The *Class Roster Report* is a one-sided, single-page or multi-page report, depending on the number of students, which provides a list of students and the results for those students. The class information printed on the report reflects what was coded on the Classroom/Group Information Sheet for classroom/group name. A sample of this report is provided on the opposite page.

The *Class Roster Report* provides school and district staff with information on how students within a specific class or group performed on the Benchmark Examination. The following information is included on the *Class Roster Report*:

- The Mean Scale Scores for the school, district, region, and state in Mathematics and in Literacy (Reading and Writing) are provided and can be used as comparative data.
- Students who did not attain the Proficient or Advanced level in Mathematics and/or Literacy are indicated with an asterisk next to their names.
- The four performance levels (Below Basic, Basic, Proficient, and Advanced) are shown to the right of the school information with the associated range of scale scores for Mathematics and for Literacy.
- All students within the classroom/group are listed in alphabetical order by last name (with their respective birth dates) with the Benchmark Examination results for each student for Mathematics and for Literacy provided in the columns that follow. All of the information provided on the individual *Student Report* is also provided for each student on the *Class Roster Report* (e.g., performance levels, scale scores, strand-level information, etc.).
- On the *Class Roster Report* the Writing domain scores are the sum of the scores the student received for Prompt 1 and for Prompt 2. To see the domain score the student received for each prompt, see the *Student Report*. A score of “NA” (No Attempt) on the *Student Report* translates into a score of “0” when the Writing domain scores are summed for the *Class Roster Report*. The only time “NA” will appear on the *Class Roster Report* is when a student received “NAs” for both Writing prompts.
- Following the listing of students, the class average for each strand, passage type, and domain is provided.

For each of the subject areas (Mathematics and Literacy), a student is required to have attained a total scale score associated with the Proficient or Advanced performance level in order to be considered performing at or above grade level for that subject. Again, it is important to note that the information listed at the strand, passage type, or domain level for the student can play an important role in gauging student needs but should not be used as the only measure in determining additional instruction.

Primary (Grade 4) Benchmark Examination  
**CLASS ROSTER REPORT**

Date of Test: March 2004  
Page: 1

COMBINED POPULATION: Mean Scale Score for School/District/Region/State  
Mathematics 161 161 165 195  
Literacy 203 203 198 205

District Number: 77-77  
District Name: Bayberry School District  
School Number: 77-77-777  
School Name: Bayberry Elementary School  
Class Name: SMITH

Performance Level Scales  
Basic (BAS) 160-199 Proficient (PRO) 200-249 Advanced (ADV) 250 and above  
Below Basic (BEL) 159 and below  
Mathematics Literacy 178 and below

Student Information	MATHEMATICS										LITERACY						
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number Sense, Properties & Operations	Geometry & Spatial Sense	Measurement	Data Analysis, Statistics & Probability	Patterns Algebra & Functions	PERFORMANCE LEVEL	LITERACY SCALE SCORE	READING		WRITING					
Multiple-Choice/Open-Response Points Possible										Literacy	Content	Practical	Content	Style	Sentence Formation	Usage	Mechanics
ASBURY, ANDREW C	PRO	235	8/8	8/8	8/8	8/8	8/8	8/8	8/8	16/16	16/16	16/16	48	32	16	16	16
BARROWS, RODRICK E *	BAS	177	4/2	7/8	5/6	5/6	7/4	7/4	8/8	8/8	16/14	12/16	30	20	13	16	16
CHILDS, EMILY G *	BEL	123	3/1	4/4	2/0	3/8	1/3	3/4	6/5	12/12	8/8	12/16	27	18	15	15	15
DAHL, AMY I *	BEL	91	1/2	3/6	0/4	5/0	2/NA	2/NA	4/NA	6/0	4/NA	4/8	27	18	14	15	12
ELIOT, CARTER K *	BEL	133	2/1	2/4	4/4	2/4	4/4	4/4	10/10	8/8	2/12	2/12	24	16	13	16	8
FELLS, ANGELIA M	ADV	274	5/1	7/8	7/6	5/8	8/6	8/6	12/16	16/10	14/16	14/16	42	28	16	15	16
GARR, CARRIE O *	BEL	123	4/1	4/4	2/4	5/1	2/2	2/2	14/16	12/8	14/14	27	16	14	16	14	14
HANG, PATRICK R	PRO	216	5/2	5/5	8/6	6/4	7/2	7/2	16/16	14/6	14/16	30	20	16	16	15	16
ISAY, SUSAN T	PRO	230	7/0	7/6	6/3	6/6	8/4	8/4	12/16	14/8	14/16	30	20	16	16	16	15
JARVIS, ALISE V *	BAS	173	4/0	6/3	3/4	5/6	5/4	5/4	8/8	14/8	12/16	24	16	14	14	14	14
KARGES, DAVID B *	BEL	85	1/0	2/1	3/4	4/2	3/2	3/2	6/12	6/4	6/16	30	20	13	11	13	13
LANGLEY, JESSICA D *	BEL	147	1/0	5/6	5/4	3/4	4/2	4/2	10/8	8/6	8/16	33	22	12	15	15	8
MAKI, SABRINA F *	BAS	190	7/1	4/2	4/2	5/8	7/4	7/4	12/16	6/8	16/16	27	16	16	16	16	16
NELSON, GRETA H *	BEL	142	5/0	5/7	1/4	1/6	2/2	2/2	0/0	6/4	0/12	0(NA)	0(NA)	0(NA)	11	0(NA)	0(NA)
OLSEN, DIANNA J *	BAS	190	2/2	3/8	2/6	5/6	8/2	8/2	16/16	12/6	16/16	45	30	22	9	14	15
PEER, ALANNA L *	BEL	57	1/1	1/1	2/3	2/3	2/2	2/2	8/8	4/6	2/12	33	22	9	12	14	14
QUADE, KAYLA N *	BEL	147	2/0	2/3	2/6	4/6	4/5	4/5	6/8	4/12	8/4	30	22	13	15	15	15
RANDALL, HOLLY P *	BEL	133	4/0	1/1	4/4	2/4	6/5	6/5	12/8	6/8	6/10	27	18	14	16	16	15
SCHLEGEL, ROBERT R *	BAS	186	1/2	4/8	7/4	2/6	6/3	6/3	10/8	10/8	8/4	24	16	13	15	15	9
CLASS AVERAGE:			3/1	4/5	4/4	4/5	5/3	5/3	10/10	10/8	10/13	29	19	13	14	14	13

## REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL ROSTER REPORT

Two copies of the *School Roster Report* will be produced – one copy for the school and one copy for the district. The *School Roster Report* is a one-sided, multi-page report providing a list of students for whom answer documents were returned for the Benchmark Examination and the results for those students. The school information printed on the report reflects what was coded on the School/Grade Header Sheet for district name, school name, and district/school LEA number. A sample of this report is provided on the following three pages.

