

**Technical Report
Spring 2014 Test Administration**

**Washington, D.C.
Comprehensive Assessment System
(DC CAS)**

December 9, 2014



**McGraw-Hill Education CTB
Monterey, California 93940**

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Section 1. Overview

The primary purpose of the District of Columbia Comprehensive Assessment System (DC CAS) is to measure the mastery of Reading, Mathematics, Science, Biology, and Composition content standards of all District of Columbia (DC) public school students annually. The assessments provide the foundation for an accountability system that enables the District to determine whether students and schools are making adequate yearly progress on DC content standards as required by the No Child Left Behind (NCLB) Act. In addition, the assessments are used by district- and school-based instructional staff to focus their lessons on content standards and evaluate whether students and schools are achieving those standards. Parents use the results to monitor their children's educational progress and the effectiveness of their school and school district.

This document describes the operational DC CAS that was administered to students in the spring of 2014 to assess students' skills in Grades 2–10 Reading; Grades 2–8 and 10 Mathematics; Grades 5 and 8 Science and high school Biology; and Grades 4, 7, and 10 Composition. The DC CAS consists of multiple-choice (MC) and constructed-response (CR) items in Reading, Mathematics, and Science/Biology, and writing prompts for Composition. All items are administered under standardized conditions, where students are allowed accommodations when eligible.

Technical reports for assessment programs are the primary means for test developers and assessment program managers to communicate with test users (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2009, p. 67). The standards require technical reports to document, for example, rationales and recommended uses for tests (Standard 6.3) and technical characteristics, such as score reliability and validity of score interpretations (Standard 6.5). Because of the technical nature of developing, implementing, and validating achievement tests like the DC CAS, technical reports target audiences with some level of technical training and understanding. Furthermore, the evidence provided in this report is directly relevant to the *Standards and Assessments Peer Review Guidance*, Critical Elements (January 12, 2009; see <http://www2.ed.gov/policy/elsec/guid/saaprguidance.pdf>).

This technical report is written to document procedures and results from developing, analyzing, and validating the 2014 DC CAS. It provides information relevant to an evaluation of the validity of intended interpretations and uses of results from the 2014 DC CAS tests. The design of the test administration, content development and forms construction, classical item analysis, differential item functioning (DIF), item response theory analyses (IRT), and proficiency level data are provided.

Section 2. Item and Test Development

This section contains information relevant to the *Standards and Assessments Peer Review Guidance*, Critical Elements 4.1 and 5.1:

4.1

For each assessment, including all alternate assessments, has the State documented the issue of **validity** (in addition to the alignment of the assessment with the content standards), as described in the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1999), with respect to all of the following categories:

(d) Has the State ascertained that the scoring and reporting structures are consistent with the sub-domain structures of its academic content standards (i.e., are item interrelationships consistent with the framework from which the test arises)?

5.1

Has the State outlined a coherent approach to ensuring alignment between each of its assessments ...based on grade-level achievement standards, and the academic content standards and academic achievement standards the assessment is designed to measure?

Overview

A key piece of validity evidence is provided by the procedures used to develop the test's content and the alignment of items with the test blueprint and specifications. By setting forth a description of the events that took place in the test's development, we establish evidence of validity for the DC CAS based on test development procedures and test content.

Evidence of validity based on test content includes information about the item and test specifications. Test development involves creating a design framework from the statement of the achievement construct to be measured. Design elements include numbers and types of items and score points allocated to each content strand in each content area test.

Content Standards

The DC CAS tests are aligned to either DC Content Standards, Common Core State Standards (CCSS), or to both for content areas transitioning to the common core. The standards serve as reporting categories. Since 2012, Reading content has been fully aligned to the CCSS in Reading. In 2012, Mathematics content had been transitioning to the CCSS and remained partially aligned to the DC Content Standards, which served as the reporting categories. Since 2013, the Mathematics content has been fully aligned to the CCSS. The Science/Biology test design has remained the same, although the items are distributed differently under the new standard headings.

Item Development

Each year, newly developed items are field tested in DC CAS in all grades and content areas. These items are developed by CTB and, prior to field testing, go through a rigorous content and psychometric review and approval process. CTB content and style editors, supervisors, and managers review all items and then provide items to participants in Content and Bias/Sensitivity Review workshops conducted in DC. The Office of the State Superintendent of Education (OSSE) invites educators, members of the DC Public Schools (DCPS) administration, and community

representatives to participate in workshops to review the items. A training session is provided by CTB, after which the participants review all items for content and grade appropriateness, as well as for alignment to the content standards, then rate each item for acceptance, revision, or rejection. The reviewers use the criteria in the checklist in Appendix A to guide their rating decisions.

Test Development

CTB's Research and Development teams, with the approval of the OSSE, developed test forms designed to measure student performance through both MC and CR item types. The total number of items and score points included in each reporting category serves as the test blueprint, details of which are provided in Tables 1–4.

The items that are available for selection in the DC CAS 2014 assessments originated from a pool of operational and formerly field tested items from the 2013 DC CAS administration, with a small number of items selected from older pools (excluding 2009).

DC CAS assessments are linked each year so that, from one form and year to the next, student scores remain comparable. The linking process requires a set of items to link or anchor one year to the next. These anchor items are a small subset of items that, proportionally, reflect the overall test blueprints. They are typically selected first, around which the remaining operational items are selected for each form.

The forms were assembled by CTB Development staff who attended to the blueprint requirements, as well as various other content and psychometric requirements, such as test length, score points, item types, and statistical comparability. For example, all proposed selections for operational forms were compared to previous DC CAS test forms to ensure they remain parallel and comparable in terms of test difficulty and coverage of the DC CAS content standards, as specified in the 2014 test blueprints.

Once the forms were assembled, they went through an iterative review and approval process where they were reviewed and approved by CTB Research, and then by OSSE. The items were reviewed for content standards alignment and appropriateness by CTB Development and by OSSE.

Test Design

The DC CAS tests are designed as operational tests with embedded field test items. In this way, newly developed items can be field tested in and amongst operational items. This is an advantage over separate field test designs that highlight the items that do not “count” toward students' scores and can decrease the motivation of their serious effort and response.

To maximize the number of items field tested while minimally impacting the testing time required, two forms were developed for all grades and content areas, except for Composition. Each form included the same core set of operational items (which comprised the linking anchor subset) and a set of unique embedded field test items. Except for Grade 2, where all of the students in the same classroom tested on the same form, the two forms were spiraled together and packaged to ensure near equal distribution of the forms in classrooms and so that field test data were based on randomly equivalent groups across all students in the District .

The Composition tests were operational tests. This design captures student performance on operational items. One writing prompt was administered in each of Grades 4, 7, and 10. The prompts were developed to reflect CCSS and scored three times based on the following

traits/rubrics: Writing Topic Development, Writing Language Conventions, and Understanding Literary Text or Understanding Informational Text (depending upon the type of passage associated with each prompt: literary or informational). The rubrics used to score these items can be found in Appendix B. Note that the student reports, overall scale score, and proficiency level designation reflected the scores from all three rubrics.

Test Administration Design

For Grades 4–8 and 10, both Reading and Mathematics items were included in the same test books. Reading items were in a stand-alone test book for Grade 9 because Mathematics was not tested at that grade level. For all grades, test books and answer booklets were color-coded. Students in Grades 2 and 3 used scannable test books in which they recorded their answers.

For Grades 3–10, each Reading and Mathematics test was divided into four sessions, for a total of eight sessions per grade level test. For Grade 2, each Reading and Mathematics test was divided into three sessions, for a total of six sessions. For all Mathematics grades, each session included both MC and CR items. For Reading grades 2, 3, 4, 7, 8, 9 and 10, each session included both MC and CR items.

A similar configuration was used for the Science/Biology tests. Students responded to the test items in one of two test books. They recorded their answers in scannable answer documents. No manipulatives were provided. The Science/Biology tests were divided into three sessions, each with both MC and CR items.

Composition test books were provided for each prompt. The test books were scannable documents that included the following: directions to students, evaluation criteria, a writing prompt, three lined pages, and a biogrid. The prompts were administered within the established two-week testing window. Students were also issued two sheets of double-sided, lined draft paper, specially developed for the Composition test, for planning their writing.

Additional information regarding administration manuals and procedures is provided in Section 3.

Table 1. DC CAS 2014 Operational Test Form Blueprints: Reading

Grade	Content Strand		Operational						Anchor		Field Test
			Number of MC Items/ Points	% of MC Points	Number of CR Items	Number of CR Points	% of CR Points	Total Number of Points	Number of Items	% of Points	Number of Items
2	1	Vocabulary Acquisition & Use	5	100.00	0	0	0.00	5	4	80.00	8
	3	Reading Informational Text	14	82.35	1	3	17.65	17	7	41.18	14
	4	Reading Literary Text	14	82.35	1	3	17.65	17	9	52.94	12
		Total	33	84.62	2	6	15.38	39	20	51.28	34
3	1	Vocabulary Acquisition & Use	9	100.00	0	0	0.00	9	5	55.56	7
	3	Reading Informational Text	20	76.92	2	6	23.08	26	10	38.46	15
	4	Reading Literary Text	16	84.21	1	3	15.79	19	8	42.11	14
		Total	45	83.33	3	9	16.67	54	23	42.59	36
4	1	Vocabulary Acquisition & Use	7	100.00	0	0	0.00	7	3	42.86	8
	3	Reading Informational Text	18	85.71	1	3	14.29	21	9	42.86	22
	4	Reading Literary Text	20	76.92	2	6	23.08	26	10	38.46	6
		Total	45	83.33	3	9	16.67	54	22	40.74	36
5	1	Vocabulary Acquisition & Use	9	100.00	0	0	0.00	9	4	44.44	13
	3	Reading Informational Text	18	85.71	1	3	14.29	21	10	47.62	12
	4	Reading Literary Text	18	75.00	2	6	25.00	24	9	37.50	11
		Total	45	83.33	3	9	16.67	54	23	42.59	36
6	1	Vocabulary Acquisition & Use	8	100.00	0	0	0.00	8	3	37.50	5
	3	Reading Informational Text	14	70.00	2	6	30.00	20	10	50.00	8
	4	Reading Literary Text	23	88.46	1	3	11.54	26	12	46.15	15
		Total	45	83.33	3	9	16.67	54	25	46.30	28

Table 1. DC CAS 2014 Operational Test Form Blueprints: Reading (continued)

Grade	Content Strand		Operational						Anchor		Field Test
			Number of MC Items/ Points	% of MC Points	Number of CR Items	Number of CR Points	% of CR Points	Total Number of Points	Number of Items	% of Points	Number of Items
7	1	Vocabulary Acquisition & Use	9	100.00	0	0	0.00	9	4	44.44	9
	3	Reading Informational Text	20	76.92	2	6	23.08	26	12	46.15	20
	4	Reading Literary Text	16	84.21	1	3	15.79	19	7	36.84	7
		Total	45	83.33	3	9	16.67	54	23	42.59	36
8	1	Vocabulary Acquisition & Use	7	100.00	0	0	0.00	7	3	42.86	0
	3	Reading Informational Text	19	67.86	3	9	32.14	28	10	35.71	27
	4	Reading Literary Text	19	100.00	0	0	0.00	19	7	36.84	9
		Total	45	83.33	3	9	16.67	54	20	37.04	36
9	1	Vocabulary Acquisition & Use	6	100.00	0	0	0.00	6	2	33.33	2
	3	Reading Informational Text	22	88.00	1	3	12.00	25	11	44.00	8
	4	Reading Literary Text	17	73.91	2	6	26.09	23	9	39.13	26
		Total	45	83.33	3	9	16.67	54	22	40.74	36
10	1	Vocabulary Acquisition & Use	10	100.00	0	0	0.00	10	4	40.00	4
	3	Reading Informational Text	19	76.00	2	6	24.00	25	11	44.00	16
	4	Reading Literary Text	16	84.21	1	3	15.79	19	8	42.11	16
		Total	45	83.33	3	9	16.67	54	23	42.59	36

Note: In Reading Grade 6 there were 8 field test items that appeared in both forms and therefore only counted once.

Table 2. DC CAS 2014 Operational Test Form Blueprints: Mathematics

Grade	Content Strand		Operational						Anchor		Field Test
			Number of MC Items/Points	% of MC Points	Number of CR Items	Number of CR Points	% of CR Points	Total Number of Points	Number of Items	% of Points	Number of Items
2	1	Operations & Algebraic Thinking	7	70.00	1	3	30.00	10	4	40.00	5
	2	Numbers & Operations Base Ten	15	100.00	0	0	0.00	15	8	53.33	10
	4	Measurement and Data	12	80.00	1	3	20.00	15	8	53.33	15
	11	Geometry	6	100.00	0	0	0.00	6	3	50.00	2
		Total	40	86.96	2	6	13.04	46	23	50.00	32
3	1	Operations & Algebraic Thinking	13	81.25	1	3	18.75	16	6	37.50	8
	2	Number & Operations Base Ten	5	100.00	0	0	0.00	5	2	40.00	3
	3	Number & Operations Fractions	11	100.00	0	0	0.00	11	6	54.55	9
	4	Measurement and Data	18	85.71	1	3	14.29	21	9	42.86	10
	11	Geometry	4	57.14	1	3	42.86	7	3	42.86	2
		Total	51	85.00	3	9	15.00	60	26	43.33	32
4	1	Operations & Algebraic Thinking	11	78.57	1	3	21.43	14	6	42.86	4
	2	Number & Operations Base Ten	9	100.00	0	0	0.00	9	4	44.44	7
	3	Number & Operations Fractions	16	100.00	0	0	0.00	16	6	37.50	14
	4	Measurement and Data	12	80.00	1	3	20.00	15	7	46.67	6
	11	Geometry	3	50.00	1	3	50.00	6	2	33.33	1
		Total	51	85.00	3	9	15.00	60	25	41.67	32

Table 2. DC CAS 2014 Operational Test Form Blueprints: Mathematics (continued)

Grade	Content Strand		Operational						Anchor		Field Test
			Number of MC Items/Points	% of MC Points	Number of CR Items	Number of CR Points	% of CR Points	Total Number of Points	Number of Items	% of Points	Number of Items
5	1	Operations & Algebraic Thinking	8	72.73	1	3	27.27	11	5	45.45	4
	2	Number & Operations Base Ten	9	100.00	0	0	0.00	9	4	44.44	6
	3	Number & Operations Fractions	16	100.00	0	0	0.00	16	7	43.75	14
	4	Measurement and Data	12	80.00	1	3	20.00	15	7	46.67	6
	11	Geometry	6	66.67	1	3	33.33	9	3	33.33	2
		Total	51	85.00	3	9	15.00	60	26	43.33	32
6	5	Ratios & Proportional Relationships	12	80.00	1	3	20.00	15	6	40.00	4
	6	The Number System	11	78.57	1	3	21.43	14	6	42.86	11
	7	Expressions & Equations	12	100.00	0	0	0.00	12	5	41.67	13
	11	Geometry	9	100.00	0	0	0.00	9	4	44.44	3
	12	Statistics & Probability	7	70.00	1	3	30.00	10	5	50.00	1
		Total	51	85.00	3	9	15.00	60	26	43.33	32
7	5	Ratios & Proportional Relationships	15	83.33	1	3	16.67	18	7	38.89	5
	6	The Number System	9	100.00	0	0	0.00	9	5	55.56	5
	7	Expressions & Equations	12	100.00	0	0	0.00	12	6	50.00	7
	11	Geometry	8	72.73	1	3	27.27	11	4	36.36	5
	12	Statistics & Probability	7	70.00	1	3	30.00	10	4	40.00	10
		Total	51	85.00	3	9	15.00	60	26	43.33	32

Table 2. DC CAS 2014 Operational Test Form Blueprints: Mathematics (continued)

Grade	Content Strand		Operational						Anchor		Field Test
			Number of MC Items/Points	% of MC Points	Number of CR Items	Number of CR Points	% of CR Points	Total Number of Points	Number of Items	% of Points	Number of Items
8	6	The Number System	8	100.00	0	0	0.00	8	4	50.00	3
	7	Expressions & Equations	13	81.25	1	3	18.75	16	6	37.50	11
	10	Functions	9	75.00	1	3	25.00	12	5	41.67	7
	11	Geometry	13	81.25	1	3	18.75	16	7	43.75	9
	12	Statistics & Probability	8	100.00	0	0	0.00	8	4	50.00	2
		Total	51	85.00	3	9	15.00	60	26	43.33	32
10	8	Number & Quantity	9	100.00	0	0	0.00	9	4	44.44	2
	9	Algebra	15	83.33	1	3	16.67	18	6	33.33	11
	10	Functions	6	66.67	1	3	33.33	9	4	44.44	4
	11	Geometry	17	85.00	1	3	15.00	20	10	50.00	13
	12	Statistics & Probability	4	100.00	0	0	0.00	4	2	50.00	2
		Total	51	85.00	3	9	15.00	60	26	43.33	32

Table 3. DC CAS 2014 Operational Test Form Blueprints: Science/Biology

Grade	Content Strand		Operational						Anchor		Field Test
			Number of MC Items/ Points	% of MC Points	Number of CR Items	Number of CR Points	% of CR Points	Total Number of Points	Number of Items	% of Points	Number of Items
5	1	Science and Technology	13	86.67	1	2	13.33	15	7	46.67	8
	2	Earth and Space Science	12	85.71	1	2	14.29	14	7	50.00	7
	3	Physical Science	12	100.00	0	0	0.00	12	3	25.00	5
	4	Life Science	10	83.33	1	2	16.67	12	5	41.67	8
		Total	47	88.68	3	6	11.32	53	22	41.51	28
8	1	Scientific Thinking and Inquiry	10	83.33	1	2	16.67	12	3	25.00	5
	2	Matter and Reactions	18	90.00	1	2	10.00	20	9	45.00	13
	3	Forces	6	75.00	1	2	25.00	8	4	50.00	4
	4	Energy and Waves	13	100.00	0	0	0.00	13	6	46.15	6
		Total	47	88.68	3	6	11.32	53	22	41.51	28
High School	1	Cell Biology & Biochemistry	15	88.24	1	2	11.76	17	8	47.06	8
	2	Genetics and Evolution	17	100.00	0	0	0.00	17	7	41.18	7
	3	Multicellular Organisms	6	75.00	1	2	25.00	8	3	37.50	8
	4	Ecosystems	9	81.82	1	2	18.18	11	5	45.45	5
		Total	47	88.68	3	6	11.32	53	23	43.40	28

Table 4. DC CAS 2014 Operational Test Form Blueprints: Composition

Grade	Scoring Rubric	Number of CR Items	Number of CR Points	Contribution to Overall Scale Score	
				Number of Points	% of Points
4	Writing Topic Development	1	6	6	42.86
	Writing Language Conventions	1	4	4	28.57
	Understanding Informational Text	1	4	4	28.57
	Total	3	14	14	100.00
7	Writing Topic Development	1	6	6	42.86
	Writing Language Conventions	1	4	4	28.57
	Understanding Literary Text	1	4	4	28.57
	Total	3	14	14	100.00
10	Writing Topic Development	1	6	6	42.86
	Writing Language Conventions	1	4	4	28.57
	Understanding Informational Text	1	4	4	28.57
	Total	3	14	14	100.00

Section 3. Test Administration Guidelines and Requirements

This section contains information relevant to the *Standards and Assessments Peer Review Guidance*, Critical Elements 4.3, 4.5, and 6.2:

4.3

Has the State ensured that its assessment system is fair and accessible to all students, including students with disabilities and students with limited English proficiency, with respect to each of the following issues:

- (a) Has the State ensured that the assessments provide an appropriate variety of accommodations for students with disabilities? *and*
- (b) Has the State ensured that the assessments provide an appropriate variety of linguistic accommodations for students with limited English proficiency?