The *School Roster Report* provides school and district staff with information on how all students within a school performed on the Benchmark Examination. The following information is provided on the *School Roster Report*:

- The four performance levels (Below Basic, Basic, Proficient, and Advanced) are shown to the right of the school information with the associated range of scale scores for Mathematics and for Literacy (Reading and Writing).
- Results for students are reported separately by group (see page 3 for a listing and definitions of the groups).
- Students who did not attain the Proficient or Advanced level in Mathematics and/or Literacy are indicated with an asterisk next to their names.
- All students in the school are listed in alphabetical order by last name (with their respective birth dates) in the left column and the Benchmark Examination results for each student for Mathematics and for Literacy are provided in the columns that follow. All of the information provided on the individual *Student Report* is also provided for each student on the *School Roster Report* (e.g., performance levels, scale scores, strand-level information, etc.).
- On the *School Roster Report* the Writing domain scores are the sum of the scores the student received for Prompt 1 and for Prompt 2. To see the domain score the student received for each prompt, see the *Student Report*. A score of “NA” (No Attempt) on the *Student Report* translates into a score of “0” when the Writing domain scores are summed for the *School Roster Report*. The only time “NA” will appear on the *School Roster Report* is when a student received “NAs” for both Writing prompts.
- The Mean Scale Scores for Mathematics and for Literacy are broken out by group for the school, district, region, and state. This information appears on the last page of the *School Roster Report*.
- Following the listing of students within each group, the school average for each strand, passage type, and domain for that group is provided.

For each of the subject areas (Mathematics and Literacy), a student is required to have attained a total scale score associated with the Proficient or Advanced performance level in order to be considered performing at or above grade level for that subject. Again, it is important to note that the information listed at the strand, passage type, or domain level for the student can play an important role in gauging student needs but should not be used as the only measure in determining additional instruction.

# REPORT DESCRIPTIONS AND SAMPLES

## Primary (Grade 4) Benchmark Examination SCHOOL ROSTER REPORT

Date of Test: March 2004  
Page: 1



District Number: **00-00**  
 District Name: **Ramsey School District**  
 School Number: **00-00-000**  
 School Name: **George Washington Elementary School**

Performance Level Scale Scores

Below Basic (BEL) 159 and below	Basic (BAS) 160-199	Proficient (PRO) 200-249	Advanced (ADV) 250 and above
Mathematics Literacy 178 and below	179-199	200-249	250 and above

Student Information	MATHEMATICS										LITERACY							
	PERFORMANCE LEVEL	MATHMATICS SCALE SCORE	Number Sense, Properties & Operations	Geometry & Spatial Sense	Measurement	Data Analysis, Statistics & Probability	Patterns, Algebra & Functions	PERFORMANCE LEVEL	LITERACY SCALE SCORE	READING			WRITING					
										Literary	Content	Practical	Content	Style	Sentence Formation	Usage	Mechanics	
<b>Multiple-Choice/Open-Response Points Possible</b>																		
<b>COMBINED POPULATION</b>																		
<b>SCHOOL AVERAGE:</b>																		
<b>GENERAL POPULATION</b>																		
ARNOLD, VALARIZ *	BAS	186	6/0	6/6	4/1	6/6	4/4	PRO	214	10/12	12/8	14/16	30	20	15	16	16	16
BAYNES, LISA Y	ADV	250	5/2	7/7	8/2	5/7	6/8	ADV	257	16/16	12/16	14/16	42	28	15	16	14	14
CHRISTENSEN, JENNA X *	BAS	173	3/8	5/8	2/2	3/4	5/0	BAS	185	8/8	4/8	12/16	24	16	15	10	10	10
DESCHAMPS, LYNETTE W *	ADV	250	6/2	7/7	7/6	6/2	8/6	BAS	198	12/10	8/6	16/14	27	18	12	14	13	13
ERDMAN, DAVID V	ADV	250	6/2	8/8	6/4	6/6	8/3	PRO	237	14/12	16/16	14/16	36	24	15	14	14	14
FERGUSON, PEARL U *	BAS	190	7/NA	5/2	4/5	4/4	7/6	PRO	206	10/12	10/6	10/16	36	24	10	13	13	13
GOLDEN, KATHERINE T	ADV	268	4/6	4/6	7/6	6/7	7/7	PRO	233	14/12	12/8	16/14	39	26	15	16	16	16
HARRIS, CLAYTON S *	BAS	169	4/2	4/5	2/0	6/4	5/7	BAS	195	8/14	10/4	8/8	27	18	16	16	16	16
ISAKSON, RUSSELL R	PRO	220	4/5	3/5	5/4	5/8	7/5	PRO	226	10/16	16/10	16/14	36	24	13	13	13	13
JOLLY, BRITTANY Q *	BAS	194	2/3	4/7	5/6	5/8	3/2	BAS	194	12/12	8/4	14/10	27	18	13	13	13	13
KOVACH, JOSEPH P *	BAS	181	5/1	7/6	5/4	3/5	4/2	PRO	223	4/12	10/10	16/16	42	28	10	15	15	15
LEHMAN, DAKOTA O	PRO	230	4/2	7/7	4/6	5/8	6/4	PRO	207	12/16	14/6	14/14	24	16	15	15	15	15
MARKUS, FREDRIC N *	BAS	164	5/2	3/4	4/2	3/6	5/4	BAS	197	8/12	10/8	10/16	0(NA)	0(NA)	0(NA)	0(NA)	0(NA)	0(NA)
NEUBAUER, DAWN M *	BAS	169	4/1	5/6	2/4	4/5	4/4	BAS	181	6/14	2/0	8/16	24	16	15	10	15	15
<b>SCHOOL AVERAGE:</b>																		
<b>IEP STUDENTS</b>																		
ADAMS, JOHN *	BAS	169	1/2	4/8	1/4	2/3	6/8	BAS	188	8/12	4/6	6/16	30	20	10	13	10	10
MADSON, LORLEEN C *	BEL	102	1/1	8/0	5/2	3/0	5/0	BEL	132	4/0	2/0	4/0	12	8	4	4	4	4
ZIEBARTH, ANDREW E *	BAS	160	2/NA	5/4	7/4	4/4	3/4	BEL	176	10/8	4/4	8/8	24	16	13	15	8	8
<b>SCHOOL AVERAGE:</b>																		
<b>SCHOOL AVERAGE:</b>																		