4.5

Has the State established clear criteria for the administration, scoring, analysis, and reporting components of its assessment system, including all alternate assessments, and does the State have a system for monitoring and improving the on-going quality of its assessment system?

6.2

1. What guidelines does the State have in place for including all students with disabilities in the assessment system?

- (a) Has the State developed, disseminated information on, and promoted use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade in which they are enrolled?
- (b) Has the State ensured that general and special education teachers and other appropriate staff know how to administer assessments, including making use of accommodations, for students with disabilities and students covered under Section 504?

Overview

Administration of the DC CAS assessments each spring is managed by the OSSE, coordinated in each school by a Test Chairperson, and conducted by classroom teachers. Assessment office staff trained school Test Chairpersons on test administration guidelines and requirements using the 2014 *Test Chairperson's Manual/Test Monitor's Manual*. Test Chairpersons, in turn, trained all Test Administrators and proctors. Test Administrators administered all DC CAS assessments according to requirements and steps in the *Test Directions*.

The *Test Chairperson's Manual/Test Monitor's Manual* directs Test Chairpersons to follow the procedures for training Test Administrators and proctors on required procedures for administering each test and maintaining test security before, during, and after test administrations. It also provides information on available accommodations for students with disabilities and for English language learners.

The *Test Directions* covers similar topics and requirements. In addition, it provides instructions on scheduling test administrations, preparing students for the test administration, and using

standardized testing procedures. The *Test Directions* also provides verbatim instructions for administering each test to students and information on available accommodations for students with disabilities and for English language learners.

Guidelines and Requirements for Administering DC CAS

The *Test Chairperson's Manual/Test Monitor's Manual* indicates that DC CAS administrations should be scheduled to ensure that all students have adequate time to respond to all test items under unhurried conditions. It also describes testing condition requirements to ensure that students can feel as comfortable as possible and are not distracted during administration. The manual requires each Test Chairperson to complete a Test Site Observation Report to ensure that adequate testing conditions can be provided. It also contains instructions on distributing test materials to Test Administrators, retrieving the materials, accounting for 100% of all secure materials, shipping the materials to CTB for processing, and maintaining security of the materials at all times and throughout the entire process.

The *Test Chairperson's Manual/Test Monitor's Manual* and *Test Directions* provide information on available test administration accommodations for students with disabilities and for English language learners. They specify approved accommodations that maintain standard testing conditions (e.g., reading only Mathematics, Science, or Health questions or Composition writing prompts to examinees) and identify accommodations that are considered modifications to the test that will result in invalidated test scores (e.g., assisted reading of Reading passages).

The *Test Chairperson's Manual/Test Monitor's Manual* and *Test Directions* specify accommodations approved for students with disabilities in the following areas: timing/scheduling (e.g., providing breaks between prescribed timing sections of the tests), setting (e.g., individual and small group administrations), presentation (e.g., reading of [only] Mathematics, Science, or Health test questions or Composition writing prompts), and response accommodations (e.g., dictating responses). The *Test Chairperson's Manual/Test Monitor's Manual* and *Test Directions* specify accommodations approved for English language learners; they are in the following areas: direct linguistic support—oral, direct linguistic support—written, and indirect linguistic support. Both manuals indicate that Test Administrators must record on the student's answer document all test administration accommodations that are provided.

CTB provides test administration training sessions for school Test Chairpersons in the month prior to the test administration. School Test Chairpersons are required to conduct training sessions, and all school staff who will handle test materials must attend these sessions. School Test Chairpersons are explicitly required in the *Test Chairperson's Manual/Test Monitor's Manual* to oversee the test administrations in their schools. They are required to ensure that test materials are available in adequate numbers and that school staff adhere to test security requirements, track materials by using security checklists, report breaches if they occur, document disruptions during testing, sign test materials in and out each day, account for 100% of secure test materials, and report missing or damaged materials immediately to CTB Customer Service and OSSE by completing the online Security Exceptions Survey.

Materials Orders, Delivery, and Retrieval

Customer orders were managed in CTB's Online Enrollment System. Schools updated and validated their enrollments or indicated nonparticipation. CTB used the results for order fulfillment.

Prior to shipment of materials, bar codes were applied to the secure materials for the purpose of secure inventory tracking (a description of the Secure Inventory process is provided next in this section). Corresponding security checklists were also produced. Daily tracking reports were provided to OSSE for the purpose of monitoring the deliveries.

The appropriate district and school staff were previously trained to maintain security and monitor quantities of materials. Shortly after delivery, they unpacked and reviewed materials to ensure readiness for administration, as described in the previous section of this report, “Guidelines and Requirements for Administering DC CAS.” In the event that the materials received were not sufficient for administration, a short/add window functioned to permit CTB Customer Service to process requests for additional materials while maintaining a secure inventory.

After the test administration was complete, the materials were packaged for retrieval and picked up according to a verified schedule. Daily tracking reports also served for OSSE to monitor retrievals. When the materials were back in CTB’s custody, all books with security bar codes were accounted for as described in the following section of this report, “Secure Inventory.”

Secure Inventory

To further support the full range of test security requirements for DC CAS, CTB has instituted a comprehensive Test Security/Test Inventory System. This system was created using industry best practices. Upon request, CTB further customized a security model to precisely match the needs of DC CAS security requirements. This security model for the DC CAS assessment maintains its own list of material deliverables and services, from assessment barcoding to inventory checking and shipment tracking, as described in the steps below.

1. Secure materials are barcoded at the printer, vertically banded, and inventoried. Barcode files are sent to CTB. Packing lists and test materials are sent to the schools.
2. Materials are distributed into the schools.
3. Following the test administration, school staff members separate secure and non-secure materials and package them for return to CTB following *Test Chairperson’s Manual/Test Monitor’s Manual* instructions.
4. The dedicated/secure carrier contacts the schools to schedule retrieval of their materials on a specified date.
5. Scorable secure documents are accounted for during answer document scanning, and nonscorable secure documents are scanned into an inventory return system. Materials sent to the wrong CTB facility are forwarded to the appropriate site, as needed.
6. Missing Materials Reports are sent to OSSE for resolution once scanning is completed. Given a list of shipped security bar codes minus the barcode numbers already received, the remaining list is considered to be missing inventory.
7. OSSE contacts schools and reports back to CTB on findings, including additional books that have been located, contaminated books that could not be returned to CTB, and damaged or destroyed books where no barcode was available for scanning.
8. CTB processes additional received inventory and approved exceptions, and produces a final missing inventory report.

As of August 20, 2014, approximately 98.85% of secure materials were accounted for; 789 secure test books were missing for the 2014 administration, compared with 502 test books missing in 2013.

Section 4. Student Participation

This section contains information relevant to *Standards and Assessments Peer Review Guidance*, Critical Elements 6.1 and 6.2:

6.1

1. Do the State's participation data indicate that all students in the tested grade levels or grade ranges are included in the assessment system (e.g., students with disabilities, students with limited English proficiency, economically disadvantaged students, race/ethnicity, migrant students, homeless students, etc.)?

2. Does the State report separately the number and percent of students with disabilities assessed on the regular assessment without accommodations, on the regular assessment with accommodations, on an alternate assessment against grade level standards, and, if applicable, on an alternate assessment against alternate achievement standards and/or on an alternate assessment against modified academic achievement standards?

6.2

1. What guidelines does the State have in place for including all students with disabilities in the assessment system?

(a) Has the State developed, disseminated information on, and promoted use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade in which they are enrolled?

Tests Administered

All public schools in the District of Columbia administered the DC CAS tests between March 31 and April 11, 2014.

The tests administered were:

- Reading, Grades 2–10
- Mathematics, Grades 2–8 and 10
- Composition, Grades 4, 7, and 10
- Science, Grades 5 and 8
- Biology, for those students in Grades 8–12 who were enrolled in a high school Biology course

Participation in DC CAS

The DC CAS *Test Chairperson's Manual/Test Monitor's Manual* states that all students enrolled in all public schools in DC must participate in DC CAS grade level test administrations, with one exception: A student with significant cognitive disabilities whose Individualized Education Program (IEP) indicates that the student meets OSSE's established criteria may participate in the DC CAS alternate assessment portfolio.

During the spring 2014 test administration, between 4,200 and 5,300 students were assessed in Reading and Mathematics at each tested grade except Grade 2. For Grade 2, only some charter schools participated, with approximately 1,000 students. Science/Biology had about 4,500 and

Composition had about 4,400 students at each tested grade. Only students with a valid test administration as required by the type of analysis, as defined below, are included in the reports.

Definition of Valid Test Administration

In this technical report, two sets of rules are used to define a valid test administration. The first set of rules are for psychometric analyses included in this report (e.g., reliability, DIF, item parameter calibration, and linking). Answer documents are excluded when any of the following conditions are observed:

- Three or more of the first five items are invalidly marked or omitted.
- The operational test total raw score equals zero and the sum of the operational and field test item valid responses is less than 5.
- All operational and field test items are omitted.

The second set of valid test administration rules are for analyses summarizing test performance (e.g., overall numbers of examinees, descriptive statistics, and correlations of test scores). All students who have a valid test score, as defined in the DC CAS Spring 2014 Business Requirements, are included in these analyses. For the Reading, Mathematics, Science, and Biology assessments, the requirements document outlines a valid attempt on the test as:

- At least one item marked with a correct response OR
- At least five items validly marked in the content area

And for Composition, a valid attempt is defined as:

- A score of non-zero on all three parts of the item

Note: To maintain confidentiality of individual student results, this report does not show subgroup results for fewer than 25 students. The race/ethnicity subgroups Native Hawaiian/Pacific Islander and American Indian/Alaska Native contain fewer than 25 students per grade and are not shown in the following tables.

The total number and percentage of students with valid tests are provided at the total and subgroups of gender and race/ethnicity in Table 5. Participation rates for students in special populations, such as special education, Title 1, English Language Learners, and students with 504 plans are provided in Table 6. English Language Learners (ELLs) who participate in the DC CAS were classified by their schools into one of four language proficiency levels. These levels are related to levels of language instruction services and participation in school instruction, the number and percent of which are provided in Table 7.

Accommodations

Students with disabilities and ELLs who participate in DC CAS grade level administrations may be provided approved test administration accommodations that are specified by special education IEP teams, Section 504 teams, or ELL teams. Test administration accommodations are categorized into one or more of four categories: timing/scheduling, setting, presentation, and response. For a student to receive an accommodation, the accommodation had to be in place during the school year and specified in the student's IEP or 504 plan. Within prescribed parameters, students in ELL programs received test administration accommodations in one or more of three categories: direct linguistic support—oral, direct linguistic support—written, and

indirect linguistic support. The number and percent of the various accommodations documented are provided in Tables 6–10. For more information on these accommodations, please refer to the DC CAS *Test Chairperson’s Manual/Test Monitor’s Manual*.

Table 5. Number and Percentage of Examinees with Valid Test Administrations on the 2014 DC CAS in Reading, Mathematics, Science/Biology, and Composition

Grade	Students with Test Scores	Males		Females		Asian		African American		Hispanic		White	
		N	%	N	%	N	%	N	%	N	%	N	%
Reading													
2	1,072	570	53.17	502	46.83	2	0.19	961	89.65	95	8.86	12	1.12
3	5,322	2,672	50.21	2,640	49.61	99	1.86	3,801	71.42	790	14.84	600	11.27
4	4,750	2,376	50.02	2,367	49.83	96	2.02	3,454	72.72	689	14.51	484	10.19
5	4,573	2,336	51.08	2,230	48.76	94	2.06	3,374	73.78	647	14.15	435	9.51
6	4,355	2,195	50.40	2,153	49.44	87	2.00	3,291	75.57	586	13.46	370	8.50
7	4,538	2,259	49.78	2,260	49.80	76	1.67	3,547	78.16	593	13.07	300	6.61
8	4,388	2,243	51.12	2,123	48.38	65	1.48	3,412	77.76	605	13.79	276	6.29
9	4,241	2,130	50.22	2,085	49.16	65	1.53	3,412	80.45	518	12.21	215	5.07
10	4,469	2,175	48.67	2,264	50.66	79	1.77	3,597	80.49	532	11.90	225	5.03
Mathematics													
2	1,073	571	53.22	502	46.78	3	0.28	961	89.56	95	8.85	12	1.12
3	5,356	2,688	50.19	2,657	49.61	106	1.98	3,812	71.17	797	14.88	608	11.35
4	4,781	2,391	50.01	2,383	49.84	98	2.05	3,464	72.45	702	14.68	490	10.25
5	4,597	2,347	51.06	2,242	48.77	96	2.09	3,376	73.44	663	14.42	438	9.53
6	4,383	2,206	50.33	2,170	49.51	87	1.98	3,289	75.04	613	13.99	371	8.46
7	4,561	2,271	49.79	2,271	49.79	79	1.73	3,551	77.86	610	13.37	298	6.53
8	4,435	2,263	51.03	2,149	48.46	69	1.56	3,416	77.02	639	14.41	279	6.29
10	4,462	2,164	48.50	2,268	50.83	79	1.77	3,591	80.48	530	11.88	226	5.06
Science/Biology													
5	4,585	2,335	50.93	2,232	48.68	96	2.09	3,359	73.26	663	14.46	437	9.53
8	4,349	2,208	50.77	2,120	48.75	68	1.56	3,356	77.17	621	14.28	273	6.28
High School	4,597	2,166	47.12	2,385	51.88	68	1.48	3,669	79.81	598	13.01	207	4.50
Composition													
4	4,671	2,318	49.63	2,338	50.05	95	2.03	3,388	72.53	677	14.49	483	10.34
7	4,414	2,183	49.46	2,212	50.11	75	1.70	3,437	77.87	580	13.14	292	6.62
10	4,095	1,955	47.74	2,114	51.62	76	1.86	3,276	80.00	486	11.87	221	5.40

Table 6. Number and Percentage of Students in Special Programs with Test Scores on the 2014 DC CAS in Reading, Mathematics, Science/Biology, and Composition

Grade	Students with Test Scores	Special Education		English Language Learner		Section 504		Title I Targeted		Home Schooling	
		N	%	N	%	N	%	N	%	N	%
Reading and/or Mathematics											
2	1,073	106	10	53	5	11	1	32	3	0	0
3	5,362	412	8	342	6	52	1	85	2	0	0
4	4,783	505	11	247	5	61	1	98	2	0	0
5	4,600	555	12	163	4	69	2	85	2	0	0
6	4,387	532	12	152	3	52	1	44	1	2	0
7	4,571	592	13	157	3	49	1	11	0	2	0
8	4,442	560	13	180	4	39	1	4	0	0	0
9	4,241	454	11	141	3	21	0	1	0	0	0
10	4,488	517	12	86	2	25	1	0	0	0	0
Science/Biology											
5	4,585	522	11	147	3	63	1	87	2	0	0
8	4,349	474	11	161	4	40	1	3	0	0	0
High School	4,597	497	11	112	2	17	0	0	0	1	0
Composition											
4	4,671	488	10	203	4	53	1	98	2	0	0
7	4,414	565	13	137	3	45	1	10	0	0	0
10	4,095	388	9	72	2	21	1	0	0	0	0

Note: Students who participated in more than one test administration are counted only once. Student subgroups are indicated in the Program Participation section on the biogrid on each student's answer document.

Table 7. Number and Percentage of Students Coded for ELL Access for Proficiency Levels 1–4 in Reading, Mathematics, Science/Biology, and Composition

Grade	Students with Test Scores	Level 1		Level 2		Level 3		Level 4	
		N	%	N	%	N	%	N	%
Reading and/or Mathematics									
2	1,073	2	0	11	1	34	3	10	1
3	5,362	27	1	37	1	170	3	154	3
4	4,783	21	0	23	0	76	2	128	3
5	4,600	21	0	26	1	43	1	69	2
6	4,387	25	1	16	0	37	1	74	2
7	4,571	17	0	18	0	58	1	58	1
8	4,442	30	1	30	1	65	1	51	1
9	4,241	39	1	26	1	20	0	25	1
10	4,488	4	0	20	0	29	1	32	1
Science/Biology									
5	4,585	20	0	20	0	36	1	52	1
8	4,349	29	1	29	1	63	1	33	1
High School	4,597	30	1	21	0	30	1	24	1
Composition									
4	4,671	2	0	12	0	66	1	119	3
7	4,414	5	0	13	0	53	1	51	1
10	4,095	2	0	11	0	25	1	18	0

Table 8. Number and Percentage of Students Receiving One or More English Language Learner Test Administration Accommodations in Reading, Mathematics, Science/Biology, and Composition

Grade	Students with Test Scores	Direct Linguistic Support—Oral ¹		Direct Linguistic Support—Written		Indirect Linguistic Support		Other	
		N	%	N	%	N	%	N	%
Reading and/or Mathematics									
2	1,073	71	7	39	4	73	7	2	0
3	5,362	363	7	178	3	370	7	5	0
4	4,783	223	5	147	3	222	5	4	0
5	4,600	162	4	130	3	170	4	3	0
6	4,387	143	3	107	2	139	3	2	0
7	4,571	186	4	121	3	188	4	1	0
8	4,442	219	5	191	4	244	5	1	0
9	4,241	205	5	95	2	218	5	0	0
10	4,488	133	3	117	3	166	4	0	0
Science/Biology									
5	4,585	153	3	129	3	158	3	3	0
8	4,349	175	4	174	4	212	5	0	0
High School	4,597	171	4	186	4	218	5	0	0
Composition									
4	4,671	167	4	87	2	175	4	1	0
7	4,414	158	4	67	2	160	4	1	0
10	4,095	83	2	56	1	97	2	0	0

Note: Students who received more than one accommodation in a single content area test can be counted in multiple columns. Students who received accommodations in more than one content area test administration are counted only once. Students for whom the ELL bubble was not completed but who did receive these ELL test administration accommodations are counted here.

¹ The “Oral Reading of Test in English” accommodation is typically not permitted for the Reading test.

Table 9. Number and Percentage of Students Receiving One or More Special Education Test Administration Accommodations in Reading, Mathematics, Science/Biology, and Composition

Grade	Students with Test Scores	Timing/ Scheduling		Setting		Presentation ¹		Response		Other	
		N	%	N	%	N	%	N	%	N	%
Reading/Mathematics											
2	1,073	108	10	111	10	94	9	47	4	2	0
3	5,362	546	10	578	11	518	10	313	6	55	1
4	4,783	685	14	708	15	628	13	477	10	43	1
5	4,600	714	16	733	16	663	14	517	11	60	1
6	4,387	667	15	694	16	610	14	476	11	53	1
7	4,571	697	15	738	16	639	14	573	13	68	1
8	4,442	705	16	736	17	664	15	614	14	49	1
9	4,241	547	13	607	14	521	12	295	7	53	1
10	4,488	583	13	591	13	467	10	574	13	7	0
Science/Biology											
5	4,585	650	14	679	15	617	13	411	9	52	1
8	4,349	635	15	657	15	584	13	409	9	53	1
High School	4,597	531	12	596	13	480	10	287	6	50	1
Composition											
4	4,671	595	13	639	14	542	12	319	7	35	1
7	4,414	622	14	658	15	581	13	362	8	56	1
10	4,095	445	11	468	11	385	9	238	6	9	0

Note: Students who received more than one accommodation in a single content area test can be counted in multiple columns. Students who received accommodations in more than one content area test administration are counted only once. Students for whom the Special Education bubble was not completed and who did receive these Special Education test administration accommodations are counted here.

¹ The “Presentation” column contains 10 accommodations, two of which are not typically permitted for Reading assessments: “Reading Test Questions” and “Translation of Words or Phrases” are available for Mathematics, Science/Biology, and Composition only.

Table 10. Number and Percentage of Students Receiving One or More Selected Special Education Test Administration Accommodations in Reading, Mathematics, Science/Biology, and Composition

Grade	Students with Test Scores	Breaks		Small Group and Individual Administrations		Read or Translate Test Questions (MA, SC and WR only) ¹		Responses Dictated	
		N	%	N	%	N	%	N	%
Reading and/or Mathematics									
2	1,073	89	8	106	10	78	7	15	1
3	5,362	499	9	568	11	416	8	127	2
4	4,783	599	13	696	15	526	11	108	2
5	4,600	642	14	723	16	517	11	99	2
6	4,387	551	13	674	15	488	11	72	2
7	4,571	590	13	713	16	474	10	47	1
8	4,442	614	14	721	16	464	10	66	1
9	4,241	485	11	579	14	228	5	26	1
10	4,488	475	11	556	12	262	6	44	1
Science/Biology									
5	4,585	579	13	672	15	493	11	94	2
8	4,349	554	13	644	15	427	10	55	1
High School	4,597	435	9	563	12	279	6	44	1
Composition									
4	4,671	520	11	631	14	452	10	106	2
7	4,414	497	11	651	15	425	10	45	1
10	4,095	347	8	436	11	219	5	25	1

Note: Students who received more than one accommodation in a single content area test can be counted in multiple columns. Students who received accommodations in more than one content area test administration are counted only once. Accommodations are recorded by Test Administrators in the Accommodations section on the biogrid on each student's answer document.

¹ The "Reading Test Questions" and "Translation of Words or Phrases" accommodations are typically not permitted for the Reading test.

Section 5. Scoring

This section contains information relevant to *Standards and Assessments Peer Review Guidance*, Critical Element 4.5:

Has the State established clear criteria for the administration, scoring, analysis, and reporting components of its assessment system, including all alternate assessments, and does the State have a system for monitoring and improving the on-going quality of its assessment system?

MC items were scored by CTB using electronic scanning equipment. CR items were scored by human raters who were trained by CTB. Evidence of validity is provided by the procedures for hand-scoring described below.

Selection of Raters for Scoring

McGraw-Hill Education CTB and Kelly Services Inc. strive to develop a highly qualified, experienced core of raters so that the integrity of all projects is appropriately maintained.

Recruitment

CTB requires that all team leaders and raters possess a bachelor's degree or higher. Kelly Services Inc. carefully screened all new applicants and required them to produce either a transcript or a copy of the degree. Kelly Services Inc. also required a one- to two-hour interview/screening process. Individuals who did not present proper documentation or had less than desirable work records were eliminated during this process. Kelly Services Inc. verified that 100% of all potential raters met the degree requirement. All experienced raters and team leaders had already successfully completed the screening process.

The Interview Process

All potential raters completed a pre-interview activity. For some parts of the pre-interview activity, applicants were shown examples of test responses and were supplied with a scoring guide. In a brief introduction, they became acquainted with the application of a rubric. After the introduction, applicants applied the scoring guide to score the sample responses.

Each applicant's scores were used for discussion during the interview process to determine the applicant's trainability, as well as his or her ability to understand and implement the standards set forth in the sample scoring guide.

Kelly Services Inc. interviewed each applicant and determined the applicant's suitability for a specific content area and grade level. Applicants with strong leadership skills were questioned further to determine whether they were qualified to be team leaders.

When Kelly Services Inc. felt applicants were qualified, the applicants were recommended for employment. All assignments were made according to availability and suitability. Before being hired, all employees were required to read, agree to, and sign a nondisclosure agreement outlining the CTB's business ethics and security procedures.

Training Material Development

Scoring guides for the 2014 CR items were written by CTB's Development staff in conjunction with OSSE. For Reading Grade 9, the scoring guides were written by CTB's Development staff

in conjunction with DCPS. In 2013, Composition's Understanding Literary Text and Understanding Informational Text rubric was added to the scoring guides, and also underwent a rangefinding process in DC to identify anchor papers, which represent the exemplars at each score point.

Prior to actual scoring, CTB hand-scoring supervisors studied and internalized the scoring guides along with existing materials that were then used in training raters to hand-score the CR items for all content areas. This ensured consistency in scoring the same items across administrations (such as field test to operational), with the same anchor papers and training philosophy.

Preparation and Meeting Logistics for Rangefinding

Rangefinding is the process of reviewing student responses to newly tested (field tested) items to identify anchor or exemplar papers at each score point. The anchor papers are concrete examples of particular score points and are delineated in the scoring guides used during training and scoring. All DC CAS CR items go through this process prior to operational scoring.

In preparation for rangefinding, CTB hand-scoring supervisors reviewed hundreds of student responses to identify a variety of papers for the reviews. These potential anchors were then assembled for review at rangefinding. During rangefinding, participants were placed in groups of three or more (plus the CTB hand-scoring supervisor/facilitator) to discuss a particular grade and content area, and were involved in discussion of all field test items for that grade. Rubrics were passed out and discussed so that all participants became familiar with the items and the criteria that raters would use to score the student responses after rangefinding. DC participants, along with their CTB facilitator, then reviewed packets containing approximately 35 to 50 responses per item and applied the rubrics and scoring criteria in order to choose appropriate anchor papers.

This process effectively sets the range of each score point for each item. At least one anchor paper for each score point was chosen for every item, and discussion within each group included insights, suggestions, and summary statements for future training on the item. These were recorded by the CTB facilitator. The chosen anchor papers and their final scores were also recorded by the CTB representative, and a DC participant provided sign-off that consensus on the scoring of the items was achieved.

Training and Qualifying Procedures

Hand-scoring involves training and qualifying team leaders and raters, monitoring scoring accuracy and production, and ensuring the security of both the test materials and the scoring facilities. An explanation of the training and qualification procedures follows.

All raters were trained and qualified in specific rater item blocks (RIBs), each of which consisted of a single item to be scored. Raters and team leaders were trained in the following steps:

- Reviewing the student answer booklet
- Reviewing rubrics
- Reviewing anchor papers and training papers and answering questions arising from the established scores
- Explaining scoring strategies, followed by a question-and-answer period
- Administering Qualifying Round 1
- Reviewing Qualifying Round 1 established scores, and answering questions arising from the scores

- Administering Qualifying Round 2 (if necessary)
- Explaining condition codes and sensitive paper procedures
- Explaining nonstandard response or computer-generated response (nsr/cgr) procedures
- Explaining unscannable image procedures

All raters were trained and qualified using the same procedures and criteria used for the team leaders, who had been trained previously. The CTB hand-scoring experts who supervised the training of the team leaders also supervised the training of the raters.

Breakdown of Scoring Teams

Groups of CTB hand-scoring experts oversaw the training and scoring of the CR items for 2014 in Reading, Mathematics, Science/Biology, and Composition. Each expert was responsible for training and scoring all of the items in his or her content area. Teams of raters (numbers of which depended on the content and grade) trained on and scored all the operational items at their respective grades, and some cross-training was done across grades to ensure on-time completion.

Training and scoring of the operational CR items occurred April 30 through May 8, 2014, for Reading, Mathematics, Science/Biology, and Composition. Training and scoring of the field test CR items occurred July 8–23, 2014, for Reading, Mathematics, and Science/Biology. Training consisted of a review of the rubrics, followed by an analysis of the anchor papers for each item. Raters then participated in qualifying rounds, which consisted of ten books of sample papers for the item in a given RIB. Raters were given two opportunities to achieve acceptable qualification ratings; those not meeting the minimum were dismissed.

Monitoring the Scoring Process

After training was completed and live scoring began, a number of quality control measures were put in place to ensure that books were scored accurately and that raters' scoring ability remained consistent in scoring accuracy.

Throughout the course of hand-scoring, calibration sets of pre-scored papers (checksets/validity sets) were administered daily to each rater to monitor scoring accuracy and to maintain a consistent focus on the established rubrics and guidelines. Approximately 3% of books that the raters received were "checkset" papers rather than live books, where the checksets were "blind" or unknown to the rater. Raters whose checkset accuracy repeatedly dipped below the quality standards were flagged and retrained. In addition to the checkset process, CTB's hand-scoring protocol included the use of read-behinds (spot checks during live scoring). The read-behind was another valuable rater-reliability monitoring technique that allowed a team leader to review a rater's scored documents, providing feedback and counseling as appropriate. The CTB Data Monitoring staff also ran inter-rater reliability reports throughout live scoring to look for raters who were struggling and in need of retraining. Retraining involved a one-on-one discussion between the supervisor (or team leader) and the rater, who discussed the problem item(s) as well as the scoring guides and, if necessary, training papers. If the rater's accuracy on checkset scores did not meet the quality standards after this retraining, the rater was dismissed from the project.

Approximately 10% of all DC CAS tests were scored by a second rater to establish inter-rater reliability statistics for all CR items, results of which are provided in Section 8. This procedure is called a "double-blind read" because the second rater does not know the first rater's score.

Scoring Security

All raters had to sign nondisclosure forms indicating that they were not to disclose the items they were scoring. Security guards were on-site whenever employees were present in the building. All employees were issued identification badges and were required to wear them in plain view at all times. Visitors and employees who forgot their badges were issued visitors' badges and were required to wear them in plain view. All employees and visitors were subject to inspection of their personal effects.

Section 6. Methods

This section contains information relevant to *Standards and Assessments Peer Review Guidance*, Critical Elements 4.4, 4.5, and 5.6.

4.4

When different test forms or formats are used, the State must ensure that the meaning and interpretation of results are consistent.

(a) Has the State taken steps to ensure consistency of test forms over time?

4.5

Has the State established clear criteria for the administration, scoring, analysis, and reporting components of its assessment system, including all alternate assessments, and does the State have a system for monitoring and improving the on-going quality of its assessment system?

5.6

Assessment results must be expressed in terms of the achievement standards, not just scale scores or percentiles.

This section describes the methods used to analyze the item and test level data for the DC CAS. Results of the item and test level analyses described here are provided as evidence for reliability and validity in Section 8.

Classical Item Level Analyses

Each operational test item was first reviewed in terms of classical test statistics. Each item's frequency distribution (number of students for each score level), overall p -value (proportion of students choosing the correct answer) and point biserial (item-test) correlation were reviewed. Typically, p -values should range between 0.30 and 0.95. Items with a p -value less than 0.30 are considered too difficult since less than 30% of the students are getting the correct answer. Values greater than 0.95 indicate a fairly easy item, with more than 95% of the students getting the correct answer. Items with p -values outside of the range 0.30–0.95 are reviewed by CTB Research and Development. Point biserials are usually in the range of 0.30 and above. Items with a point biserial lower than 0.15 are reviewed by CTB Research and Development. The point biserials of each item's distractors, or incorrect responses, were also analyzed for the MC items. When any point biserial on the distractor is positive, the item is reviewed for potentially having more than one correct response or having been miskeyed.

It is also important to track the rate at which students do not respond to, or omit, items. Omitted items receive a zero score. The rate of omission often provides some information about test speededness, particularly if there is a high rate of items omitted at the end of a test session. It also provides an indication of items that may simply be unclear or illogically presented. When more than 5% of students omit an item, the item is reviewed by CTB Research and Development.

Item Bias Analyses

Prior to field testing and selection for operational test forms, all items are screened in Content and Bias Review meetings comprised of DC educators to ensure that no obviously sensitive terms, phrases, scenarios, or illustrations that could influence examinee performance appear in the DC CAS.

In addition, differential item functioning (DIF) statistics are computed for all items that appear in the DC CAS. DIF statistics provide a measure of differences in the relative performance of subgroups on an item, after taking into account the overall group differences in performance on the total test.

An item flagged for DIF may or may not provide an unfair advantage or disadvantage for one examinee subgroup compared with another. OSSE and CTB provide an additional review for all items that are flagged for DIF after each administration to evaluate whether content appears in the items that may favor or disadvantage certain examinee subgroups.

For the DC CAS program, CTB uses Mantel-Haenszel statistics (Mantel & Haenszel, 1959) to evaluate DIF for both operational and field test items. The subgroups compared in the DIF analyses for the 2014 administration reflect conventional subgroupings, and were based on gender (male – reference and female – focal) and race/ethnicity (African American – reference, and Asian, Hispanic, and White – focal). As with all statistical tests, Mantel-Haenszel DIF statistics are subject to Type I and II errors.

For MC items, the statistic flags items for potential DIF using the following criteria:

- B level DIF, where a “B” indicates DIF and has an absolute value of the Mantel-Haenszel (Δ_{MH}) that is significantly greater than zero (at the 0.05 level) and $-1.5 \leq \Delta_{MH} \leq -1$ or $1 \leq \Delta_{MH} \leq 1.5$.
- C level DIF, where a “C” indicates DIF and has an absolute value of the Mantel-Haenszel (Δ_{MH}) that is significantly greater than zero (at the 0.05 level) and $\Delta_{MH} < -1.5$ or $\Delta_{MH} > 1.5$

For CR items, an effect size (ES) statistic based on the Mantel χ^2 is used to flag items for potential DIF. ES is obtained by dividing the standardized mean difference (SMD) statistics by the standard deviation of the item. Items are flagged using the same rules that are used in National Assessment of Educational Progress (NAEP):

- B level, where the Mantel statistic is significant ($p < 0.05$) and $-0.25 \leq ES \leq -0.17$ or $0.17 \leq ES \leq 0.25$
- C level, where the Mantel statistic is significant ($p < 0.05$) and $ES < -0.25$ or $ES > 0.25$

C level flags indicate moderate to severe DIF. B level flags indicate moderate DIF.

Positive DIF values indicate items that favor the focal group, while negative values indicate items that disadvantage the focal group. In the tables, B and C indicate positive DIF values, and B- and C- indicate negative DIF values.

Calibration and Linking

Scaling and linking was accomplished using the PARDUX and SAS computer programs to implement the three-parameter logistic model (3PL) and the two-parameter partial-credit (2PPC) IRT models for item calibration and scaling, and the Stocking and Lord (1983) procedure was used for linking. These software programs were developed at McGraw-Hill Education CTB to enable scaling and linking of complex assessment data.

In PARDUX, a marginal maximum likelihood procedure was used to simultaneously estimate the item parameters under the 3PL model (used for MC items) and the 2PPC model (used for CR items) (Bock & Aitkin, 1981; Thissen, 1982). These models were implemented using the microcomputer program PARDUX (CTB/McGraw-Hill, 2011). For setting the 2006 base scales for Reading and Mathematics, all scales were also calibrated in PARSCALE (Muraki & Bock, 1991) as verification of the PARDUX results.

Under the 3PL model, the probability that a student with trait or scale score θ responds correctly to MC item j is as follows:

$$P_j(\theta) = c_j + (1 - c_j) / [1 + \exp(-1.7a_j(\theta - b_j))]. \quad (1)$$

In equation (1), a_j is the item discrimination, b_j is the item difficulty, and c_j is the probability of a correct response by a very low achieving student. The 2PPC model holds that the probability that a student with trait or scale score θ will respond in category k to partial-credit item j is given by

$$P_{jk}(\theta) = \exp(z_{jk}) / \sum_{i=1}^{m_j} \exp(z_{ji}), \quad (2)$$

$$\text{where } z_{jk} = (k - 1)f_j - \sum_{i=0}^{k-1} g_{ji}, \text{ and } g_{j0} = 0 \text{ for all } j.$$

The summary output of the above equations is in two different metrics corresponding to the two item response models (3PL and 2PPC). The location and discrimination parameters for the MC items are in the traditional 3PL metric (labeled b and a , respectively). In the 2PPC model, f (alpha) and g (gamma) are analogous to b and a , where alpha is the discrimination parameter and gamma over alpha (g/f) is the location where adjacent trace lines cross on the ability scale. Because of the different metrics used, the 3PL parameters b and a are not directly comparable to the 2PPC parameters f and g ; however, they can be converted to a common metric. The two metrics are related by $b = g/f$ and $a = f/1.7$ [PARDUX] (CTB/McGraw-Hill, 2011). Application of this procedure locates both the MC and CR items on the same scale. Note that for the 2PPC model there are $m_j - 1$ (where m_j is a score level j), independent g 's, and one f , for a total of m_j independent parameters estimated for each item, while there is one a and one b per item in the 3PL model.

Goodness of Fit

Goodness-of-fit statistics were computed for each item to examine how closely the item's data conform to the item response models. A procedure described by Yen (1981) was used to measure fit. In this procedure, students are rank ordered on the basis of their $\hat{\theta}$ values and sorted into ten cells with 10% of the sample in each cell. Each item j in each decile i has a response from N_{ij}

examinees. The fitted IRT models are used to calculate an expected proportion E_{ijk} of examinees who respond to item j in category k . The observed proportion O_{ijk} is also tabulated for each decile, and the approximate chi-square statistic:

$$Q_{1j} = \sum_{i=1}^{10} \sum_{k=1}^{m_j} \frac{N_{ij} (O_{ijk} - E_{ijk})^2}{E_{ijk}},$$

Q_{1j} should be approximately chi-square distributed with degrees of freedom (DF) equal to the number of “independent” cells, $10(m_j - 1)$, minus the number of estimated parameters. For the 3PL model, $m_j = 2$, so $DF = 10(2-1) - 3 = 7$. For the 2PPC model, $DF = 10(m_j - 1) - m_j = 9m_j - 1$. Since DF differs between MC and CR items and among CR items with different score levels m_j , Q_{1j} is transformed, yielding the test statistic:

$$Z_j = \frac{Q_{1j} - DF}{\sqrt{2DF}}, \text{ where } j = \text{item } j.$$

This statistic is useful for flagging items that fit relatively poorly. Z_j is sensitive to sample size, and cut-off values for flagging an item based on Z_j have been developed and were used to identify items for the item review. The cut-off value is $(N/1500 \times 4)$ for a given test, where N is the sample size.

Model-fit information is obtained from the Z -statistic. The Z -statistic is a transformation of the chi-square ($Q1$) statistic that takes into account differing numbers of score levels as well as sample size.

The Z -statistic is an index of the degree to which obtained proportions of students with each item score are close to the proportions that would be predicted by the estimated trait scores and item parameters. These values are computed for ten intervals corresponding to deciles of the trait score distribution [PARDUX] (CTB/McGraw-Hill, 2011). The Z -statistic is used to characterize item fit. The critical value of Z is different for each grade because it is dependent on sample size.

Evidence of the validity of the scalings is provided by model fit. If the IRT model fits the empirical item response distributions for the population we want to generalize to (i.e., DC students), then the claim that the scores are valid indicators of an underlying proficiency is strengthened. Fit statistics indicate the degree of difference between (a) expected probabilities of correct responses at each proficiency level and (b) observed probabilities examined when items are field tested and when they are used operationally. Table 11 indicates that only small numbers of operational items were flagged for poor fit to the IRT model. No items were removed from operational scaling and scoring due to poor fit.

Year-to-Year Linking Procedures

Once the IRT scaling is accomplished, linking the scale across years enables comparability of scores from one year to the next and across all test forms in the same content area and grade. In 2007 through 2014, anchor item sets that link the current test forms to the previous year's scale were used in a Stocking and Lord (1983) linking methodology.

The Stocking and Lord (1983) procedure, also called test characteristic curve (TCC) method, was used to place each grade on the horizontal scale that had been developed for each content area. It minimizes the mean squared difference between the two characteristic curves, one based on estimates from the previous calibration (reference form) and the other on transformed estimates from the current calibration (operational form). Let $\hat{\psi}_q$ be the test characteristic curve at quadrature point θ_q based on estimates from the previous year and $\hat{\psi}_q^*$ be the test characteristic curve based on transformed estimates from the current year:

$$\hat{\psi}_q = \hat{\psi}(\theta_q) = \sum_{j=1}^n P_j(\theta_q; a_j, b_j, c_j),$$

$$\hat{\psi}_q^* = \hat{\psi}(\theta_q) = \sum_{j=1}^n P_j\left(\theta_q; \frac{a_j}{M_1}, M_1 b_j + M_2, c_j\right).$$

The TCC method determines the scaling constants (multiplicative -- M1 and additive -- M2) by minimizing the following quadratic loss function (F):

$$F = \frac{1}{N} \sum_{q=1}^N (\hat{\psi}_q - \hat{\psi}_q^*)^2$$

where N is total number of quadrature points.