NA = No Attempt (Zero Score)  
 \* = Not proficient in one or both areas

**REPORT DESCRIPTIONS AND SAMPLES**



**Primary (Grade 4) Benchmark Examination  
SCHOOL ROSTER REPORT**

Date of Test: March 2004  
Page: 2

District Number: **00-00**  
District Name: **Ramsey School District**  
School Number: **00-00-000**  
School Name: **George Washington Elementary School**

Performance Level Scale Scores  
Below Basic (BEL) 159 and below  
Basic (BAS) 160-199  
Proficient (PRO) 200-249  
Advanced (ADV) 250 and above

Student Information	MATHEMATICS										LITERACY									
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number Sense, Properties & Operations	Geometry & Spatial Sense	Measurement	Data Analysis, Statistics & Probability	Patterns, Algebra & Functions	READING			WRITING									
								Literacy	Content	Practical	Content	Style	Sentence Formation	Usage	Mechanics					
<b>Multiple-Choice/Open-Response Points Possible</b>			<b>8/8</b>	<b>8/8</b>	<b>8/8</b>	<b>8/8</b>	<b>8/8</b>	<b>8/8</b>	<b>8/8</b>	<b>8/8</b>	<b>16/16</b>	<b>16/16</b>	<b>16/16</b>	<b>16/16</b>	<b>32</b>	<b>48</b>	<b>48</b>	<b>16</b>	<b>16</b>	<b>16</b>
<b>LEP STUDENTS</b>			<b>0/0</b>	<b>0/0</b>	<b>0/0</b>	<b>0/0</b>	<b>0/0</b>	<b>0/0</b>	<b>0/0</b>	<b>0/0</b>	<b>0/0</b>	<b>0/0</b>	<b>0/0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>SCHOOL AVERAGE:</b>																				
<b>GIFTED AND TALENTED STUDENTS</b>																				
BAYNES, LISA Y 08-15-1992	ADV	250	5/2	7/7	8/2	5/7	6/8	6/8	6/8	14/16	14/16	14/16	14/16	28	42	42	15	15	15	14
ERDMAN, DAVID V 05-15-1992	ADV	250	6/2	8/8	6/4	6/6	8/3	6/6	6/6	16/16	16/16	16/16	16/16	24	36	36	15	15	15	14
GOLDEN, KATHERINE T 03-15-1992	ADV	268	4/6	4/6	7/6	6/7	7/7	6/7	6/7	12/16	12/8	16/14	16/14	26	39	39	15	15	15	16
<b>SCHOOL AVERAGE:</b>			<b>5/3</b>	<b>6/7</b>	<b>7/4</b>	<b>6/7</b>	<b>7/6</b>	<b>7/6</b>	<b>7/6</b>	<b>15/13</b>	<b>13/13</b>	<b>15/15</b>	<b>15/15</b>	<b>26</b>	<b>39</b>	<b>39</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>HIGHLY MOBILE STUDENTS</b>																				
OLSON, TIMOTHY L 04-15-1993	ADV	256	7/2	8/6	6/4	6/4	7/8	6/4	6/4	10/14	14/8	16/16	16/16	22	33	33	14	14	14	14
PEPIN, ALEX K 03-15-1993	ADV	326	6/6	7/6	8/6	7/6	8/8	7/6	8/8	12/6	10/8	16/16	16/16	18	27	27	13	13	13	16
QUATE, ROSA J * 02-15-1993	BEL	113	4/0	0/6	1/2	3/3	2/6	3/3	2/6	10/16	4/8	12/16	12/16	22	33	33	12	12	12	13
RICHY, ROSS I * 01-15-1993	BEL	128	3/2	5/1	2/2	6/3	2/4	6/3	2/4	14/16	12/10	12/16	12/16	28	42	42	13	13	13	14
SCHWINGLER, EMERY H 12-15-1993	ADV	250	8/4	6/7	8/3	6/4	7/4	6/4	7/4	16/8	12/6	14/16	14/16	22	33	33	16	16	16	16
TRIPP, CECILIA G * 11-15-1993	BEL	142	1/0	4/6	4/4	2/2	4/6	2/2	4/6	8/12	8/4	12/16	12/16	20	30	30	14	14	14	14
<b>SCHOOL AVERAGE:</b>			<b>5/2</b>	<b>5/5</b>	<b>5/4</b>	<b>5/4</b>	<b>5/6</b>	<b>5/4</b>	<b>5/4</b>	<b>12/12</b>	<b>10/7</b>	<b>14/16</b>	<b>14/16</b>	<b>22</b>	<b>33</b>	<b>33</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>15</b>

NA = No Attempt (Zero Score)  
\* = Not proficient in one/both areas

**REPORT DESCRIPTIONS AND SAMPLES**

Date of Test: March 2004  
Page: 3

Primary (Grade 4) Benchmark Examination  
**SCHOOL ROSTER REPORT**  
**MEAN SCALE SCORES**



District Number: **00-00**  
 District Name: **Ramsey School District**  
 School Number: **00-00-000**  
 School Name: **George Washington Elementary School**

	Performance Level Scale Scores			
Mathematics	Below Basic (BEL) 159 and below	Basic (BAS) 160-199	Proficient (PRO) 200-249	Advanced (ADV) 250 and above
Literacy	178 and below	179-199	200-249	250 and above

	Mean Scale Score for School/District/Region/State			
	School	District	Region	State
<b>COMBINED POPULATION</b>	Mathematics 197 Literacy 206	197 206	165 198	195 205
<b>GENERAL POPULATION</b>	Mathematics 207 Literacy 211	207 211	175 202	210 212
<b>IEP STUDENTS</b>	Mathematics 144 Literacy 165	144 165	78 158	106 166
<b>LEP STUDENTS</b>	Mathematics 0 Literacy 0	0 0	0 0	0 0
<b>HIGHLY MOBILE STUDENTS</b>	Mathematics 203 Literacy 214	203 214	148 189	173 197

## REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT – OVERVIEW

Each school will receive two copies of the *School Summary Report* and each district will receive one copy of the *School Summary Report* for the schools in the district. The Arkansas Department of Education will also receive one copy of the *School Summary Report*. The *School Summary Report* is a 14-page, one-sided report providing student results aggregated to the school level. Seven groups (see page 3) are reported independently from one another. Mathematics and Literacy (Reading and Writing) results are reported on separate pages. The school information printed on the report reflects what was coded on the School/Grade Header Sheet for district name, school name, and district/school LEA number.