All anchor items are MC items. Anchor items are rotated in and out of use each year, to the degree possible, to minimize item over-exposure. Anchor items are placed in approximately the same location or same third of the test form across administrations. Anchor item a and b parameters are calibrated separately for each administration. The number and representativeness of the anchor items relative to the overall test and blueprints is provided in Tables 1–4. The blueprint should be proportionally represented in the anchor sets.

Because Composition prompts are so few, the “items” or scores from each of the Writing rubrics were linked to the Reading scale by first matching students’ Reading and Composition item-level scored responses. The Reading operational MC items were treated as anchors and the Stocking and Lord common-item linking procedure was conducted.

Once calibrated, the anchor item set is carefully reviewed to ensure that it is performing very similarly in both current and reference (prior) year. These standard CTB Research team quality checks are followed during calibration and equating analyses for all grades. Additional anchor item checks were conducted for items flagged in any of the following verifications, which were performed to ensure the quality and accuracy of the equating:

1. Correlation coefficients for the two sets of estimated IRT item parameters (reference and operational form) should be very high (0.90–1.00). Specifically, differential item performance between the 2013 and 2014 administrations was evaluated by comparing the correlations between the reference and new form item difficulty (b parameter), discrimination (a parameter), and proportion correct (p -value) values after linking. IRT guessing (c) parameters typically fluctuate considerably and were held to fixed values during linking and were not considered in this evaluation. The correlations are shown in

Table 12 for the discrimination (a) and difficulty (b) parameters and are moderate to high, ranging from 0.74 to 0.95 for a parameters (0.71–0.96 in 2013) and from 0.90 to 0.99 for b parameters (0.89–0.99 in 2013). For several grades, the 2014 correlations are slightly lower than 2013, but these values are within the acceptable range that we typically see in large scale assessments. These correlations indicate that the items performed similarly in the two administrations and provide evidence that the linking results are reasonable and accurate.

2. Reference and linked item parameters and TCCs should be closely aligned. The TCCs are reviewed after each linking cycle for each grade and content area. Further, statistical differences were evaluated with four difference statistics: root mean squared difference, mean absolute difference, maximum absolute difference, and the absolute value of the mean signed difference.
3. The scaling constants, or Stocking-Lord linear transformation parameters, should be fairly stable across administrations. There are two constants, a multiplicative constant (M1) and an additive constant (M2). Because PARDUX calibrations center the IRT scale close to the average proficiency of the test takers, the magnitude of the 2013–2014 differences in these scaling constants indicates the degree of differences in average difficulty of the reference and new test form administrations. The scaling constants from the 2014 administration along with constants across the 2007—current years of the DC CAS administration and scales are provided in Table 13.
4. P -values for the estimated new form and the reference form should be similar and aligned on a regression line, showing the same direction and magnitude of change as do the scale scores. The correlations of the anchor item p -values in Table 12 are highly correlated, ranging from 0.92 to 0.99 (0.87–0.99 in 2013) for all grades and content areas. The 2014 correlations are higher than 2013 (> 0.92). This is an indication that the anchor items performed better in the examinee populations in 2014 compared to 2013.

Once the tests are linked, final parameter tables are developed into scoring tables, from which each student's scale score is derived. Examinee scale scores are estimated for DC CAS using number correct scoring.

Establishing Upper and Lower Bounds for the Grade Level Scales

Upper and lower bound scale scores are called the lowest obtainable scale score (LOSS) and highest obtainable scale score (HOSS). A maximum likelihood procedure cannot produce scale score estimates for students with perfect scores or scores below the level expected from guessing. Also, while maximum likelihood estimates are available for students with extreme scores other than zero or perfect scores, occasionally these estimates have standard errors of measurement that are very large, and differences between these extreme values have very little meaning. Therefore, scores are established for these students based on a rational but necessarily non-maximum likelihood procedure.

For the DC CAS, LOSS and HOSS were set to be equal at the same grade for each content area. For example, the Grade 3 LOSS and HOSS are 300 and 399, respectively, for Reading and Mathematics and the Grade 5 LOSS and HOSS are 500 and 599, respectively, for Reading, Mathematics, and Science. These values were established on the 2006 base scale for Reading and Mathematics, the 2008 base scale for Science/Biology, the 2011 base scale for

Reading Grade 9, the 2012 base scale for Reading and Mathematics Grade 2, and the 2012 base scale for Composition. These values remain constant from year to year. The LOSS and HOSS for all grades are provided in Table 14.

Reliability Coefficients

Total test reliability statistics measure the level of consistency (reliability) of performance over all test questions in a given form, the results of which imply how well the questions measure the content domain and could continue to do so over repeated administrations. Total test reliability coefficients (in this case measured by Cronbach's alpha [α ; 1951]) may range from 0 to 1, where 1 refers to a perfectly reliable test. The DC CAS reliability data are based on DC students in the calibration sample with an average sample size of approximately 4,500 students per grade/content. For Reading and Mathematics Grade 2, the reliability statistics are based on approximately 1,000 students each due to a reduced population taking the test this year.

The total test reliabilities of the operational forms were evaluated first by Cronbach's α index of internal consistency. The estimate for Cronbach's α is:

$$\hat{\alpha} = \frac{k}{k-1} \left(1 - \frac{\sum \hat{\sigma}_j^2}{\hat{\sigma}_x^2} \right), \quad (8.1)$$

where k is the number of items on the test form, $\hat{\sigma}_j^2$ is the variance of item j , and $\hat{\sigma}_x^2$ is the total test variance.

The stratified coefficient alpha is an internal consistency score reliability index. It measures the internal consistency of a test that contains both MC and CR items. The stratified alpha treats the MC and CR sections as separate subtests, estimates the reliability of the two subtests, and combines those estimates to estimate total test score internal consistency.

The Feldt-Raju index is a third index of internal consistency. It is also designed for mixed-format tests. Unlike the stratified alpha, the Feldt-Raju corrects the underestimation of Cronbach's alpha, which assumes that tests are parallel in classical test theory terms; mixed format tests are more appropriately assumed to be congeneric.

As a rule of thumb, reliability coefficients for test scores that are equal to or greater than 0.80 are considered acceptable for tests of moderate lengths. All of the reliability indices calculated provide evidence that these tests are performing as expected and that they support inferences about what students know and can do in relation to the content knowledge and skills that the tests target.

Standard Errors of Measurement

Whereas reliability coefficients indicate the degree of consistency in test scores, the standard error of measurement (SEM) indicates the degree of unreliability in test scores. The standard error is an estimate of the standard deviation of observed scores to expect if an examinee were retested under unchanged conditions. Conditional standard deviations of observed scores can be found for each score level. The conditional estimate of measurement error increases as the number of items that coincide with examinees' levels of performance decreases. Generally, there are few students with extreme scores; these score levels are measured less accurately than

moderate scores. If all of the items are very difficult or very easy for examinees, the error of measurement will be larger than when the items' difficulties are distributed across the ability levels of the students being tested.

In addition to classic internal consistency reliability coefficients, the SEM based on IRT is also provided as reliability evidence for the DC CAS scores. The IRT SEM provides conditional standard errors that are specific to each scale score. These standard errors were estimated as a function of the scale scores using IRT. Accuracy of measurement is especially important when applied to individual scores. The IRT-based SEM indicates the expected standard deviation of observed scores if an examinee at a specific level of ability were tested repeatedly under unchanged conditions.

Proficiency Level Analyses

One of the cornerstones of the NCLB Act (US DOE, 2002) is the measurement of Adequate Yearly Progress (AYP) for states with respect to the percentage of students at or above the academic performance standards established by states. Because of a heavy emphasis on moving all students to or above the "Proficient" category by the year 2014, the consistency and accuracy of the classification of students into these proficiency categories is of particular interest. The statistical quality of cut scores that define the proficiency levels in which students are placed per their performance serves as additional validity evidence. Details about the standard setting workshops and Bookmark Standard Setting Procedure used to set the cut scores are given in the DC CAS Cut Score Setting Technical Report (CTB/McGraw-Hill, 2012). It may be useful to note that the Bookmark procedure (Mitzel, Lewis, Patz, & Green, 2001) is a well-documented and highly regarded procedure that has been demonstrated by independent research to produce reasonable cut scores on tests across the country.

It is also important to review the specific scale score SEM for each cut score. Comparison of these SEMs to the SEMs associated with other DC CAS scale scores for each test should almost always be among the lowest, meaning that the DC CAS tests tend to measure most accurately near the cut score. This is a desirable quality when cut scores are used to classify examinees.

Classification Consistency

Not only is it important that the amount of measurement error around the cut score be minimal, also important is the expected consistency with which students would be classified into performance levels if given the test over repeated occasions. Classification consistency, or decision consistency, is defined as the extent to which the classifications of examinees agree on the basis of two independent administrations of a test or administration of two parallel test forms. However, it is practically infeasible to obtain data from repeated administrations of a test because of cost, time, and students' recall and growth of the first administration. Therefore, a common practice is to estimate decision consistency from one administration of a test.

Classification Accuracy

Classification accuracy, or decision accuracy, is defined as the extent to which the actual classifications of test-takers based on observed test scores agree with classifications that would be made on the basis of their true scores (Livingston & Lewis, 1995). It is common practice to estimate decision accuracy using a psychometric model to estimate true scores that correspond to observed scores as the basis for estimating classification accuracy. In other words, classification

consistency refers to the agreement between two observed scores, while classification *accuracy* refers to the agreement between the observed score and the estimated true score.

A straightforward classification consistency estimation can be expressed in terms of a contingency table representing the probability of a particular classification outcome under specific scenarios. For example, the table below is a contingency table of (H+1) rows \times (H+1) columns, where H is the number of cut scores, such that two cut scores yield a 3 \times 3 contingency table.

Example of Contingency Table with Two Cut Scores

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Sum</i>
<i>Level 1</i>	P_{11}	P_{21}	P_{31}	$P_{.1}$
<i>Level 2</i>	P_{12}	P_{22}	P_{32}	$P_{.2}$
<i>Level 3</i>	P_{13}	P_{23}	P_{33}	$P_{.3}$
<i>Sum</i>	$P_{1.}$	$P_{2.}$	$P_{3.}$	1.0

Hambleton and Novick (1973) proposed P as a measure of classification consistency, where P is defined as the sum of the diagonal values of the contingency table (shaded above):

$$P = P_{11} + P_{22} + P_{33}.$$

To account for statistical chance agreement, Swaminathan, Hambleton, & Algina (1974) suggested using Cohen's kappa (1960):

$$\text{kappa} = \frac{P - P_c}{1 - P_c},$$

where P_c is the chance probability of a consistent classification under two completely independent assignments. This probability, P_c , is the sum of the probabilities obtained by multiplying the marginal probability of the first administration and the corresponding marginal probability of the second administration:

$$P_c = (P_{1.} \times P_{.1}) + (P_{2.} \times P_{.2}) + (P_{3.} \times P_{.3}).$$

Kolen and Kim (2005) suggested a method for estimating consistency and accuracy that involves the generation of item responses using item parameters based on the IRT model (see also Kim, Choi, Um, & Kim, 2006, as well as Kim, Barton, & Kim, 2008). Two sets of item responses are generated using a set of item parameters and an examinee's ability distribution from a single test administration.

CTB used the KKCLASS program (Kim, 2007) to calculate these statistics on the 2014 DC CAS results. The KKCLASS program implements an IRT-based procedure that is consistent with DC CAS IRT scaling and scoring. The procedure is described below.

Step 1: Obtain item parameters and ability distribution weights ($\hat{g}(\theta_q)$) at each quadrature point q from a single test.

Step 2: Compute two raw scores at each quadrature point. At a given quadrature point

θ_q , simulate two sets of item responses using the item parameters from a test form, assuming that the same test form was administered twice to an examinee with the true ability θ_q .

Step 3: Construct a classification matrix at each quadrature point. Determine the joint event for the cells in the contingency table using the raw scores obtained from Step 2.

Step 4: Repeat Steps 2 and 3 R times and get average values over R replications.

Step 5: Multiply distribution weight ($\hat{g}(\theta_q)$) by average values in Step 4 for each quadrature point, and sum across all quadrature points. From this final contingency table, classification consistency indices, such as consistency agreement and kappa, can be computed.

Step 6: Because examinees' abilities are estimated at each quadrature point, this quadrature point can be considered the true score. Therefore, classification accuracy is computed using both examinees' estimated abilities (observed scores) and quadrature point (true score).

Table 11. DC CAS 2014 Numbers of Operational Items Flagged for Poor Fit During Calibration

Content	Grade	Flagged for Poor Fit
Reading	2	3
	3	0
	4	0
	5	1
	6	0
	7	0
	8	2
	9	1
	10	1
Mathematics	2	0
	3	1
	4	0
	5	2
	6	2
	7	2
	8	0
	10	3
Science/Biology	5	0
	8	2
	High School	2
Composition	4	0
	7	1
	10	2

Table 12. Correlations Between the Item Parameters for the Reference Form and 2014 DC CAS Operational Test Form

Grade	Discrimination (a)	Difficulty (b)	P-Value Correlation
Reading			
2	0.77	0.98	0.98
3	0.78	0.97	0.97
4	0.89	0.91	0.94
5	0.91	0.98	0.98
6	0.82	0.90	0.92
7	0.93	0.96	0.97
8	0.82	0.94	0.95
9	0.88	0.99	0.99
10	0.93	0.94	0.95
Mathematics			
2	0.75	0.96	0.97
3	0.92	0.99	0.98
4	0.93	0.99	0.99
5	0.93	0.97	0.99
6	0.92	0.96	0.97
7	0.74	0.92	0.97
8	0.82	0.99	0.99
10	0.84	0.99	0.99
Science/Biology			
5	0.95	0.99	0.99
8	0.87	0.99	0.99
High School	0.88	0.98	0.98

Table 13. Scaling Constants Across Administrations, All Grades and Content Areas

Grade	2007		2008		2009		2010		2011		2012		2013		2014	
	Mult	Add	Mult	Add	Mult	Add	Mult	Add	Mult	Add	Mult	Add	Mult	Add	Mult	Add
Reading																
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11.96	245.18	10.50	244.57
3	10.40	352.60	10.70	354.00	10.70	353.10	14.30	349.60	13.60	350.40	13.09	349.66	13.31	351.27	13.90	351.33
4	11.80	451.20	11.70	453.30	12.40	453.40	13.40	451.60	13.50	451.10	12.22	453.49	11.97	454.99	12.58	454.24
5	11.40	552.20	11.30	554.90	11.40	553.70	12.40	553.20	12.20	554.20	12.23	555.64	10.95	555.85	10.72	555.63
6	10.80	652.10	10.40	652.90	10.40	653.00	11.40	651.60	11.20	652.70	11.39	652.04	12.17	651.49	11.56	652.89
7	10.40	751.30	10.40	752.70	10.20	754.70	11.50	754.30	11.60	754.30	11.55	755.52	11.05	757.47	10.66	757.27
8	11.10	851.80	10.40	853.80	11.10	853.50	12.30	854.60	12.00	856.90	11.75	855.29	11.38	856.60	10.35	856.95
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.50	950.00	13.85	948.32	13.27	951.81	13.87	951.74
10	11.30	954.50	10.90	953.40	10.70	954.10	12.10	952.10	13.00	955.60	12.60	954.87	13.16	954.91	12.91	954.96
Mathematics																
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11.07	253.82	9.54	254.76
3	14.50	353.90	16.20	354.00	17.30	357.00	16.70	352.40	17.30	353.80	15.87	353.15	16.15	355.66	15.45	360.27
4	14.10	452.10	13.20	456.40	14.10	457.90	13.80	455.10	14.10	455.10	13.68	457.78	14.09	459.90	15.24	460.47
5	14.10	552.20	14.80	555.90	15.10	556.40	14.20	556.80	14.70	557.00	14.62	558.84	14.13	560.31	14.60	559.88
6	13.40	647.30	14.50	649.80	14.30	650.10	14.30	650.30	14.20	652.40	14.36	652.35	15.91	653.87	15.98	652.52
7	13.70	746.90	13.40	750.00	14.60	751.00	15.10	751.20	14.50	753.60	15.02	754.39	14.90	754.49	14.72	754.29
8	13.00	844.80	12.50	847.40	12.90	848.50	13.50	848.60	13.00	851.60	13.08	851.59	12.97	855.54	13.92	853.86
10	15.50	945.20	16.90	945.40	16.70	947.30	16.50	944.30	16.20	948.00	16.25	948.32	16.72	947.84	15.19	950.38
Science/Biology																
5	N/A	N/A	8.00	550.00	8.70	549.90	9.10	549.20	9.20	549.40	8.91	550.22	8.99	550.33	9.09	550.99
8	N/A	N/A	8.00	850.00	8.90	851.00	9.40	851.90	9.40	852.90	9.52	852.86	8.70	853.34	8.79	853.66
High School	N/A	N/A	8.00	950.00	7.70	946.60	7.50	949.50	7.80	949.90	8.36	950.88	8.65	949.62	8.66	950.33
Composition																
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12.78	452.38	12.19	454.07	12.90	453.76
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11.34	754.68	10.84	756.66	10.39	756.56
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.11	952.72	13.15	953.82	12.87	954.33

Table 14. LOSS and HOSS for Relevant Grades in Reading, Mathematics, Science/Biology, and Composition

Grade	LOSS	HOSS
2	200	299
3	300	399
4	400	499
5	500	599
6	600	699
7	700	799
8	800	899
9	900	999
10	900	999

Section 7. Standard Setting

This section contains information relevant to the *Standards and Assessments Peer Review Guidance*, Critical Elements 2.1, 2.2, and 2.3:

2.1

Has the State formally approved/adopted challenging academic achievement standards in Reading/Language Arts and Mathematics for each of Grades 3 through 8 and for the 10–12 grade range? These standards were to be completed by school year 2005–2006.

2.2

Has the State formally approved/adopted academic achievement descriptors in Science for each of the grade spans 3–5, 6–9, and 10–12 as required by school year 2005–2006?

2.3

1. Do these academic achievement standards (including modified and alternate academic achievement standards, if applicable) include for each content area--

(a) At least three levels of achievement, including two levels of high achievement (proficient and advanced) that determine how well students are mastering a State’s academic content standards and a third level of achievement (basic) to provide information about the progress of lower-achieving students toward mastering the proficient and advanced levels of achievement; and

(b) Descriptions of the competencies associated with each achievement level; and

(c) Assessment scores (“cut scores”) that differentiate among the achievement levels and a rationale and procedure used to determine each achievement level?

The DC CAS cut scores associated with each of the four proficiency levels (*Below Basic*, *Basic*, *Proficient*, *Advanced*) for each grade and content area were set using content, statistical, and policy-based standard setting processes. The content and related statistics were reviewed through standard setting workshops conducted with DC teachers, and the resulting cut score recommendations were provided to the DC Technical Advisory Council and OSSE for review and approvals.

Standard settings were conducted to determine cut scores in 2006 for Reading and Mathematics Grades 3–8 and 10; in 2008 for Science Grades 5, 8, and High School Biology; in 2011 for Reading Grade 9; in 2012 for Reading and Mathematics Grade 2 and Composition Grades 4, 7, and 10. Additional standard setting activities were conducted for Reading in 2012 and for Mathematics in 2013, but they did not result in changes to the cut scores. These standard settings are summarized in this section.