### SCHOOL SUMMARY REPORT: COMBINED POPULATION

The *Combined Population Report* gives the results for **all** students for whom answer documents were returned for the March 2004 administration of the Benchmark Examination. The report for the Combined Population is found on pages 1 and 2 of the *School Summary Report*. A sample of page 1 is provided on the opposite page.

The *School Summary Report: Combined Population* provides school and district staff with summary information on how all students in the school performed on the Benchmark Examination. The following information is provided:

- Page 1 of the *School Summary Report* provides the Mathematics results for the Combined Population, and the results for Literacy (Reading and Writing) are on page 2. The subject area is identified at the top of the column on the left side of each page.
- The total number of students in the school for whom answer documents were returned is provided at the top of both pages 1 and 2, underneath the district name.
- The Combined Population group is broken out and reported for the following student populations (sub-groups):
  - All Students
  - By Gender
  - By Ethnicity
  - By Gender/Ethnicity
  - Migrant
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percentages of students performing at each level in the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).
- The information provided on the *School Summary Report: Combined Population* can be used to compare the performance of students in the school with the performance of students at the district, region, and state levels.

**NOTE:** Each district will receive two copies of the *District Summary Report*, which provides student results aggregated to the district level. The Arkansas Department of Education will also receive one copy of the *District Summary Report*. The *District Summary Report* provides district staff with summary information on how students within the district performed on the Benchmark Examinations. The *School and District Summary Reports* are set up identically to one another, except that the district report does not include school data.

Primary (Grade 4) Benchmark Examination  
**SCHOOL SUMMARY REPORT**  
COMBINED POPULATION

District Number: **00-00** School Number: **00-00-000**  
District Name: **Ramsey School District** School Name: **George Washington Elementary School**  
Total Number of Students Tested: **23**

**MATHEMATICS**

	Number & Percentage of Students Below Basic (BEL) 159 and below						Number & Percentage of Students Basic (BAS) 160-199						Number & Percentage of Students Proficient (PRO) 200-249						Number & Percentage of Students Advanced (ADV) 250 and above								
	School		District		Region		School		District		Region		School		District		Region		School		District		Region		State		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
All Students	4	17%	4	17%	10,029	43%	10,029	43%	10	43%	551	23%	7,245	9%	2	9%	430	18%	7,137	30%	7	30%	368	16%	8,710	26%	
Gender																											
Female	2	14%	2	14%	4,595	40%	4,595	40%	6	43%	295	25%	3,687	1	7%	225	19%	3,522	5	36%	5	36%	198	16%	4,437	27%	
Male	2	22%	2	22%	5,420	46%	5,420	44%	4	44%	256	22%	3,554	1	11%	205	18%	3,609	2	22%	2	22%	169	14%	4,268	25%	
Ethnicity																											
Asian/Pacific Islander	0	0%	0	0%	61	0%	61	0%	0	0%	1	20%	48	0	0%	0	3	70	0	0	0	0	1	103	37%		
African American	1	50%	1	50%	4,391	59%	4,391	50%	1	50%	257	21%	1,728	0	0%	0	155	1,080	0	0	0	85	628	37%			
Hispanic	0	0%	0	0%	458	31%	458	0	0	22	384	22%	384	0	0%	15	331	14%	0	0	0	7	254	8%			
Native American	0	0%	0	0%	54	0%	54	0	0	3	57	27%	57	0	0%	2	65	23%	0	0	0	0	45	18%			
Caucasian	3	14%	3	14%	4,926	26%	4,926	9	43%	264	60%	4,920	2	24%	249	29%	5,508	7	33%	7	33%	271	22%	7,550	20%		
Other	0	0%	0	0%	53	0%	53	0	0	2	38	21%	38	0	0%	1	25	24%	0	0	0	1	46	33%			
Gender/Ethnicity - Female																											
Asian/Pacific Islander	0	0%	0	0%	26	0%	26	0	0%	1	25%	33	0	0%	0	2	24	0	0	0	0	0	1	48	37%		
African American	0	0%	0	0%	2,075	57%	2,075	0	0%	140	23%	926	0	0%	0	82	567	18%	0	0	0	48	358	37%			
Hispanic	0	0%	0	0%	227	32%	227	0	0%	14	187	24%	187	0	0%	10	174	14%	0	0	0	0	4	120	9%		
Native American	0	0%	0	0%	27	0%	27	0	0%	0	20	26%	20	0	0%	0	31	25%	0	0	0	0	0	24	17%		
Caucasian	2	14%	2	14%	2,170	19%	2,170	6	43%	139	26%	2,471	1	14%	127	30%	2,685	5	36%	5	36%	143	11%	3,824	24%		
Other	0	0%	0	0%	29	0%	29	0	0%	0	17	22%	17	0	0%	1	10	24%	0	0	0	1	25	34%			
Gender/Ethnicity - Male																											
Asian/Pacific Islander	0	0%	0	0%	35	0%	35	0	0%	0	0	15	0	0%	0	1	46	0	0	0	0	0	0	55	31%		
African American	1	50%	1	50%	2,314	62%	2,314	1	50%	117	20%	801	0	0%	0	73	513	30%	0	0	0	37	270	36%			
Hispanic	0	0%	0	0%	231	30%	231	0	0%	8	196	27%	196	0	0%	5	157	13%	0	0	0	3	134	7%			
Native American	0	0%	0	0%	27	0%	27	0	0%	3	37	27%	37	0	0%	2	34	22%	0	0	0	0	0	21	19%		
Caucasian	1	14%	1	14%	2,754	30%	2,754	3	43%	125	24%	2,449	1	14%	122	2821	29%	2	29%	2	29%	128	10%	3,725	18%		
Other	0	0%	0	0%	24	0%	24	0	0%	2	21	21%	21	0	0%	0	15	24%	0	0	0	0	0	21	32%		
Migrant	0	0%	0	0%	249	55%	249	0	0%	10	157	26%	157	0	0%	4	119	19%	0	0	0	0	0	102	26%		

## REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: GENERAL POPULATION

Students included in the *General Population Report* are those who were **not** identified on their answer documents with an ESI code or as LEP and/or Highly Mobile. Students identified as Gifted and Talented and/or as receiving Free and/or Reduced Lunch are included in the *General Population Report*, unless they have also been coded with an ESI code or as LEP and/or Highly Mobile. The report for the General Population is found on pages 3 and 4 of the *School Summary Report*. A sample of page 3 is provided on the opposite page.

The *School Summary Report: General Population* provides school and district staff with summary information on how General Population students in the school performed on the Benchmark Examination. The following information is provided:

- Page 3 of the *School Summary Report* provides the Mathematics results for the General Population, and the results for Literacy (Reading and Writing) are on page 4. The subject area is identified at the top of the column on the left side of each page.
- The total number of General Population students in the school is provided at the top of both pages 3 and 4, under the district name.
- The General Population group is broken out and reported for the following student populations (sub-groups):
  - All Students
  - By Gender
  - By Ethnicity
  - By Gender/Ethnicity
  - Migrant
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percentages of students performing at each level in the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).
- The information provided on the *School Summary Report: General Population* can be used to compare the performance of General Population students in the school with the performance of General Population students at the district, region, and state levels.

Primary (Grade 4) Benchmark Examination  
**SCHOOL SUMMARY REPORT**  
GENERAL POPULATION

District Number: **00-00** School Number: **00-00-000**  
District Name: **Ramsey School District** School Name: **George Washington Elementary School**  
Total Number of Students Tested: **14**

**MATHEMATICS**

	Number & Percentage of Students Below Basic (BEL) 159 and below			Number & Percentage of Students Basic (BAS) 160-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above							
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State	
All Students	0	0	0%	8	8	491	6,056	2	2	400	6,341	4	4	353	8,115	30%	
Gender																	
Female	0	0	0%	5	5	263	3,217	1	1	215	3,205	4	4	191	4,179	30%	
Male	0	0	0%	3	3	228	2,836	1	1	185	3,131	0	0	161	3,931	30%	
Ethnicity																	
Asian/Pacific Islander	0	0	0%	0	0	1	30	0	0	2	51	0	0	1	92	48%	
African American	0	0	0%	1	1	242	1,592	0	0	144	1,002	0	0	83	591	9%	
Hispanic	0	0	0%	0	0	11	193	0	0	11	211	0	0	5	197	9%	
Native American	0	0	0%	0	0	3	48	0	0	2	62	0	0	0	43	26%	
Caucasian	0	0	0%	7	7	230	4,107	2	2	235	4,941	4	4	260	7,071	23%	
Other	0	0	0%	0	0	2	27	0	0	1	20	0	0	1	40	37%	
Gender/Ethnicity - Female																	
Asian/Pacific Islander	0	0	0%	0	0	1	22	0	0	1	20	0	0	1	47	4%	
African American	0	0	0%	0	0	133	875	0	0	79	531	0	0	47	344	48%	
Hispanic	0	0	0%	0	0	7	104	0	0	7	115	0	0	2	93	10%	
Native American	0	0	0%	0	0	0	19	0	0	0	30	0	0	0	23	24%	
Caucasian	0	0	0%	5	5	121	2,157	1	1	124	2,471	4	4	139	3,613	25%	
Other	0	0	0%	0	0	0	12	0	0	1	7	0	0	1	22	38%	
Gender/Ethnicity - Male																	
Asian/Pacific Islander	0	0	0%	0	0	0	8	0	0	1	31	0	0	0	45	4%	
African American	0	0	0%	1	1	109	716	0	0	65	471	0	0	36	247	48%	
Hispanic	0	0	0%	0	0	4	89	0	0	4	96	0	0	3	104	8%	
Native American	0	0	0%	0	0	3	29	0	0	2	32	0	0	0	20	29%	
Caucasian	0	0	0%	2	2	109	1,950	1	1	111	2,468	0	0	121	3,457	21%	
Other	0	0	0%	0	0	2	15	0	0	0	13	0	0	0	18	37%	
Migrant	0	0	0%	0	0	6	88	0	0	3	81	0	0	0	81	31%	

## REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: IEP STUDENTS

The results in this section of the *School Summary Report* are for those students whose answer documents were coded with an ESI category. The report for IEP students is found on pages 5 and 6 of the *School Summary Report*. IEP students are included as part of the *Combined Population Report* but are not included in the *General Population Report*. A sample of page 5 is provided on the opposite page.

The *School Summary Report: IEP Students* provides school and district staff with summary information on how exceptional students in the school performed on the Benchmark Examination. The following information is provided:

- Page 5 of the *School Summary Report* provides the Mathematics results for IEP students, and the results for Literacy (Reading and Writing) are on page 6. The subject area is identified at the top of the column on the left side of each page.
- The total number of IEP students in the school is provided at the top of both pages 5 and 6, under the district name.
- Data is first provided for “All IEP Students,” and then broken down by the following ESI categories listed on the left side of the report:

Autism	Other Health Impairment
Deaf-Blindness	Serious Emotional Disturbance
Hearing Impairment	Specific Learning Disability
Mental Retardation	Speech or Language Impaired
Multiple Disabilities	Traumatic Brain Injury
Orthopedic Impairment	Visual Impairment

**NOTE:** Students for whom more than one ESI code was marked on their answer documents are reported in the “Multiple Disabilities” category.

- The information provided for “Migrant” includes only those IEP students who were also coded on their answer documents as being Migrant students.
- The information provided for “Non-Disabled” includes only those students who did not have an ESI code marked on their answer documents.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percentages of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information provided on the *School Summary Report: IEP Students* can be used to compare the performance of exceptional students in the school with the performance of exceptional students at the district, region, and state levels.