The Bookmark Standard Setting Procedure (BSSP; Lewis, Mitzel, & Green, 1996; Lewis, Mitzel, Mercado, & Schultz, 2012) was implemented to establish performance standards for DC CAS Reading, Mathematics, and Science/Biology. The Reading and Mathematics Grades 3–8 and 10 cut scores were established in 2006, and the Science/Biology cut scores were established in 2008. Cut scores for Grade 2 Reading and Mathematics were established in 2012. In 2012 and 2013, DC educators reviewed the cut scores for the Reading and Mathematics assessments, respectively; however, the cut scores for the Reading and Mathematics tests were not adjusted from the values established in 2006.

The 2006 standard setting workshops for Mathematics and Reading lasted four-and-a-half days, with the morning of the first day devoted to orientation and bookmark training, two-and-a-half days to standard setting, and one-and-a-half days to description writing. Participants recommended three cut scores at the Basic, Proficient, and Advanced levels, which would separate students into four performance levels: Below Basic, Basic, Proficient, and Advanced. Participants engaged in training, discussion, and three rounds of bookmark placements. The table leaders reviewed the participant-recommended cut scores and associated impact data and suggested changes to promote cross-grade articulation. Impact data are the percentages of students who are classified in each performance level based on the recommended cut scores.

The Judgmental Policy Capturing procedure (Jaeger, 1995) was implemented to set standards for the Composition assessments in Grades 4, 7, and 10 in 2012. Judgmental Policy Capturing is a rubric-centered, content-based method that has been used in recent years to establish performance standards on unscaled assessments (see Jaeger, 1995; Perie, 2007; Roeber, 2002). During the one-and-a-half-day procedure, DC educators were trained to examine the DC CAS scoring rubrics and to consider the knowledge and skills associated with the attainment of each successive score level. Two separate rubrics were used to score the Composition tests: students received 0–6 points for Topic Development, and 0–4 points for Standard English Conventions. A third rubric for Composition, Literary Analysis (0–4 points), was also used to score students' responses; however, scores from this rubric did not contribute to students' total scores in 2012. Participants studied these scoring rubrics, the DC CAS content standards, and performance level descriptions and discussed their expectations of the knowledge and skills students must have in order to associate a score level with a performance level for each writing prompt.

The cut score recommendations from the committees for all content areas and grades were reviewed by the DC CAS Technical Advisory Committee and DCPS in 2006 and 2012 and by OSSE in 2008 and 2012. Certain cut scores were adjusted each time to achieve articulated standards and impact data. The DC Board of Education approved these cut scores in 2006 and 2008, and the OSSE approved the cut scores for Composition and for Grade 2 Reading and Mathematics in 2012.

Reading and Mathematics Cut Score Reviews

In 2012 and 2013, the OSSE sponsored cut score reviews for Reading Grades 3–10 and for Mathematics Grades 3–8 and 10, respectively. The purpose of these cut score reviews was to determine whether the cut scores for the assessments should be adjusted to reflect changes to the tests and content standards.

For Reading Grades 3–10, the Bookmark Standard Setting Procedure (BSSP; Lewis, Mitzel, & Green, 1996; Lewis, Mitzel, Mercado, & Schulz, 2012) was implemented to review the cut scores. The workshop lasted one-and-a-half days.

Participants engaged in training, discussion, and two rounds of bookmark placements. Participants reviewed the existing cut scores and recommended adjustments for content-based reasons. Participants also adjusted the performance level descriptions (PLDs) to improve their clarity and alignment with the tested content.

For Mathematics Grades 3–8 and 10, a two-phased standard setting process was conducted using a content sorting methodology modeled after the Yes/No modified Angoff procedure (Plake & Cizek, 2012), followed by a Briefing Book workshop (Haertel, Beimers & Miles, 2012). In the

first phase, participants studied the test items and made content-based recommendations regarding the knowledge, skills, and abilities that could be mastered by students in each performance level. These participants then recommended adjustments to the PLDs to improve their clarity and alignment with the tested content. In the second phase, a smaller committee reviewed the cut scores recommended by the first committee in light of students' actual performance on the Mathematics tests. The second committee then reviewed the consistency of the cut scores across grades and recommended adjustments to the cut scores to improve that consistency.

Final, Approved DC CAS Cut Scores

The cut score recommendations from the 2012 and 2013 cut score review committees were reviewed by staff from the OSSE in those respective years. In addition, the OSSE reviewed the impact data associated with the recommended cut scores: impact data are the percentages of students classified in each performance level, based on the cut scores. The Reading cut scores from the 2012 committee, as recommended by District of Columbia educators, were reviewed by the Technical Advisory Committee and approved by the OSSE in August 2012.

After the 2013 cut score review, OSSE determined that the cut scores established in 2006 for the tests in Reading Grades 3–10 and Mathematics Grades 3–8 and 10 were still appropriate for DC CAS and that no change to the cut scores was warranted. Accordingly, those existing cut scores remained in place and were applied to the tests administered in Spring 2013. (Note that the Reading cut scores recommended during the 2012 cut score review were not implemented in Spring 2012; accordingly, the cut scores for Reading Grades 3–10 were never adjusted operationally from those established in 2006.) For transparency, OSSE released information about the cut scores recommended during the 2012 and 2013 cut score reviews, including the potential impact data associated with those recommended cut scores, in Summer 2013.

The standard setting technical reports summarize procedures and results of the 2012 and 2013 cut score reviews. The reports include round-by-round synopses, agendas, training materials, and the recommended cut scores. See District of Columbia Comprehensive Assessment System (DC CAS) Standard Setting Technical Report 2012 (CTB/McGraw-Hill, 2012) and the District of Columbia Comprehensive Assessment System (DC CAS) Cut Score Review Technical Report 2013 (CTB/McGraw-Hill, 2013).

Table 15 shows the final, approved cut scores for the DC CAS program.

Table 15. Final Cut Score Ranges

Reading				
Grade	Below Basic	Basic	Proficient	Advanced
2	200 – 231	232 – 245	246 – 263	264 – 299
3	300 – 338	339 – 353	354 – 372	373 – 399
4	400 – 438	439 – 454	455 – 471	472 – 499
5	500 – 539	540 – 555	556 – 572	573 – 599
6	600 – 639	640 – 654	655 – 671	672 – 699
7	700 – 738	739 – 755	756 – 767	768 – 799
8	800 – 839	840 – 855	856 – 869	870 – 899
9	900 – 930	931 – 949	950 – 959	960 – 999
10	900 – 939	940 – 955	956 – 969	970 – 999
Mathematics				
Grade	Below Basic	Basic	Proficient	Advanced
2	200 – 243	244 – 254	255 – 267	268 – 299
3	300 – 339	340 – 359	360 – 375	376 – 399
4	400 – 442	443 – 457	458 – 473	474 – 499
5	500 – 542	543 – 559	560 – 574	575 – 599
6	600 – 635	636 – 653	654 – 667	668 – 699
7	700 – 735	736 – 751	752 – 769	770 – 799
8	800 – 835	836 – 849	850 – 867	868 – 899
10	900 – 932	933 – 950	951 – 970	971 – 999
Science/Biology				
Grade	Below Basic	Basic	Proficient	Advanced
5	500 – 540	541 – 552	553 – 563	564 – 599
8	800 – 848	849 – 855	856 – 867	868 – 899
High School	900 – 945	946 – 951	952 – 965	966 – 999
Composition				
Grade	Below Basic	Basic	Proficient	Advanced
4	400 – 443	444 – 455	456 – 469	470 – 499
7	700 – 743	744 – 755	756 – 766	767 – 799
10	900 – 942	943 – 954	955 – 966	967 – 999

Section 8. Evidence for Reliability and Validity

This section contains information relevant to *Standards and Assessments Peer Review Guidance*, Critical Elements 4.1, 4.2, and 4.3:

4.1

For each assessment, including all alternate assessments, has the State documented the issue of **validity** (in addition to the alignment of the assessment with the content standards), as described in the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1999), with respect to all of the following categories:

- (a) Has the State specified the purposes of the assessments, delineating the types of uses and decisions most appropriate to each?
- (c) Has the State ascertained that the scoring and reporting structures are consistent with the sub-domain structures of its academic content standards (i.e., are item interrelationships consistent with the framework from which the test arises)?
- (e) Has the State ascertained that test and item scores are related to outside variables as intended (e.g., scores are correlated strongly with relevant measures of academic achievement and are weakly correlated, if at all, with irrelevant characteristics, such as demographics)?

4.2

For each assessment, including all alternate assessments, has the State considered the issue of **reliability**, as described in the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1999), with respect to all of the following categories:

- (a) Has the State determined the reliability of the scores it reports, based on data for its own student population and each reported subpopulation? *and*
- (b) Has the State quantified and reported within the technical documentation for its assessments the conditional standard error of measurement and student classification that are consistent at each cut score specified in its academic achievement standards? *and*
- (c) Has the State reported evidence of generalizability for all relevant sources, such as variability of groups, internal consistency of item responses, variability among schools, consistency from form to form of the test, and inter-rater consistency in scoring?

4.3

Has the State ensured that its assessment system is fair and accessible to all students, including students with disabilities and students with limited English proficiency, with respect to each of the following issues:

- (c) Has the State taken steps to ensure fairness in the development of the assessments?

Reliability

Reliability refers to the degree to which students' scores are free from multiple occasion effects and provides a measure of consistency. In other words, reliability helps to describe how consistent students' performances would be if given the assessment over multiple occasions. The degree of score reliability that is required for an interpretation of an individual student's test score must be

carefully considered. Individual score reliability is estimated using internal consistency coefficients that are computed on all student responses in each grade and content area of the DC CAS. They are computed using the operational items administered to all students in a grade and content area.

Validity

The collection of reliability sources of evidence is a necessary precursor to establishing evidence of validity. How the scores are ultimately used is a key component to validity evidence, such that the trustworthiness of the scores is well established. As noted in the introduction, test validation is an ongoing process of gathering evidence from many sources to evaluate the trustworthiness of the desired score interpretation or use. This evidence is provided throughout this technical report specific to procedures and processes that support the integrity of the content of the test, test development, blueprints, alignment, scoring and rater reliability, psychometric analyses (item analyses, scaling, linking, and comparative analyses across administrations), and student-level performance results.

Item Level Evidence

Classical Item Statistics

DC CAS operational and field test items are all reviewed for statistical accuracy and quality. Table 16 summarizes item level classical statistics for operational and field test items. For MC items, proportion correct (adjusted p -values) is reported. For CR items, the adjusted p -value is calculated as the mean score across all students divided by the maximum number of score points possible. Note omitted responses are ignored in the adjusted p -value computation and all p -values are adjusted in this report hereafter. On average, the collection of operational items on a test ranged from moderately difficult (p -value mean of 0.38 for Mathematics Grade 10) to moderately easy (p -value mean of 0.73 for Grade 2 Mathematics). Tables in Appendix C display the item difficulty for each item at each grade. With respect to field test items, a test ranged from difficult (p -value mean of 0.34 for Mathematics Grade 10) to moderately easy (p -value mean of 0.59 for Mathematics Grade 2). The weighted p -value means (weighted by CR scores) are also provided in Table 16. The weighted p -value means can be slightly lower than non-weighted means because CR item p -values are lower than most MC item p -values (see Appendix C).

The mean item-total correlation for each content area and grade for operational and field test items is shown in Table 16. The operational test form correlations range from 0.38 to 0.45 (Reading); from 0.33 to 0.46 (Mathematics); from 0.30 to 0.34 (Science/Biology); and from 0.62 to 0.70 (Composition). Field test form correlations range from 0.32 to 0.40 (Reading); from 0.26 to 0.44 (Mathematics); and from 0.27 to 0.34 (Science/Biology).

Table 16 also displays the mean item omit rates calculated across students for each grade and content area. CTB flags items when more than 5% of students omit an item. Flagged items are reviewed to ensure that they are appropriate for examinees in the tested grade. In addition, omitted items near the end of the test are reviewed as not reached items to ensure the administration conditions, such as testing time and accurate printing and scanning. Overall, the omit rates are low. The largest mean percentage omit rate is 2.36 % in Reading Grade 9. All of the not reached rates are less than 1% except for Reading Grade 9 (1.30%), Composition Grade 7 (1.22%), and Composition Grade 10 (2.30%), indicating that the students were provided with ample time to complete the DC CAS tests.

Inter-Rater Reliability

The DC CAS CR questions require a response composed by the examinee, usually in the form of one or more sentences, where the ideas expressed are scored as correct, partially correct, or incorrect. Since the ideas rather than the specific written expressions are scored, the response cannot be scored by applying a clerical key. Raters use judgment to determine whether the ideas expressed match those described in a scoring guide. In other words, raters interpret what the student has written. In order to minimize the difference in interpretations that raters make, raters are required to have certain hiring qualifications and on-site training using examples of responses that match and do not match the desired answers. Even so, the match between a student's response and the scoring guide description of a correct response is a matter of degree.

The inter-rater reliabilities of CR items rely heavily on the solid and consistent training of the hand-scorers, as was described in Section 5. Statistical data are presented in terms of the kappa and intraclass correlations as ways to measure the consistency (reliability) of the scores. Tables 17–20 provide the relevant operational inter-rater reliability statistics. In general, the values are within acceptable limits. The lowest operational statistics fall on one item in Reading that presents an intraclass correlation statistic of 0.79 and a kappa statistic of 0.58. Intraclass correlations for all operational Reading items range from 0.79 to 0.97 with a mean of 0.88; from 0.85 to 0.99 with a mean of 0.95 in Mathematics; from 0.87 to 0.96 with a mean of 0.93 in Science/Biology; and from 0.80 to 0.88 with a mean of 0.85 in Composition. Kappa statistics range from 0.58 to 0.93 with a mean of 0.77 in Reading; from 0.70 to 0.98 with a mean of 0.91 in Mathematics; from 0.74 to 0.93 with a mean of 0.86 in Science/Biology; and from 0.60 to 0.77 with a mean of 0.71 in Composition. These operational values are within acceptable limits.

Tables 21–23 provide the relevant field test inter-rater reliability statistics. In general, the values are within acceptable limits. The lowest field test statistics fall on one item in Reading that presents an intraclass correlation statistic of 0.74 and a kappa statistic of 0.47. Intraclass correlations for all field test Reading items range from 0.74 to 0.98 with a mean of 0.89; from 0.91 to 0.99 with a mean of 0.95 in Mathematics; and from 0.83 to 0.95 with a mean of 0.90 in Science/Biology. Kappa statistics range from 0.47 to 0.96 with a mean of 0.78 in Reading; from 0.82 to 0.98 with a mean of 0.89 in Mathematics; and from 0.65 to 0.90 with a mean of 0.79 in Science/Biology. These field test values are within acceptable limits.

Differential Item Function

Differential item function (DIF) analyses were conducted for all grades and content areas for gender and race/ethnicity. DIF analyses were conducted with at least 400 cases for reference groups and 200 cases for focal groups to provide data adequate for Mantel-Haenszel DIF analysis procedures, which require subdividing each comparison group based on total test raw scores.

Tables 24–27 summarize the 2014 DIF analysis results for operational items, and Tables 28–30 for field items. Positive flags indicate DIF that favors the focal group. Statistics with fewer than 200 focal group examinees and 400 reference group examinees are not calculated for these analyses to provide appropriate subgroup comparisons. Recall that A corresponds to no DIF, B to moderate DIF, and C to considerable DIF. Modest numbers of MC and CR items were flagged for DIF at levels B and C. The majority of items flagged for DIF were in race/ethnicity comparisons; many of those were positive values that indicated DIF that favored the focal group (e.g., Hispanic and White students).

Overall, the number of operational items flagged for DIF was moderate. For example, the total of 135 Reading item flags for DIF represents 11.4% of the 1,184 flagging opportunities in Reading; the total of 130 item flags in Mathematics for DIF represents 11.0% of the 1,176 flagging opportunities in Mathematics; the total of 31 Science/Biology item flags for DIF represents 7.8% of the 400 flagging opportunities in Science/Biology; and the total of 6 Composition item flags for DIF represents 22.2% of the 27 flagging opportunities in Composition.

The number of field test items flagged for DIF was moderate. For example, the total of 61 Reading item flags for DIF represents 9.0% of the 676 flagging opportunities in Reading; the total of 52 item flags in Mathematics for DIF represents 9.6% of the 539 flagging opportunities in Mathematics; and the total of 9 Science/Biology item flags for DIF represents 4.6% of the 196 flagging opportunities in Science/Biology. There were no field test items for Composition.

Test and Strand Level Evidence

Operational Test Scores

Operational test level raw score and scale score means and standard deviations for the District are provided in Table 31, along with the test level reliability coefficients, including Cronbach's alpha, stratified coefficient alpha, and Feldt-Raju. The scale score and raw score means and standard deviations are consistent across grades within content area. The reliabilities all show high levels of internal consistency, with reliabilities all greater than 0.86. Subgroup performance and total test reliabilities are provided in Appendix D.

Similarly, the content strand item number, weighted p -value means, p -value means, standard deviations, and reliabilities are provided for each grade and content area in Tables 32–35. Teachers and educational decision makers frequently want diagnostic information that can be used to inform instructional strategies within a content area and to help identify student strengths and weaknesses. This information can be derived from student scores on subsets of test questions called content strands (e.g., Reading Informational Text, Geometry, etc.).

Strand Level Scores

The raw score means and standard deviations highlight strands in which students show better or lesser mean performance, and the variability of that performance given the spread represented by the standard deviations. The weighted p -value means are a better indicator of the strand level difficulty, however, given they are not swayed by the number of items in a given strand, as the mean raw score is. Therefore, in Tables 32–35, a review of the weighted p -value means in each strand highlights the strands that tend to be more or less difficult for students. Specifically, the strands that tend to be the most difficult in each content area are Reading Informational Text and Reading Literary Text in Reading; Number and Quantity and Geometry in Mathematics (Grade 10); and in Science—Physical Sciences (Grade 5), Matter and Reactions (Grade 8), and Multicellular Organisms (High School). In Composition, we look to the mean raw scores, noting that Writing Topic Development represents 6 points and other strands represent a single rubric of 4 points each. So the mean raw score for Writing Topic Development looks higher than other strands for Grades 4 and 7. The mean raw scores for Writing Language Conventions is overall higher than that for Understanding Literary or Informational Text in all grades.

In strands where there are very few items, reliabilities are lower, as would be expected. The degree of reliability that is required to interpret these strand scores, as for any test score, must therefore be carefully considered. These coefficients are computed on all valid student responses in each grade

and content area for each content strand. The internal reliability estimates for these strand scores, which include as few as 4 items and as many as 24, range between 0.23 and 0.86.

As an additional measure of internal consistency, correlations have been produced between strands within each grade and content area. These are provided in Tables 36–39. A review of the correlations shows fairly strong relationships amongst strands within a content area. Specifically, in Table 36, the DC CAS 2014 Reading strand and total test correlations for all grades are presented. The Reading strand correlations are moderate to high for all grades.

Table 37 displays the correlations for the DC CAS 2014 Mathematics strand and total test correlations by grade. The correlations are mostly moderate to high. The strand with the lowest correlation between other Mathematics strands is Geometry in Grades 2 through 5, Statistics & Probability in Grades 6, 7, and 8, and Number and Quantity in Grade 10. Geometry and Statistics & Probability also tend to have the lowest correlations with the Mathematics total raw score at most grades. This is due in part to the smaller number of items used to measure Geometry and Statistics & Probability in relation to the rest of the content strands.

In Table 38, the DC CAS 2014 Science/Biology strand and total test correlations for all grades are presented. The correlations are moderate to high.