# REPORT DESCRIPTIONS AND SAMPLES



## Primary (Grade 4) Benchmark Examination SCHOOL SUMMARY REPORT IEP STUDENTS

Date of Test: March 2004  
Page: 5

District Number: **00-00** School Number: **00-00-000**  
 District Name: **Ramsey School District** School Name: **George Washington Elementary School**  
 Total Number of Students Tested: **3**

All IEP Students	Number & Percentage of Students Below Basic (BEL) 159 and below			Number & Percentage of Students Basic (BAS) 160-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above						
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
	1	1	176	2,883	2	2	25	588	0	0	11	314	0	0	4	191
	<b>33%</b>	<b>33%</b>	<b>81%</b>	<b>73%</b>	<b>67%</b>	<b>67%</b>	<b>12%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>	<b>5%</b>
<b>MATHEMATICS</b>																
Autism	0	0	1	43	0	0	2	5	0	0	1	7	0	0	0	2
Deaf-Blindness	0	0	0	75%	0	0	50%	9%	0	0	25%	12%	0	0	0	4%
Hearing Impairment	0	0	0	80%	0	0	0	20%	0	0	0	0	0	0	0	0
Mental Retardation	0	0	0	33	0	0	0	6	0	0	0	5	0	0	0	0
Multiple Disabilities	1	1	64	631	0	0	1	22	0	0	0	11	0	0	0	4
Orthopedic Impairment	100%	100%	98%	95%	0	0	2	3%	0	0	0	1%	0	0	0	1%
Other Health Impairment	0	0	1	55	0	0	0	5	0	0	0	2	0	0	0	2
Serious Emotional Disturbance	0	0	6	421	0	0	1	31%	0	0	0	1	0	0	0	1
Specific Learning Disability	0	0	71	1,293	2	2	9	312	0	0	3	159	0	0	0	75
Speech or Language Impaired	0	0	31	337	0	0	10	108	0	0	6	91	0	0	1	73
Traumatic Brain Injury	0	0	0	55%	0	0	21%	18%	0	0	13%	15%	0	0	2	12%
Visual Impairment	0	0	1	18	0	0	1	4	0	0	0	0	0	0	0	0
Migrant	0	0	3	86	0	0	0	8	0	0	0	3	0	0	0	3
Non-Disabled Students	3	3	849	7,146	8	8	526	6,657	2	2	419	6,823	7	7	364	8,519
	<b>15%</b>	<b>15%</b>	<b>39%</b>	<b>25%</b>	<b>40%</b>	<b>40%</b>	<b>24%</b>	<b>23%</b>	<b>10%</b>	<b>10%</b>	<b>19%</b>	<b>23%</b>	<b>35%</b>	<b>35%</b>	<b>17%</b>	<b>29%</b>

## REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: LEP STUDENTS

The results in this section of the *School Summary Report* are for students who were identified on their answer documents as Limited English Proficient (LEP). The report for LEP students is found on pages 7 and 8 of the *School Summary Report*. LEP students are included as part of the *Combined Population Report* but are not included in the *General Population Report*. A sample of page 7 is provided on the opposite page.

The *School Summary Report: LEP Students* provides school and district staff with summary information on how LEP students in the school performed on the Benchmark Examination. The following information is provided:

- Page 7 of the *School Summary Report* provides the Mathematics results for LEP students, and the results for Literacy (Reading and Writing) are on page 8. The subject area is identified at the top of the column on the left side of each page.
- The total number of LEP students in the school is provided at the top of both pages 7 and 8, under the district name.
- The information provided for “Migrant” includes only those LEP students who were also coded on their answer documents as being Migrant students.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percentages of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information listed on the *School Summary Report: LEP Students* can be used to compare the performance of LEP students in the school with the performance of LEP students at the district, region, and state levels.



## REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS

The results in this section of the *School Summary Report* are for students whose answer documents were coded for Gifted and Talented. The report for Gifted and Talented students is found on pages 9 and 10 of the *School Summary Report*. Gifted and Talented students are included in the results for both the *Combined Population Report* and the *General Population Report*. A sample of page 9 is provided on the opposite page.

The *School Summary Report: Gifted and Talented Students* provides school and district staff with summary information on how Gifted and Talented students in the school performed on the Benchmark Examination. The following information is provided:

- Page 9 of the *School Summary Report* provides the Mathematics results for Gifted and Talented students, and the results for Literacy (Reading and Writing) are on page 10. The subject area is identified at the top of the column on the left side of each page.
- The total number of Gifted and Talented students in the school is provided at the top of both pages 9 and 10, under the district name.
- The information provided for “Migrant” includes only those Gifted and Talented students who were also coded on their answer documents as being Migrant students.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percentages of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information listed on the *School Summary Report: Gifted and Talented Students* can be used to compare the performance of Gifted and Talented students in the school with the performance of Gifted and Talented students at the district, region, and state levels.



**Primary (Grade 4) Benchmark Examination  
SCHOOL SUMMARY REPORT  
GIFTED AND TALENTED STUDENTS**

Date of Test: March 2004  
Page: 9

District Number: **00-00** School Number: **00-00-000**  
 District Name: **Ramsey School District** School Name: **George Washington Elementary School**  
 Total Number of Students Tested: **19**

Number & Percentage of Students Below Basic (BEL) 159 and below			Number & Percentage of Students Basic (BAS) 160-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above						
School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
1	1	10	93	1	1	26	290	3	3	70	708	14	14	155	2,900
5%	5%	4%	2%	5%	5%	10%	7%	16%	16%	27%	18%	74%	74%	59%	73%
0	0	0	1	0	0	2	2	0	0	1	4	0	0	0	15
0%	0%	0%	5%	0%	0%	67%	9%	0%	0%	33%	18%	0%	0%	0%	68%

**MATHEMATICS**

Gifted and Talented

Migrant

## REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

The results in this section of the *School Summary Report* are for students who were identified on their answer documents as having enrolled in the school district in which they tested after October 1, 2003. The report for Highly Mobile students is found on pages 11 and 12 of the *School Summary Report*. Highly Mobile students are included as part of the *Combined Population Report*, but are not included in the *General Population Report*. A sample of page 11 is provided on the opposite page.

The *School Summary Report: Highly Mobile Students* provides school and district staff with summary information on how Highly Mobile students in the school performed on the Benchmark Examination. The following information is provided:

- Page 11 of the *School Summary Report* provides the Mathematics results for Highly Mobile students, and the results for Literacy (Reading and Writing) are on page 12. The subject area is identified at the top of the column on the left side of each page.
- The total number of Highly Mobile students in the school is provided at the top of both pages 11 and 12, under the district name.
- The information provided for “Migrant” includes only those Highly Mobile students who were also coded on their answer documents as being Migrant students.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percentages of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information listed on the *School Summary Report: Highly Mobile Students* can be used to compare the performance of Highly Mobile students in the school with the performance of Highly Mobile students at the district, region, and state levels.

Primary (Grade 4) Benchmark Examination  
**SCHOOL SUMMARY REPORT**  
**HIGHLY MOBILE STUDENTS**

District Number: **00-00** School Number: **00-00-000**  
 District Name: **Ramsey School District** School Name: **George Washington Elementary School**  
 Total Number of Students Tested: **6**

Number & Percentage of Students Below Basic (BEL) 159 and below			Number & Percentage of Students Basic (BAS) 160-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above					
School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
3	3	60	0	0	24	0	0	15	3	3	9	3	3	9
<b>50%</b>	<b>50%</b>	<b>56%</b>	<b>0%</b>	<b>0%</b>	<b>22%</b>	<b>0%</b>	<b>0%</b>	<b>14%</b>	<b>50%</b>	<b>50%</b>	<b>19%</b>	<b>50%</b>	<b>50%</b>	<b>18%</b>
0	0	0	0	0	0	0	0	0	0	0	13	0	0	5
<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>16%</b>	<b>0%</b>	<b>0%</b>	<b>6%</b>

**MATHEMATICS**

Highly Mobile

Migrant

## REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH

The results in this section of the *School Summary Report* are for students whose answer documents were coded for Free and/or Reduced Lunch. This information is reported on pages 13 and 14 of the *School Summary Report*. Students who receive Free and/or Reduced Lunch are included in the results for both the *Combined Population Report* and the *General Population Report*. A sample of page 13 is provided on the opposite page.

The *School Summary Report: Free and/or Reduced Lunch Students* provides school and district staff with summary information on how students in the school who receive Free and/or Reduced Lunch performed on the Benchmark Examination. The following information is provided:

- Page 13 of the *School Summary Report* provides the Mathematics results for students who receive Free and/or Reduced Lunch, and the results for Literacy (Reading and Writing) are on page 14. The subject area is identified at the top of the column on the left side of each page.
- The total number of students who receive Free and/or Reduced Lunch is provided at the top of both pages 13 and 14, under the district name.
- The information provided for “Migrant” includes only those Free and/or Reduced Lunch students who were also coded on their answer documents as being Migrant students.
- The information provided for “Non-Economically Disadvantaged” includes only those students who were not identified on their answer documents as receiving Free and/or Reduced Lunch.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percentages of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information listed on the *School Summary Report: Free and/or Reduced Lunch Students* can be used to compare the performance of students in the school who receive Free and/or Reduced Lunch with the performance of students who receive Free and/or Reduced Lunch at the district, region, and state levels.



Primary (Grade 4) Benchmark Examination  
**SCHOOL SUMMARY REPORT**  
**FREE AND/OR REDUCED LUNCH STUDENTS**

Date of Test: March 2004  
 Page: 13

District Number: **00-00** School Number: **00-00-000**  
 District Name: **Ramsey School District** School Name: **George Washington Elementary School**  
 Total Number of Students Tested: **8**

	Number & Percentage of Students Below Basic (BEL) 159 and below			Number & Percentage of Students Basic (BAS) 160-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above																	
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State											
Free and/or Reduced Lunch	1	13%	1,494	7,473	41%	4	50%	1,160	23%	4,321	24%	0	0%	0	0%	1,165	23%	3,549	19%	3	38%	1,146	23%	2,909	16%		
Migrant	0	0%	0	235	40%	0	0%	68	21%	147	25%	0	0%	0	0%	67	21%	108	19%	0	0%	0	0%	62	19%	91	16%
Non-Economically Disadvantaged Students	6	16%	723	2,556	17%	7	18%	922	18%	2,924	20%	15	39%	15	39%	1,262	24%	3,588	24%	10	26%	2,324	26%	5,801	39%		

## REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS REPORT

The *School Item-By-Item Selections of Correct Answers Report* provides school and district staff with information on how students within a school performed on the released common items that contributed to individual student results. This report is intended for use in conjunction with the Released Item Booklets in order to examine school results for individual items.

Each school and each district will receive one copy of the *School Item-By-Item Selections of Correct Answers Report*. The Arkansas Department of Education will also receive one copy of this report. The *School Item-By-Item Selections of Correct Answers Report* is a 12-page, one-sided report providing the results for each item (multiple-choice and open-response) and each writing prompt (topic). The *School Item-By-Item Selections of Correct Answers Report* is produced for the same groups as reported on the *School Summary Report* (with the exception of Free and/or Reduced Lunch Students). For each group, Mathematics and Literacy (Reading and Writing) are reported on separate pages. A sample of page 1 is provided on the opposite page. The following information is provided on the *School Item-By-Item Selections of Correct Answers Report*:

- Information specific to Mathematics is provided on odd-numbered pages of the report. Even-numbered pages provide information specific to Literacy (Reading and Writing). The subject area is identified at the top of the column on the left side of each page.
- The number of students in the school for the reported group is provided under the school information.
- The first column (Item # in Test Booklet) provides the item or writing prompt number and the testing session that corresponds to where the item/writing prompt appeared in the student test booklets. This information can be used to review session information and to determine whether position within the testing schedule had an impact on student results.
- The second column (Item # in Released Item Booklet) provides the item or writing prompt number that corresponds to where the item/writing prompt appears in the Released Item Booklet for each grade level.
- The third column (Item Type) describes the item type: multiple-choice (MC), open-response (OR), or writing prompt (WP).
- The fourth column (Key) provides the correct answer choice for all multiple-choice items for Mathematics and Reading. The open-response items and the writing prompts indicate “Rubric” meaning that a scoring rubric was used to determine the student scores. The scoring rubrics for these items or writing prompts are provided in the Released Item Booklets.
- For multiple-choice items, the remaining columns provide the number and percentage of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
- For open-response items and writing prompts, the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item/writing prompt at the school level to district- and state-level results.

**NOTE:** Each district and the Arkansas Department of Education will also receive one copy of the *District Item-By-Item Selections of Correct Answers Report*. The *District Item-By-Item Selections of Correct Answers Report* provides individual item and writing prompt results for the March 2004 Benchmark Examinations at the district and state levels. The *School* and *District Item-By-Item Selections of Correct Answers Reports* are set up identically to one another, except that the district report does not include school data.