The DC CAS 2014 rubric score and total Composition test correlations for all grades are presented in Table 39. The correlations between the Content Strand scores are moderate to high, suggesting that each rubric assesses somewhat different composing skills, as intended. The correlations between the rubric scores and total Composition scores are overall high, as expected.

Standard Errors of Measurement

Standard errors of measurement (SEMs) indicate the degree of unreliability in the test scores, and conditional SEMs specific to each scale score provide further evidence. Tables 40–43 list the number correct to scale score values, along with their associated IRT SEM values. It is most important to review these at the cut scores that differentiated students by proficient level. The cut score SEMs range from 3 to 7 for Reading, 3 to 15 for Mathematics, 2 to 6 for Science/Biology, and 5 to 9 for Composition. The lowest SEMs are typically at the “Proficient” cut in most grades and content areas.

Proficiency Level Evidence

Student performance relative to their score is classified into one of four proficiency levels: Below Basic, Basic, Proficient, and Advanced. The categorizations are important for accountability purposes, as well as for teachers, students, and parents to understand the content meaning of the associated scale scores. The percentage of students in each category, referred to as “impact data,” is provided in Table 44. The “overall pass rate” represents the combined impact data of the two upper levels, Proficient and Advanced, and is often the sum percentage referenced in accountability measures.

Tables 45–48 display the classification consistency and accuracy results for each cut score and across all cut scores for the 2014 DC CAS in Reading, Mathematics, Science/Biology, and Composition. (The same information is provided for each subgroup in the tables in Appendix E). These statistics provide indication of the reliability of the proficiency cut scores, which designate the categories within which student performance would be classified over multiple administrations of the same assessment. The classification consistency statistics can be interpreted like the

correlations, where the closer the statistics are to 1.00, the stronger the reliability. As with other measures of reliability, the statistics are impacted by the number of data points or, in this case, items and score points. Step 2 of the classification consistency calculations rests on the total raw scores. For that reason, the reliabilities for Composition are likely to be lower than the assessments in other content areas, which have higher possible total raw scores/points. What can be seen from the results described, however, is that Composition remains comparable to the other content areas, even with fewer points.

The classification consistency in all grades in Reading, Mathematics, and Science/Biology range from 0.66 to 0.98, and is comparable to that in 2013, which ranged between 0.65 and 0.98. The classification consistency ranged from 0.57 to 0.91 in Composition. The kappa values, which indicate classification consistency beyond chance consistency, represent moderate to substantial consistency levels (Landis & Koch, 1997). The kappa coefficients in Reading, Mathematics, and Science/Biology range between 0.48 and 0.83, which is comparable with the 2013 results (0.45 to 0.82). Kappa coefficients in Composition this year range from 0.42 to 0.70.

The classification accuracy results range from 0.74 to 0.98 in Reading, Mathematics, and Science/Biology. The results are comparable with those in 2013, which ranged between 0.69 and 0.98. In Composition, classification accuracies range from 0.65 to 0.94. These results suggest that the 2014 DC CAS assessments in all content areas classify examinees into DC CAS proficiency levels based on observed test scores with reasonably strong accuracy.

The false positive rates are estimates of the percentages of examinees that are classified into a proficiency level higher than their true proficiency level. The false negative rates are estimates of the percentages of examinees that are classified into a proficiency level lower than their true proficiency level. These are reasonably low false positive and negative rates in absolute terms. It is a policy question as to how much higher or lower false positive rates should be relative to false negative rates. A review of the tables though, shows these rates are quite low, ranging from 0.01 to 0.19 in Composition and from 0.00 to 0.16 in Reading, Mathematics, and Science/Biology.

The magnitude of classification consistency and accuracy measures is influenced by key features of the test design, including the number of items and number of cut scores, score reliability and associated standard errors of measurement, and the locations of the cut scores in relation to the examinee proficiency frequency distributions. The classification consistency and accuracy results observed for 2014 suggest that consistent and accurate performance level classifications are being made for students based on the DC CAS assessments.

Correlational Evidence across Content Areas

Using all scored data, the correlations across the Reading, Mathematics, Science/Biology, and Composition raw scores were calculated as a way of examining evidence of the validity of inferences about student achievement based on relationships between content area tests. This evidence is referred to as evidence of convergent and discriminant validity. The correlations between Reading, Mathematics, Science/Biology, and Composition total raw scores appear in Table 49.

Correlations are somewhat higher in the elementary grades than in the middle and high school grades. Correlations between Reading and Mathematics are 0.68 and higher; correlations of Reading and Mathematics scores with Science/Biology scores are 0.56 and higher; correlations with the Composition total scores are in the range of 0.49 to 0.67. Composition correlations are

relatively lower because Composition scores range from 3 to 14, which restricts variability and covariance. These results are consistent with typical content area correlations for educational achievement tests in these content areas.

These correlations are moderately high. They indicate that approximately 24%–64% of the variability in performance on these separate content area tests can be accounted for by skills and proficiency shared across the content areas (i.e., disregarding measurement error). This observation suggests that approximately one third to three quarters of the performance on each content area assessment can be explained by knowledge, skills, and proficiency that are unique to each content area (i.e., disregarding measurement error).

Table 16. DC CAS 2014 Classical Item Level Statistics

Grade	Operational						Field Test					
	Number of Items	Weighted P-Value Mean	Adjusted P-Value Mean	Mean Item-Total Correlation	Mean Omit Rate	Mean Not Reached Rate	Number of Items	Weighted P-Value Mean	Adjusted P-Value Mean	Mean Item-Total Correlation	Mean Omit Rate	Mean Not Reached Rate
Reading												
2	35	0.60	0.63	0.41	1.74	0.00	34	0.36	0.41	0.32	1.66	0.37
3	48	0.60	0.61	0.45	1.23	0.04	36	0.53	0.57	0.40	1.08	0.26
4	48	0.60	0.61	0.44	0.57	0.05	36	0.46	0.51	0.38	0.83	0.22
5	48	0.60	0.62	0.43	0.51	0.11	36	0.56	0.58	0.39	0.49	0.10
6	48	0.62	0.64	0.41	0.64	0.13	28	0.42	0.45	0.29	0.89	0.41
7	48	0.57	0.59	0.38	0.69	0.23	36	0.48	0.50	0.34	0.87	0.47
8	48	0.60	0.62	0.41	0.86	0.38	36	0.48	0.52	0.32	0.84	0.30
9	48	0.57	0.60	0.44	2.36	1.30	36	0.44	0.48	0.36	2.86	1.63
10	48	0.59	0.62	0.43	1.98	0.99	36	0.49	0.50	0.33	2.18	1.22
Mathematics												
2	42	0.71	0.73	0.40	0.62	0.05	32	0.56	0.59	0.38	1.18	0.18
3	54	0.64	0.65	0.44	1.09	0.05	32	0.52	0.57	0.42	1.54	0.12
4	54	0.60	0.62	0.46	0.51	0.07	32	0.49	0.55	0.44	1.05	0.17
5	54	0.57	0.58	0.45	0.34	0.06	32	0.44	0.46	0.39	0.58	0.10
6	54	0.51	0.52	0.44	0.51	0.17	31	0.45	0.52	0.42	1.02	0.17
7	54	0.47	0.47	0.40	0.70	0.28	32	0.32	0.36	0.32	1.14	0.33
8	54	0.49	0.51	0.41	0.83	0.33	32	0.38	0.41	0.39	1.21	0.38
10	54	0.38	0.38	0.33	2.12	0.85	31	0.30	0.34	0.26	3.57	0.91
Science/Biology												
5	50	0.48	0.48	0.34	0.53	0.21	28	0.47	0.48	0.34	0.80	0.13
8	50	0.43	0.43	0.34	0.99	0.26	28	0.41	0.43	0.32	1.14	0.19
High School	50	0.39	0.40	0.30	1.59	0.61	28	0.34	0.35	0.27	2.50	0.46
Composition												
4	3	0.49	0.50	0.63*	0.92	0.92	N/A	N/A	N/A	N/A	N/A	N/A
7	3	0.52	0.53	0.70*	1.22	1.22	N/A	N/A	N/A	N/A	N/A	N/A
10	3	0.53	0.55	0.62*	2.30	2.30	N/A	N/A	N/A	N/A	N/A	N/A

*Item-total correlations for Composition include the Reading items along with which the Composition prompts were scaled.

Table 17. DC CAS 2014 Operational Inter-Rater Agreement for CR Items: Reading

Grade	Item No.	Score Points	N	Perfect Proportion	Adjacent Proportion	Discrepant Proportion	Intraclass Correlation	Weighted Kappa	Mean Raw Score
2	11	0-3	99	0.68	0.18	0.09	0.85	0.69	0.80
	44	0-3	99	0.61	0.23	0.03	0.93	0.85	1.17
3	15	0-3	539	0.67	0.28	0.01	0.92	0.84	1.67
	36	0-3	539	0.73	0.21	0.04	0.91	0.82	1.03
	47	0-3	539	0.71	0.24	0.03	0.86	0.71	1.11
4	17	0-3	484	0.61	0.29	0.02	0.89	0.77	1.01
	45	0-3	484	0.75	0.21	0.01	0.92	0.83	1.53
	50	0-3	484	0.80	0.15	0.01	0.97	0.93	1.39
5	11	0-3	437	0.56	0.33	0.08	0.86	0.72	1.70
	17	0-3	437	0.71	0.22	0.03	0.92	0.83	1.40
	66	0-3	437	0.63	0.30	0.05	0.88	0.76	1.11
6	5	0-3	468	0.61	0.32	0.03	0.88	0.75	1.73
	32	0-3	468	0.69	0.24	0.03	0.93	0.87	1.33
	39	0-3	468	0.56	0.35	0.02	0.87	0.74	1.03
7	9	0-3	459	0.54	0.35	0.06	0.79	0.58	1.00
	31	0-3	459	0.64	0.24	0.07	0.88	0.77	1.32
	42	0-3	459	0.60	0.30	0.02	0.86	0.72	1.05
8	8	0-3	423	0.68	0.12	0.14	0.84	0.68	0.91
	18	0-3	423	0.55	0.30	0.08	0.87	0.74	1.38
	56	0-3	423	0.57	0.24	0.14	0.81	0.61	1.08
9	14	0-3	430	0.60	0.24	0.05	0.89	0.79	0.77
	42	0-3	430	0.59	0.28	0.05	0.88	0.77	0.87
	45	0-3	430	0.57	0.26	0.04	0.90	0.79	0.93
10	3	0-3	452	0.77	0.15	0.00	0.95	0.91	1.06
	32	0-3	452	0.62	0.19	0.09	0.87	0.74	1.20
	43	0-3	452	0.50	0.31	0.08	0.86	0.72	1.20

Note: Perfect + Adjacent agreement percentages may not equal the sum of Perfect and Adjacent percentages due to rounding.

Table 18. DC CAS 2014 Operational Inter-Rater Agreement for CR Items: Mathematics

Grade	Item No.	Score Points	N	Perfect Proportion	Adjacent Proportion	Discrepant Proportion	Intraclass Correlation	Weighted Kappa	Mean Raw Score
2	6	0-3	99	0.85	0.10	0.01	0.97	0.93	1.32
	25	0-3	99	0.88	0.11	0.00	0.97	0.94	1.65
3	6	0-3	539	0.95	0.04	0.00	0.99	0.98	2.04
	25	0-3	539	0.89	0.10	0.01	0.96	0.93	1.48
	60	0-3	539	0.73	0.23	0.02	0.94	0.88	1.71
4	6	0-3	484	0.83	0.13	0.02	0.97	0.93	1.49
	25	0-3	484	0.75	0.20	0.02	0.85	0.70	0.40
	60	0-3	484	0.95	0.03	0.01	0.99	0.97	1.55
5	6	0-3	437	0.95	0.04	0.00	0.99	0.98	1.80
	25	0-3	437	0.76	0.23	0.01	0.95	0.89	2.02
	60	0-3	437	0.82	0.16	0.00	0.97	0.93	1.02
6	6	0-3	468	0.78	0.18	0.02	0.93	0.86	1.09
	25	0-3	468	0.85	0.11	0.01	0.96	0.92	0.81
	60	0-3	468	0.78	0.19	0.01	0.94	0.88	1.82
7	6	0-3	459	0.88	0.07	0.01	0.93	0.87	0.81
	25	0-3	459	0.86	0.10	0.00	0.97	0.94	2.12
	60	0-3	459	0.87	0.07	0.00	0.99	0.97	0.79
8	6	0-3	423	0.75	0.18	0.01	0.94	0.87	0.97
	25	0-3	423	0.83	0.12	0.00	0.96	0.93	0.77
	60	0-3	423	0.67	0.24	0.04	0.92	0.85	0.86
10	6	0-3	452	0.76	0.03	0.06	0.96	0.92	1.19
	25	0-3	452	0.75	0.10	0.02	0.90	0.80	0.37
	60	0-3	452	0.79	0.06	0.00	0.98	0.96	1.13

Note: Perfect + Adjacent agreement percentages may not equal the sum of Perfect and Adjacent percentages due to rounding.

Table 19. DC CAS 2014 Operational Inter-Rater Agreement for CR Items: Science/Biology

Grade	Item No.	Score Points	N	Perfect Proportion	Adjacent Proportion	Discrepant Proportion	Intraclass Correlation	Weighted Kappa	Mean Raw Score
5	16	0-2	455	0.83	0.14	0.01	0.93	0.86	1.06
	36	0-2	455	0.91	0.06	0.01	0.94	0.89	1.03
	55	0-2	455	0.88	0.09	0.00	0.95	0.89	0.67
8	11	0-2	474	0.87	0.08	0.01	0.96	0.93	1.00
	36	0-2	474	0.77	0.09	0.01	0.93	0.86	0.33
	57	0-2	474	0.82	0.10	0.00	0.96	0.92	0.63
High School	22	0-2	465	0.68	0.19	0.02	0.87	0.74	0.64
	50	0-2	465	0.66	0.18	0.03	0.87	0.75	0.57
	52	0-2	465	0.73	0.09	0.01	0.93	0.86	0.34

Note: Perfect + Adjacent agreement percentages may not equal the sum of Perfect and Adjacent percentages due to rounding.

Table 20. DC CAS 2014 Operational Inter-Rater Agreement for CR Items: Composition

Grade	Item No.	Score Points	N	Perfect Proportion	Adjacent Proportion	Discrepant Proportion	Intraclass Correlation	Weighted Kappa	Mean Raw Score
4	1 A	1-6	467	0.60	0.34	0.05	0.88	0.77	2.36
	1 B	1-4	467	0.61	0.36	0.01	0.85	0.70	2.28
	1 C	1-4	467	0.62	0.35	0.01	0.86	0.71	2.11
7	1 A	1-6	436	0.52	0.42	0.06	0.87	0.73	2.70
	1 B	1-4	436	0.56	0.40	0.05	0.80	0.60	2.47
	1 C	1-4	436	0.52	0.42	0.05	0.80	0.60	2.30
10	1 A	1-6	422	0.56	0.33	0.07	0.88	0.76	2.39
	1 B	1-4	422	0.67	0.19	0.11	0.87	0.74	2.07
	1 C	1-4	422	0.58	0.34	0.04	0.87	0.74	2.76

Note: Perfect + Adjacent agreement percentages may not equal the sum of Perfect and Adjacent percentages due to rounding.

Table 21. DC CAS 2014 Field Test Inter-Rater Agreement for CR Items: Reading

Grade	Item No.	Score Points	N	Percent Perfect	Percent Adjacent	Percent Discrepant	Intraclass Correlation	Weighted Kappa	Mean Raw Score
2	37	0-3	76	0.82	0.12	0.00	0.96	0.91	0.48
	37	0-3	35	0.86	0.09	0.00	0.97	0.92	0.47
	52	0-3	76	0.78	0.18	0.00	0.91	0.80	0.37
	52	0-3	35	0.66	0.23	0.06	0.74	0.47	0.47
3	24	0-3	265	0.62	0.27	0.09	0.84	0.67	1.34
	24	0-3	290	0.66	0.27	0.04	0.91	0.81	1.02
	66	0-3	265	0.74	0.20	0.02	0.92	0.85	0.97
	66	0-3	290	0.78	0.18	0.03	0.84	0.67	0.42
4	38	0-3	235	0.72	0.21	0.01	0.91	0.81	0.68
	38	0-3	209	0.75	0.22	0.01	0.90	0.79	0.73
	66	0-3	235	0.81	0.13	0.03	0.91	0.82	0.49
	66	0-3	209	0.85	0.11	0.01	0.96	0.92	1.14
5	26	0-3	244	0.73	0.20	0.04	0.86	0.71	0.47
	26	0-3	203	0.87	0.12	0.00	0.98	0.96	1.83
	58	0-3	244	0.68	0.25	0.03	0.93	0.85	1.09
	58	0-3	203	0.81	0.19	0.00	0.96	0.91	2.05
6	27	0-3	230	0.63	0.32	0.01	0.87	0.74	1.17
	23	0-3	219	0.67	0.27	0.03	0.88	0.76	0.88
	66	0-3	230	0.66	0.28	0.03	0.90	0.79	0.80
	66	0-3	219	0.58	0.32	0.07	0.84	0.67	0.95
7	23	0-3	237	0.69	0.22	0.05	0.88	0.75	0.92
	23	0-3	189	0.63	0.23	0.10	0.89	0.77	1.15
	66	0-3	237	0.63	0.30	0.01	0.90	0.80	1.43
	66	0-3	189	0.66	0.23	0.06	0.90	0.79	1.11

Note: Perfect + Adjacent agreement percentages may not equal the sum of Perfect and Adjacent percentages due to rounding.

Table 21. DC CAS 2014 Field Test Inter-Rater Agreement for CR Items: Reading (*continued*)

Grade	Item No.	Score Points	N	Percent Perfect	Percent Adjacent	Percent Discrepant	Intraclass Correlation	Weighted Kappa	Mean Raw Score
8	27	0-3	218	0.78	0.15	0.04	0.94	0.87	1.01
	27	0-3	227	0.61	0.33	0.03	0.83	0.65	0.89
	45	0-3	218	0.85	0.11	0.00	0.96	0.93	0.88
	45	0-3	227	0.86	0.11	0.00	0.98	0.95	1.26
9	23	0-3	209	0.57	0.30	0.05	0.86	0.71	0.71
	23	0-3	227	0.50	0.32	0.08	0.82	0.64	0.80
	57	0-3	209	0.64	0.22	0.05	0.79	0.57	0.42
	57	0-3	227	0.58	0.25	0.03	0.90	0.79	0.88
10	24	0-3	256	0.63	0.23	0.04	0.88	0.76	0.87
	24	0-3	221	0.60	0.30	0.04	0.83	0.65	0.93
	57	0-3	256	0.53	0.30	0.04	0.90	0.79	1.06
	57	0-3	221	0.48	0.38	0.06	0.85	0.70	1.51

Note: Perfect + Adjacent agreement percentages may not equal the sum of Perfect and Adjacent percentages due to rounding.

Table 22. DC CAS 2014 Field Test Inter-Rater Agreement for CR Items: Mathematics

Grade	Item No.	Score Points	N	Perfect Proportion	Adjacent Proportion	Discrepant Proportion	Intraclass Correlation	Weighted Kappa	Mean Raw Score
2	15	0-3	76	0.95	0.05	0.00	0.99	0.98	1.87
	15	0-3	35	0.80	0.17	0.00	0.99	0.95	1.86
	54	0-3	76	0.83	0.05	0.03	0.95	0.88	0.42
	54	0-3	35	0.77	0.20	0.00	0.98	0.94	1.56
3	32	0-3	265	0.85	0.12	0.01	0.93	0.85	0.47
	32	0-3	290	0.87	0.11	0.01	0.97	0.93	1.07
	49	0-3	265	0.80	0.13	0.06	0.92	0.84	1.16
	49	0-3	290	0.77	0.18	0.04	0.91	0.82	1.16
4	32	0-3	235	0.86	0.04	0.08	0.92	0.83	0.53
	32	0-3	209	0.80	0.16	0.03	0.93	0.85	0.62
	49	0-3	235	0.90	0.06	0.01	0.99	0.97	0.88
	49	0-3	209	0.75	0.22	0.02	0.93	0.86	1.01
5	32	0-3	244	0.97	0.02	0.00	0.99	0.98	0.66
	32	0-3	203	0.89	0.08	0.02	0.97	0.93	1.51
	49	0-3	244	0.88	0.11	0.00	0.95	0.91	0.61
	49	0-3	203	0.79	0.20	0.01	0.93	0.86	1.23
6	32	0-3	230	0.80	0.12	0.01	0.94	0.88	0.51
	32	0-3	219	0.89	0.07	0.01	0.92	0.84	0.38
	49	0-3	230	0.83	0.13	0.00	0.93	0.86	0.38
	49	0-3	219	0.86	0.11	0.01	0.96	0.92	0.64
7	32	0-3	237	0.84	0.10	0.00	0.96	0.92	0.52
	32	0-3	189	0.84	0.11	0.01	0.97	0.93	0.50
	49	0-3	237	0.88	0.06	0.01	0.96	0.93	0.49
	49	0-3	189	0.83	0.11	0.02	0.94	0.88	0.35

Note: Perfect + Adjacent agreement percentages may not equal the sum of Perfect and Adjacent percentages due to rounding.

Table 22. DC CAS 2014 Field Test Inter-Rater Agreement for CR Items: Mathematics (*continued*)

Grade	Item No.	Score Points	N	Perfect Proportion	Adjacent Proportion	Discrepant Proportion	Intraclass Correlation	Weighted Kappa	Mean Raw Score
8	32	0-3	218	0.72	0.17	0.02	0.92	0.83	0.69
	32	0-3	227	0.83	0.12	0.01	0.92	0.85	0.48
	49	0-3	218	0.82	0.10	0.02	0.98	0.95	1.20
	49	0-3	227	0.82	0.14	0.01	0.96	0.93	0.93
10	32	0-3	256	0.76	0.03	0.02	0.94	0.88	0.13
	32	0-3	221	0.82	0.06	0.00	0.98	0.96	0.44
	49	0-3	256	0.63	0.14	0.02	0.92	0.84	0.46
	49	0-3	221	0.75	0.08	0.01	0.93	0.85	0.30

Note: Perfect + Adjacent agreement percentages may not equal the sum of Perfect and Adjacent percentages due to rounding.

Table 23. DC CAS 2014 Field Test Inter-Rater Agreement for CR Items: Science/Biology

Grade	Item No.	Score Points	N	Perfect Proportion	Adjacent Proportion	Discrepant Proportion	Intraclass Correlation	Weighted Kappa	Mean Raw Score
5	17	0-2	244	0.80	0.14	0.02	0.93	0.85	0.72
	17	0-2	220	0.84	0.13	0.01	0.94	0.87	0.94
	41	0-2	244	0.90	0.06	0.01	0.90	0.80	0.20
	41	0-2	220	0.78	0.17	0.03	0.92	0.83	0.80
8	17	0-2	237	0.71	0.22	0.02	0.89	0.77	0.74
	17	0-2	224	0.76	0.21	0.01	0.87	0.73	0.46
	41	0-2	237	0.79	0.11	0.01	0.95	0.89	0.68
	41	0-2	224	0.85	0.09	0.00	0.83	0.65	0.14
High School	17	0-2	238	0.64	0.22	0.05	0.85	0.69	0.56
	17	0-2	227	0.61	0.24	0.05	0.85	0.70	0.99
	41	0-2	238	0.78	0.05	0.01	0.95	0.90	0.22
	41	0-2	227	0.79	0.07	0.00	0.91	0.83	0.22

Note: Perfect + Adjacent agreement percentages may not equal the sum of Perfect and Adjacent percentages due to rounding.

Table 24. Numbers of Operational Items Flagged for DIF Using the Mantel-Haenszel Procedure: Reading

Reference Group	Focal Group	A	B	B-	C	C-
Grade 2 (total 35 items)						
Male	Female	34	1	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A	N/A
	White	N/A	N/A	N/A	N/A	N/A
Grade 3 (total 48 items)						
Male	Female	47	1	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	46	1	1	0	0
	White	36	7	0	4	1
Grade 4 (total 48 items)						
Male	Female	48	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	45	2	1	0	0
	White	33	4	1	8	1
Grade 5 (total 48 items)						
Male	Female	48	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	45	1	0	0	2
	White	36	7	0	5	0
Grade 6 (total 48 items)						
Male	Female	47	0	1	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	47	1	0	0	0
	White	34	1	0	12	1
Grade 7 (total 48 items)						
Male	Female	45	1	2	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	47	0	0	0	1
	White	34	4	1	8	0
Grade 8 (total 48 items)						
Male	Female	46	0	1	1	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	45	1	2	0	0
	White	34	4	1	8	0

N/A= not applicable because case count requirements for the reference (400) and focal (200) groups were not met.

See Table 5 for the numbers of examinees in each grade and subgroup.

Table 24. Numbers of Operational Items Flagged for DIF Using the Mantel-Haenszel Procedure: Reading (*continued*)

Reference Group	Focal Group	A	B	B-	C	C-
Grade 9 (total 48 items)						
Male	Female	45	0	1	1	1
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	44	1	1	0	2
	White	38	2	0	7	1
Grade 10 (total 48 items)						
Male	Female	44	3	1	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	46	1	1	0	0
	White	35	5	0	7	1

N/A= not applicable because case count requirements for the reference (400) and focal (200) groups were not met.

See Table 5 for the numbers of examinees in each grade and subgroup. In Reading grades 4, 7, and 8 one item each did not meet the focal group N count criterion, therefore DIF statistics were not calculated for these items.

Table 25. Numbers of Operational Items Flagged for DIF Using the Mantel-Haenszel Procedure: Mathematics

Reference Group	Focal Group	A	B	B-	C	C-
Grade 2 (total 42 items)						
Male	Female	36	2	3	1	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A	N/A
	White	N/A	N/A	N/A	N/A	N/A
Grade 3 (total 54 items)						
Male	Female	51	2	1	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	53	0	0	1	0
	White	39	5	3	6	1
Grade 4 (total 54 items)						
Male	Female	52	1	1	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	51	2	1	0	0
	White	42	2	1	8	1
Grade 5 (total 54 items)						
Male	Female	54	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	54	0	0	0	0
	White	28	8	6	8	4
Grade 6 (total 54 items)						
Male	Female	52	2	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	54	0	0	0	0
	White	38	4	4	6	2
Grade 7 (total 54 items)						
Male	Female	54	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	53	0	1	0	0
	White	41	7	3	3	0
Grade 8 (total 54 items)						
Male	Female	52	2	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	52	1	1	0	0
	White	42	5	2	5	0
Grade 10 (total 54 items)						
Male	Female	53	1	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	53	1	0	0	0
	White	42	8	3	1	0

N/A= not applicable because case count requirements for the reference (400) and focal (200) groups were not met.

See Table 5 for the numbers of examinees in each grade and subgroup.

Table 26. Numbers of Operational Items Flagged for DIF Using the Mantel-Haenszel Procedure: Science/Biology

Reference Group	Focal Group	A	B	B-	C	C-
Grade 5 (total 50 items)						
Male	Female	47	1	1	0	1
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	50	0	0	0	0
	White	36	9	2	2	1
Grade 8 (total 50 items)						
Male	Female	47	1	2	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	50	0	0	0	0
	White	41	4	1	4	0
High School (total 50 items)						
Male	Female	48	2	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	50	0	0	0	0
	White	N/A	N/A	N/A	N/A	N/A

N/A= not applicable because case count requirements for the reference (400) and focal (200) groups were not met.

See Table 5 for the numbers of examinees in each grade and subgroup.

Table 27. Numbers of Operational Items Flagged for DIF Using the Mantel-Haenszel Procedure: Composition

Reference Group	Focal Group	A	B	B-	C	C-
Grade 4 (total 3 items)						
Male	Female	3	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	3	0	0	0	0
	White	2	1	0	0	0
Grade 7 (total 3 items)						
Male	Female	1	2	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	3	0	0	0	0
	White	2	1	0	0	0
Grade 10 (total 3 items)						
Male	Female	3	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	2	1	0	0	0
	White	2	0	1	0	0

N/A= not applicable because case count requirements for the reference (400) and focal (200) groups were not met.

See Table 5 for the numbers of examinees in each grade and subgroup.

Table 28. Numbers of Field Test Items Flagged for DIF Using the Mantel-Haenszel Procedure: Reading

Reference Group	Focal Group	A	B	B-	C	C-
Grade 2 (total 34 items)						
Male	Female	N/A	N/A	N/A	N/A	N/A
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A	N/A
	White	N/A	N/A	N/A	N/A	N/A
Grade 3 (total 36 items)						
Male	Female	35	0	1	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	33	0	1	0	2
	White	31	2	0	3	0
Grade 4 (total 36 items)						
Male	Female	36	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	35	0	1	0	0
	White	28	4	0	4	0
Grade 5 (total 36 items)						
Male	Female	33	2	1	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	31	0	3	1	1
	White	29	2	0	4	1
Grade 6 (total 28 items)						
Male	Female	27	1	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	25	1	1	0	1
	White	5	0	0	3	0
Grade 7 (total 36 items)						
Male	Female	34	1	0	1	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	35	0	1	0	0
	White	N/A	N/A	N/A	N/A	N/A
Grade 8 (total 36 items)						
Male	Female	33	2	0	1	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	34	1	1	0	0
	White	N/A	N/A	N/A	N/A	N/A

N/A= not applicable because case count requirements for the reference (400) and focal (200) groups were not met.

See Table 5 for the numbers of examinees in each grade and subgroup. In Reading Grade 6, twenty items did not meet the focal group N count criterion, therefore DIF statistics were not calculated for these items.

Table 28. Numbers of Field Test Items Flagged for DIF Using the Mantel-Haenszel Procedure: Reading (*continued*)

Reference Group	Focal Group	A	B	B-	C	C-
Grade 9 (total 36 items)						
Male	Female	30	3	1	0	2
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	34	2	0	0	0
	White	N/A	N/A	N/A	N/A	N/A
Grade 10 (total 36 items)						
Male	Female	32	1	2	1	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	35	0	1	0	0
	White	N/A	N/A	N/A	N/A	N/A

N/A= not applicable because case count requirements for the reference (400) and focal (200) groups were not met.

See Table 5 for the numbers of examinees in each grade and subgroup.

Table 29. Numbers of Field Test Items Flagged for DIF Using the Mantel-Haenszel Procedure: Mathematics

Reference Group	Focal Group	A	B	B-	C	C-
Grade 2 (total 32 items)						
Male	Female	N/A	N/A	N/A	N/A	N/A
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A	N/A
	White	N/A	N/A	N/A	N/A	N/A
Grade 3 (total 32 items)						
Male	Female	31	0	1	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	29	2	1	0	0
	White	21	1	4	4	1
Grade 4 (total 32 items)						
Male	Female	31	1	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	31	1	0	0	0
	White	18	6	2	5	1
Grade 5 (total 32 items)						
Male	Female	32	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	30	0	1	1	0
	White	18	5	4	4	1
Grade 6 (total 31 items)						
Male	Female	31	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	31	0	0	0	0
	White	N/A	N/A	N/A	N/A	N/A
Grade 7 (total 32 items)						
Male	Female	30	2	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	31	0	0	0	1
	White	N/A	N/A	N/A	N/A	N/A
Grade 8 (total 32 items)						
Male	Female	32	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	31	0	1	0	0
	White	N/A	N/A	N/A	N/A	N/A
Grade 10 (total 31 items)						
Male	Female	31	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	29	2	0	0	0
	White	N/A	N/A	N/A	N/A	N/A

N/A= not applicable because case count requirements for the reference (400) and focal (200) groups were not met.

See Table 5 for the numbers of examinees in each grade and subgroup. In Mathematics Grade 3, one item did not meet the focal group N count criterion, therefore DIF statistics were not calculated for these items. One item each in Mathematics grades 6 and 10 were suppressed due to no correct key available.

Table 30. Numbers of Field Test Items Flagged for DIF Using the Mantel-Haenszel Procedure: Science/Biology

Reference Group	Focal Group	A	B	B-	C	C-
Grade 5 (total 28 items)						
Male	Female	26	2	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	28	0	0	0	0
	White	21	2	2	3	0
Grade 8 (total 28 items)						
Male	Female	28	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	28	0	0	0	0
	White	N/A	N/A	N/A	N/A	N/A
High School (total 28 items)						
Male	Female	28	0	0	0	0
African American	Asian	N/A	N/A	N/A	N/A	N/A
	Hispanic	28	0	0	0	0
	White	N/A	N/A	N/A	N/A	N/A

N/A= not applicable because case count requirements for the reference (400) and focal (200) groups were not met.

See Table 5 for the numbers of examinees in each grade and subgroup.

Table 31. Total Test Scale and Raw Score Means and Reliability Statistics

Grade	Students with Test Scores	Number of Items	Alpha	Stratified Alpha	Feldt- Raju	Scale Score		Raw Score	
						Mean	SD	Mean	SD
Reading									
2	1,065	35	0.89	0.89	0.89	243.22	13.37	22.89	7.99
3	5,309	48	0.93	0.93	0.93	350.04	16.27	31.71	11.75
4	4,736	48	0.92	0.93	0.93	453.21	15.04	31.97	11.56
5	4,558	48	0.92	0.93	0.93	554.80	13.14	32.44	11.33
6	4,330	48	0.91	0.92	0.92	651.20	13.96	33.08	10.85
7	4,522	48	0.90	0.91	0.91	755.75	13.27	30.41	10.22
8	4,367	48	0.91	0.92	0.92	854.72	13.27	31.86	11.04
9	4,137	48	0.93	0.93	0.93	949.88	16.87	30.00	11.99
10	4,404	48	0.93	0.93	0.93	952.94	16.24	31.37	11.87
Mathematics									
2	1,071	42	0.90	0.90	0.90	254.34	11.67	32.34	8.42
3	5,342	54	0.93	0.93	0.94	356.20	18.46	37.94	12.49
4	4,762	54	0.94	0.94	0.94	459.34	17.76	35.78	12.93
5	4,582	54	0.93	0.94	0.94	558.76	17.22	34.31	13.41
6	4,364	54	0.93	0.94	0.94	652.20	17.93	30.41	12.93
7	4,537	54	0.92	0.92	0.92	753.19	18.02	27.91	11.96
8	4,405	54	0.93	0.93	0.93	853.54	16.78	29.00	12.45
10	4,397	54	0.89	0.89	0.90	947.11	20.28	22.03	10.66
Science/Biology									
5	4,580	50	0.89	0.89	0.89	549.71	12.16	25.47	9.61
8	4,328	50	0.89	0.89	0.89	851.60	16.41	22.31	9.91
High School	4,572	50	0.87	0.87	0.87	947.00	16.53	20.30	8.90
Composition*									
4	4,695	3	0.94	0.92	0.95	453.37	18.69	6.71	2.59
7	4,421	3	0.93	0.90	0.94	756.20	14.21	7.19	2.80
10	4,050	3	0.86	0.70	0.87	954.80	19.56	7.29	2.88

* Stratified Alpha is based on two items.

Table 32. Weighted *P*-Value Mean, *P*-Value Mean and Standard Deviation, and Coefficient Alpha Reliability for Reading Strand Scores

Grade	Content Strand		Number of Items	Weighted <i>P</i> -Value Mean	<i>P</i> -Value Mean	Standard Deviation	Reliability
2	1	Vocabulary Acquisition & Use	5	0.65	0.65	0.17	0.61
	3	Reading Informational Text	15	0.55	0.56	0.14	0.78
	4	Reading Literary Text	15	0.64	0.68	0.19	0.75
	Total Number of Items on DC CAS		35				
3	1	Vocabulary Acquisition & Use	9	0.67	0.67	0.11	0.74
	3	Reading Informational Text	22	0.56	0.57	0.15	0.84
	4	Reading Literary Text	17	0.62	0.64	0.15	0.85
	Total Number of Items on DC CAS		48				
4	1	Vocabulary Acquisition & Use	7	0.71	0.71	0.14	0.64
	3	Reading Informational Text	19	0.60	0.61	0.14	0.83
	4	Reading Literary Text	22	0.56	0.58	0.13	0.85
	Total Number of Items on DC CAS		48				
5	1	Vocabulary Acquisition & Use	9	0.67	0.67	0.11	0.74
	3	Reading Informational Text	19	0.55	0.56	0.15	0.79
	4	Reading Literary Text	20	0.63	0.66	0.15	0.85
	Total Number of Items on DC CAS		48				
6	1	Vocabulary Acquisition & Use	8	0.60	0.60	0.17	0.69
	3	Reading Informational Text	16	0.60	0.65	0.13	0.82
	4	Reading Literary Text	24	0.63	0.64	0.12	0.81
	Total Number of Items on DC CAS		48				
7	1	Vocabulary Acquisition & Use	9	0.61	0.61	0.19	0.63
	3	Reading Informational Text	22	0.57	0.60	0.17	0.83
	4	Reading Literary Text	17	0.55	0.56	0.16	0.75
	Total Number of Items on DC CAS		48				
8	1	Vocabulary Acquisition & Use	7	0.54	0.54	0.13	0.57
	3	Reading Informational Text	22	0.59	0.65	0.15	0.85
	4	Reading Literary Text	19	0.62	0.62	0.17	0.80
	Total Number of Items on DC CAS		48				
9	1	Vocabulary Acquisition & Use	6	0.58	0.58	0.12	0.60
	3	Reading Informational Text	23	0.59	0.62	0.15	0.86
	4	Reading Literary Text	19	0.54	0.59	0.15	0.85
	Total Number of Items on DC CAS		48				
10	1	Vocabulary Acquisition & Use	10	0.68	0.68	0.10	0.73
	3	Reading Informational Text	21	0.59	0.63	0.10	0.85
	4	Reading Literary Text	17	0.55	0.56	0.09	0.81
	Total Number of Items on DC CAS		48				

Note: All *p*-values are adjusted and weighted *p*-value means are weighted by CR item scores if there is any CR item in the strand.