## REPORT DESCRIPTIONS AND SAMPLES



Arkansas Comprehensive Testing,  
Assessment and Accountability Program

### Primary (Grade 4) Benchmark Examination SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS COMBINED POPULATION

#### MATHEMATICS TEST ITEMS

Date of Test: March 2004

District Number: **00-00**

District Name: **Ramsey School District**

School Number: **00-00-000**

School Name: **George Washington Elementary School**

Total Number of Students Tested: 23

Item # in Test Booklet	Item # in Released Item Booklet	Item Type	Key	School #	Number and Percent Selecting the Correct Answer					
					School %	District #	District %	State #	State %	
01 (Session 1)	01	MC	B	12	52.2%	12	52.2%	14,217	42.9%	
02 (Session 1)	02	MC	C	18	78.3%	18	78.3%	23,779	71.8%	
03 (Session 1)	03	MC	D	14	60.9%	14	60.9%	22,164	66.9%	
04 (Session 1)	04	MC	D	22	95.7%	22	95.7%	25,555	77.2%	
05 (Session 1)	05	MC	D	17	73.9%	17	73.9%	20,829	62.9%	
06 (Session 1)	06	MC	A	12	52.2%	12	52.2%	16,627	50.2%	
07 (Session 1)	07	MC	C	7	30.4%	7	30.4%	16,455	49.7%	
08 (Session 1)	08	MC	B	17	73.9%	17	73.9%	19,499	58.9%	
11 (Session 2)	09	MC	D	13	56.5%	13	56.5%	14,630	44.2%	
12 (Session 2)	10	MC	B	15	65.2%	15	65.2%	22,726	68.6%	
13 (Session 2)	11	MC	B	9	39.1%	9	39.1%	16,541	49.9%	
14 (Session 2)	12	MC	C	14	60.9%	14	60.9%	23,888	72.1%	
15 (Session 2)	13	MC	A	13	56.5%	13	56.5%	21,928	66.2%	
16 (Session 2)	14	MC	D	16	69.6%	16	69.6%	20,814	62.8%	
17 (Session 2)	15	MC	A	20	87.0%	20	87.0%	27,724	83.7%	
18 (Session 2)	16	MC	C	11	47.8%	11	47.8%	14,333	43.3%	
19 (Session 2)	17	MC	D	19	82.6%	19	82.6%	23,884	72.1%	
20 (Session 2)	18	MC	B	17	73.9%	17	73.9%	20,270	61.2%	
21 (Session 2)	19	MC	C	11	47.8%	11	47.8%	14,802	44.7%	
22 (Session 2)	20	MC	D	10	43.5%	10	43.5%	15,121	45.7%	
29 (Session 6)	21	MC	A	9	39.1%	9	39.1%	15,311	46.2%	
30 (Session 6)	22	MC	B	14	60.9%	14	60.9%	20,963	63.3%	
31 (Session 6)	23	MC	A	20	87.0%	20	87.0%	27,714	83.7%	
32 (Session 6)	24	MC	B	15	65.2%	15	65.2%	19,454	58.7%	
33 (Session 6)	25	MC	D	14	60.9%	14	60.9%	20,592	62.2%	
34 (Session 6)	26	MC	C	18	78.3%	18	78.3%	18,233	55.0%	
35 (Session 6)	27	MC	A	13	56.5%	13	56.5%	15,479	46.7%	
36 (Session 6)	28	MC	D	16	69.6%	16	69.6%	24,711	74.6%	
37 (Session 6)	29	MC	C	11	47.8%	11	47.8%	18,615	56.2%	
38 (Session 6)	30	MC	B	15	65.2%	15	65.2%	18,200	55.0%	
39 (Session 6)	31	MC	D	8	34.8%	8	34.8%	15,829	47.8%	
40 (Session 6)	32	MC	A	18	78.3%	18	78.3%	26,083	78.8%	
41 (Session 6)	33	MC	A	16	69.6%	16	69.6%	23,267	70.2%	
42 (Session 6)	34	MC	A	13	56.5%	13	56.5%	13,926	42.0%	
43 (Session 6)	35	MC	C	10	43.5%	10	43.5%	18,719	56.5%	
44 (Session 6)	36	MC	B	13	56.5%	13	56.5%	21,326	64.4%	
45 (Session 6)	37	MC	D	9	39.1%	9	39.1%	18,462	55.7%	
46 (Session 6)	38	MC	A	18	78.3%	18	78.3%	24,078	72.7%	
47 (Session 6)	39	MC	A	7	30.4%	7	30.4%	12,093	36.5%	
48 (Session 6)	40	MC	A	12	52.2%	12	52.2%	20,512	61.9%	

Item # in Test Booklet	Item # in Released Item Booklet	Item Type	Key	Average Score of All Students		
				School	District	State
A (Session 3)	A	OR	Rubric	2.3	2.3	3.0
C (Session 7)	B	OR	Rubric	4.7	4.7	4.3
D (Session 7)	C	OR	Rubric	4.8	4.8	4.1
E (Session 7)	D	OR	Rubric	3.6	3.6	3.8
F (Session 7)	E	OR	Rubric	5.6	5.6	5.3

## PERFORMANCE LEVELS

### DEFINITIONS OF PERFORMANCE LEVELS

The general performance levels preamble for the ACTAAP states that the students must demonstrate their ability to be successful and productive citizens. Student performance is categorized into four levels of performance for the Benchmark Examinations: Advanced, Proficient, Basic, and Below Basic. The general definitions of these performance levels are:

#### **Advanced**

Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas' established mathematics or reading and writing skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

#### **Proficient**

Proficient students demonstrate solid academic performance for the grade tested and are well prepared for the next level of schooling. They can use Arkansas' established mathematics or reading and writing skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

#### **Basic**

Basic students show substantial skills in mathematics or reading and writing; however, they only partially demonstrate the abilities to apply these skills. They demonstrate a need for some additional assistance, commitment, or study to reach the proficient level.

#### **Below Basic**

Below basic students fail to show sufficient mastery of skills in mathematics or reading and writing to attain the basic level.



# ACTAAP

Arkansas Comprehensive Testing, Assessment and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

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