Table 33. Weighted *P*-Value Mean, *P*-Value Mean and Standard Deviation, and Coefficient Alpha Reliability for Mathematics Strand Scores

Grade	Content Strand		Number of Items	Weighted <i>P</i> -Value Mean	<i>P</i> -Value Mean	Standard Deviation	Reliability
2	1	Operations & Algebraic Thinking	8	0.61	0.65	0.13	0.64
	2	Numbers & Operations Base Ten	15	0.83	0.83	0.07	0.79
	4	Measurement and Data	13	0.63	0.65	0.15	0.77
	11	Geometry	6	0.76	0.76	0.21	0.47
	Total Number of Items on DC CAS		42				
3	1	Operations & Algebraic Thinking	14	0.72	0.73	0.15	0.81
	2	Number & Operations Base Ten	5	0.74	0.74	0.09	0.59
	3	Number & Operations Fractions	11	0.61	0.61	0.22	0.74
	4	Measurement and Data	19	0.56	0.57	0.16	0.83
	11	Geometry	5	0.66	0.69	0.15	0.66
	Total Number of Items on DC CAS		54				
4	1	Operations & Algebraic Thinking	12	0.56	0.57	0.19	0.74
	2	Number & Operations Base Ten	9	0.66	0.66	0.13	0.77
	3	Number & Operations Fractions	16	0.70	0.70	0.12	0.82
	4	Measurement and Data	13	0.58	0.58	0.18	0.82
	11	Geometry	4	0.41	0.56	0.31	0.47
	Total Number of Items on DC CAS		54				
5	1	Operations & Algebraic Thinking	9	0.67	0.68	0.16	0.71
	2	Number & Operations Base Ten	9	0.65	0.65	0.12	0.73
	3	Number & Operations Fractions	16	0.49	0.49	0.12	0.79
	4	Measurement and Data	13	0.51	0.54	0.19	0.82
	11	Geometry	7	0.63	0.62	0.09	0.66
	Total Number of Items on DC CAS		54				
6	5	Ratios & Proportional Relationships	13	0.58	0.58	0.16	0.79
	6	The Number System	12	0.56	0.59	0.19	0.79
	7	Expressions & Equations	12	0.47	0.47	0.14	0.76
	11	Geometry	9	0.45	0.45	0.15	0.68
	12	Statistics & Probability	8	0.43	0.47	0.19	0.66
	Total Number of Items on DC CAS		54				
7	5	Ratios & Proportional Relationships	16	0.60	0.58	0.12	0.82
	6	The Number System	9	0.48	0.48	0.15	0.61
	7	Expressions & Equations	12	0.48	0.48	0.12	0.74
	11	Geometry	9	0.34	0.35	0.14	0.60
	12	Statistics & Probability	8	0.36	0.38	0.16	0.61
	Total Number of Items on DC CAS		54				

Table 33. Weighted *P*-Value Mean, *P*-Value Mean and Standard Deviation, and Coefficient Alpha Reliability for Mathematics Strand Scores (*continued*)

Grade	Content Strand		Number of Items	Weighted <i>P</i> -Value Mean	<i>P</i> -Value Mean	Standard Deviation	Reliability
8	6	The Number System	8	0.42	0.42	0.13	0.61
	7	Expressions & Equations	14	0.50	0.53	0.18	0.79
	10	Functions	10	0.41	0.43	0.13	0.74
	11	Geometry	14	0.50	0.52	0.16	0.75
	12	Statistics & Probability	8	0.62	0.62	0.13	0.65
	Total Number of Items on DC CAS		54				
10	8	Number & Quantity	9	0.31	0.31	0.07	0.51
	9	Algebra	16	0.43	0.42	0.08	0.77
	10	Functions	7	0.47	0.48	0.19	0.60
	11	Geometry	18	0.32	0.33	0.09	0.71
	12	Statistics & Probability	4	0.39	0.39	0.10	0.23
	Total Number of Items on DC CAS		54				

Note: All *p*-values are adjusted and weighted *p*-value means are weighted by CR item scores if there is any CR item in the strand.

Table 34. Weighted *P*-Value Mean, *P*-Value Mean and Standard Deviation, and Coefficient Alpha Reliability for Science/Biology Strand Scores

Grade	Content Strand		Number of Items	Weighted <i>P</i> -Value Mean	<i>P</i> -Value Mean	Standard Deviation	Reliability
5	1	Science and Technology	14	0.44	0.44	0.14	0.67
	2	Earth and Space Science	13	0.55	0.56	0.16	0.72
	3	Physical Science	12	0.42	0.42	0.10	0.65
	4	Life Science	11	0.52	0.52	0.10	0.63
	Total Number of Items on DC CAS		50				
8	1	Scientific Thinking and Inquiry	11	0.45	0.46	0.10	0.68
	2	Matter and Reactions	19	0.40	0.41	0.10	0.75
	3	Forces	7	0.43	0.42	0.14	0.48
	4	Energy and Waves	13	0.43	0.43	0.10	0.67
	Total Number of Items on DC CAS		50				
High School	1	Cell Biology & Biochemistry	16	0.39	0.39	0.09	0.66
	2	Genetics and Evolution	17	0.40	0.40	0.11	0.68
	3	Multicellular Organisms	7	0.37	0.39	0.13	0.59
	4	Ecosystems	10	0.39	0.39	0.08	0.54
	Total Number of Items on DC CAS		50				

Note: All *p*-values are adjusted and weighted *p*-value means are weighted by CR item scores if there is any CR item in the strand.

Table 35. Raw score mean and STD, and correlations for Composition Strand Scores

Grade	Content Strand		Number of Items	Students with Test Scores	Mean Raw Score	STD of Raw Score	Correlation Between Strand 2	Correlation Between Strand 3
4	1	Writing Topic Development	1	4,695	2.34	1.07	0.82	0.90
	2	Writing Language Conventions	1	4,695	2.24	0.83	--	0.85
	3	Understanding Informational Text	1	4,695	2.12	0.83	--	--
7	1	Writing Topic Development	1	4,421	2.59	1.15	0.82	0.87
	2	Writing Language Conventions	1	4,421	2.38	0.88	--	0.82
	3	Understanding Literary Text	1	4,421	2.22	0.94	--	--
10	1	Writing Topic Development	1	4,050	2.39	1.14	0.67	0.78
	2	Writing Language Conventions	1	4,050	2.79	0.94	--	0.56
	3	Understanding Informational Text	1	4,050	2.11	1.18	--	--

Table 36. DC CAS 2014 Reading Strand Correlations by Grade

Grade	Content Strand	Acquisition & Use	Informational Text	Literary Text	Total Reading
2	Acquisition & Use	--	0.68	0.65	0.80
	Informational Text		--	0.73	0.94
	Literary Text			--	0.91
3	Acquisition & Use	--	0.78	0.80	0.88
	Informational Text		--	0.83	0.96
	Literary Text			--	0.95
4	Acquisition & Use	--	0.72	0.73	0.82
	Informational Text		--	0.83	0.95
	Literary Text			--	0.96
5	Acquisition & Use	--	0.75	0.78	0.87
	Informational Text		--	0.81	0.93
	Literary Text			--	0.95
6	Acquisition & Use	--	0.73	0.74	0.85
	Informational Text		--	0.79	0.93
	Literary Text			--	0.94
7	Acquisition & Use	--	0.71	0.68	0.82
	Informational Text		--	0.79	0.95
	Literary Text			--	0.92
8	Acquisition & Use	--	0.65	0.66	0.77
	Informational Text		--	0.80	0.96
	Literary Text			--	0.92
9	Acquisition & Use	--	0.72	0.72	0.81
	Informational Text		--	0.85	0.96
	Literary Text			--	0.96
10	Acquisition & Use	--	0.79	0.75	0.88
	Informational Text		--	0.81	0.96
	Literary Text			--	0.93

Table 37. DC CAS 2014 Mathematics Strand Correlations by Grade

Grade	Content Strand	Operations and Algebraic Thinking	Numbers and Operations Base Ten	Measurement and Data	Geometry	Total Mathematics	
2	Operations and Algebraic Thinking	--	0.65	0.67	0.48	0.85	
	Numbers and Operations Base Ten		--	0.71	0.50	0.88	
	Measurement and Data			--	0.51	0.91	
	Geometry				--	0.66	
Grade	Content Strand	Operations and Algebraic Thinking	Numbers and Operations Base Ten	Numbers and Operations Fractions	Measurement and Data	Geometry	Total Mathematics
3	Operations and Algebraic Thinking	--	0.68	0.64	0.75	0.60	0.89
	Numbers and Operations Base Ten		--	0.57	0.64	0.50	0.76
	Numbers and Operations Fractions			--	0.73	0.55	0.83
	Measurement and Data				--	0.62	0.93
	Geometry					--	0.75
4	Operations and Algebraic Thinking	--	0.74	0.76	0.79	0.56	0.90
	Numbers and Operations Base Ten		--	0.75	0.76	0.54	0.87
	Numbers and Operations Fractions			--	0.81	0.58	0.92
	Measurement and Data				--	0.58	0.93
	Geometry					--	0.68
5	Operations and Algebraic Thinking	--	0.69	0.66	0.75	0.68	0.87
	Numbers and Operations Base Ten		--	0.67	0.72	0.63	0.84
	Numbers and Operations Fractions			--	0.75	0.60	0.87
	Measurement and Data				--	0.67	0.92
	Geometry					--	0.81

Table 37. DC CAS 2014 Mathematics Strand Correlations by Grade (continued)

Grade	Content Strand	Ratio and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability	Total Mathematics
6	Ratio and Proportional Relationships	--	0.76	0.72	0.67	0.65	0.90
	The Number System		--	0.74	0.69	0.67	0.90
	Expressions and Equations			--	0.68	0.67	0.88
	Geometry				--	0.65	0.83
	Statistics and Probability					--	0.82
7	Ratio and Proportional Relationships	--	0.69	0.76	0.67	0.65	0.92
	The Number System		--	0.65	0.60	0.59	0.81
	Expressions and Equations			--	0.68	0.65	0.89
	Geometry				--	0.62	0.83
	Statistics and Probability					--	0.80
Grade	Content Strand	The Number System	Expressions and Equations	Functions	Geometry	Statistics and Probability	Total Mathematics
8	The Number System	--	0.64	0.62	0.61	0.54	0.76
	Expressions and Equations		--	0.76	0.76	0.69	0.92
	Functions			--	0.72	0.65	0.88
	Geometry				--	0.69	0.90
	Statistics and Probability					--	0.81
Grade	Content Strand	Number and Quantity	Algebra	Functions	Geometry	Total Mathematics	
10	Number and Quantity	--	0.58	0.49	0.56	0.72	
	Algebra		--	0.69	0.69	0.92	
	Functions			--	0.57	0.79	
	Geometry				--	0.87	

Table 38. DC CAS 2014 Science/Biology Strand Correlations by Grade

Grade	Content Strand	Science and Technology	Earth and Space Science	Physical Science	Life Science	Total Science
5	Science and Technology	--	0.66	0.67	0.65	0.87
	Earth and Space Science		--	0.62	0.67	0.87
	Physical Science			--	0.62	0.84
	Life Science				--	0.85
Grade	Content Strand	Scientific Thinking and Inquiry	Matter and Reactions	Forces	Energy and Waves	Total Science
8	Scientific Thinking and Inquiry	--	0.69	0.60	0.64	0.86
	Matter and Reactions		--	0.60	0.68	0.91
	Forces			--	0.57	0.77
	Energy and Waves				--	0.85
Grade	Content Strand	Cell Biology and Biochemistry	Genetics and Evolution	Multicellular Organisms	Ecosystems	Total Biology
High School	Cell Biology and Biochemistry	--	0.67	0.61	0.60	0.88
	Genetics and Evolution		--	0.59	0.58	0.88
	Multicellular Organisms			--	0.55	0.79
	Ecosystems				--	0.79

Table 39. DC CAS 2014 Composition Rubric Score Correlations by Grade

Grade	Content Strand	Writing Topic Development	Writing Language Conventions	Understanding Literary Text	Total Composition
4	Writing Topic Development	--	0.81	0.89	0.96
	Writing Language Conventions		--	0.83	0.92
	Understanding Literary Text			--	0.96
	Total Raw Score				--
Grade	Content Strand	Writing Topic Development	Writing Language Conventions	Understanding Informational Text	Total Composition
7	Writing Topic Development	--	0.81	0.86	0.96
	Writing Language Conventions		--	0.80	0.92
	Understanding Informational Text			--	0.94
	Total Raw Score				--
Grade	Content Strand	Writing Topic Development	Writing Language Conventions	Understanding Literary Text	Total Composition
10	Writing Topic Development	--	0.62	0.76	0.92
	Writing Language Conventions		--	0.50	0.78
	Understanding Literary Text			--	0.89
	Total Raw Score				--

Table 40. DC CAS 2014 Number Correct to Scale Score Conversions with Associated Standard Errors of Measurement (SEM): Reading

Raw Score	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM
0	200	31	300	34	400	37	500	41	600	35	700	42	800	40	900	36	900	39
1	200	31	300	34	400	37	500	41	600	35	700	42	800	40	900	36	900	39
2	200	31	300	34	400	37	500	41	600	35	700	42	800	40	900	36	900	39
3	200	31	300	34	400	37	500	41	600	35	700	42	800	40	900	36	900	39
4	200	31	300	34	400	37	500	41	600	35	700	42	800	40	900	36	900	39
5	200	31	300	34	400	37	500	41	600	35	700	42	800	40	900	36	900	39
6	200	31	300	34	400	37	500	41	600	35	700	42	800	40	900	36	900	39
7	200	31	300	34	400	37	500	41	600	35	700	42	800	40	900	36	900	39
8	211	19	300	34	400	37	500	41	600	35	700	42	800	40	900	36	900	39
9	219	12	300	34	407	30	500	41	600	35	700	42	819	21	900	36	900	39
10	222	8	311	23	420	17	520	21	605	30	721	20	827	13	912	24	914	25
11	225	7	318	16	425	12	527	13	616	19	728	14	831	9	920	16	923	16
12	228	6	323	11	429	9	531	9	622	14	732	10	833	7	925	11	928	11
13	230	5	326	9	431	7	534	7	625	10	735	8	835	6	928	9	931	8
14	232*	5	329	7	433	6	536	6	628	8	737	6	837	5	931*	7	934	7
15	233	5	331	6	435	5	538	5	631	7	739*	6	839	5	933	6	936	6
16	235	4	332	6	437	5	540*	5	633	6	740	5	840*	4	935	6	937	5
17	237	4	334	5	438	5	541	4	634	5	742	5	841	4	937	5	939	5
18	238	4	336	5	439*	4	542	4	636	5	743	4	842	4	938	5	940*	4
19	239	4	337	4	440	4	543	4	637	4	745	4	843	3	939	4	942	4
20	241	4	338	4	442	4	544	4	639	4	746	4	844	3	941	4	943	4
21	242	3	339*	4	443	4	545	3	640*	4	747	4	845	3	942	4	944	4
22	243	3	341	4	444	4	546	3	641	4	748	4	846	3	943	4	945	4
23	244	3	342	4	445	4	547	3	642	4	749	4	847	3	944	4	946	4
24	245	3	343	4	446	3	548	3	643	3	750	4	848	3	945	4	947	3
25	247*	3	344	3	447	3	549	3	644	3	751	3	849	3	946	3	948	3
26	248	3	345	3	448	3	550	3	645	3	752	3	850	3	947	3	949	3
27	249	3	346	3	449	3	551	3	646	3	753	3	851	3	948	3	950	3

*Proficiency Level Scale Score cuts (Basic, Proficient, Advanced).

Table 40. DC CAS 2014 Number Correct to Scale Score Conversions with Associated Standard Errors of Measurement (SEM): Reading (continued)

Raw Score	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM
28	250	3	347	3	450	3	552	3	647	3	754	3	852	3	949	3	951	3
29	252	3	348	3	451	3	552	3	648	3	755	3	852	3	950*	3	951	3
30	253	3	349	3	452	3	553	3	649	3	756*	3	853	3	951	3	952	3
31	254	4	349	3	453	3	554	3	649	3	757	3	854	3	952	3	953	3
32	256	4	350	3	454	3	555	3	650	3	758	3	855	3	953	3	954	3
33	258	4	351	3	454	3	556*	3	651	3	759	3	856*	3	954	3	955	3
34	260	4	352	3	455*	3	556*	3	652	3	760	3	857	3	955	3	956*	3
35	262	5	353	3	456	3	557	3	653	3	761	3	858	3	956	3	957	3
36	265*	6	354*	3	457	3	558	3	654	3	762	3	859	3	957	3	958	3
37	269	7	355	3	458	3	559	3	655*	3	763	3	860	3	958	3	959	3
38	276	11	357	3	459	3	560	3	656	3	764	3	860	3	959	3	960	3
39	299	33	358	3	460	3	561	3	657	3	765	3	861	3	960*	3	961	3
40	.	.	359	3	461	3	562	3	658	3	766	3	862	3	961	3	962	3
41	.	.	360	4	463	3	563	3	659	3	767	3	864	3	962	3	963	3
42	.	.	361	4	464	4	564	3	660	3	768*	3	865	3	963	4	964	4
43	.	.	363	4	465	4	565	3	662	4	769	3	866	3	965	4	965	4
44	.	.	364	4	466	4	566	3	663	4	771	3	867	3	966	4	967	4
45	.	.	366	4	468	4	567	3	665	4	772	4	868	4	968	4	968	4
46	.	.	368	4	470	4	568	3	666	4	774	4	870*	4	969	4	970*	4
47	.	.	370	5	471	4	570	3	668	5	775	4	871	4	971	4	972	5
48	.	.	372	5	473*	5	572	4	670	5	777	5	873	4	973	5	974	5
49	.	.	375*	6	476	5	573*	4	673*	5	780	5	875	4	975	5	977	6
50	.	.	378	6	479	6	576	4	676	6	783	6	878	5	978	6	980	7
51	.	.	382	7	483	7	578	5	680	7	787	7	881	6	982	7	985	8
52	.	.	387	9	489	9	582	6	685	9	792	9	886	8	987	8	992	11
53	.	.	397	13	499	14	589	9	695	13	799	12	895	12	995	11	999	14
54	.	.	399	14	499	14	599	16	699	15	799	12	899	15	999	13	999	14

*Proficiency Level Scale Score cuts (Basic, Proficient, Advanced).

Table 41. DC CAS 2014 Number Correct to Scale Score Conversions with Associated Standard Errors of Measurement (SEM): Mathematics

Raw Score	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM
0	200	32	300	27	400	40	500	41	600	35	700	42	800	44	900	49
1	200	32	300	27	400	40	500	41	600	35	700	42	800	44	900	49
2	200	32	300	27	400	40	500	41	600	35	700	42	800	44	900	49
3	200	32	300	27	400	40	500	41	600	35	700	42	800	44	900	49
4	200	32	300	27	400	40	500	41	600	35	700	42	800	44	900	49
5	200	32	300	27	400	40	500	41	600	35	700	42	800	44	900	49
6	200	32	300	27	400	40	500	41	600	35	700	42	800	44	900	49
7	200	32	300	27	400	40	500	41	600	35	700	42	800	44	900	49
8	202	30	300	27	400	40	500	41	600	35	700	42	800	44	900	49
9	215	17	300	27	400	40	500	41	601	35	700	42	800	44	900	49
10	221	12	300	27	400	40	503	39	614	21	700	42	800	44	900	49
11	224	9	300	27	405	35	520	22	621	15	714	28	820	23	917	32
12	227	7	306	21	419	21	526	15	625	11	725	17	828	16	929	21
13	229	6	312	16	425	15	530	11	628	9	730	12	832	12	935*	15
14	231	6	317	13	429	11	534	9	631	8	733	10	836*	9	938	11
15	233	5	320	11	432	9	536	7	633	7	736*	9	838	8	942	9
16	235	5	324	9	435	8	538	7	635	6	739	8	840	7	944	8
17	236	4	326	8	437	7	540	6	637*	6	741	7	842	6	946	7
18	238	4	329	8	439	6	542	6	639	6	743	6	844	5	948	6
19	239	4	331	7	441	6	543*	5	640	5	745	6	845	5	950	6
20	240	4	333	6	442	5	545	5	642	5	747	5	847	5	951*	5
21	241	4	335	6	444*	5	546	5	643	5	748	5	848	4	953	5
22	243	3	336	6	445	5	547	4	645	4	750	5	849	4	954	5
23	244*	3	338	5	446	4	548	4	646	4	751	4	850*	4	955	4
24	245	3	340*	5	448	4	550	4	647	4	752*	4	851	4	956	4
25	246	3	341	5	449	4	551	4	648	4	753	4	853	4	957	4
26	247	3	342	5	450	4	552	4	649	4	755	4	854	3	958	4
27	248	3	344	5	451	4	553	4	651	4	756	4	854	3	959	4

*Proficiency Level Scale Score cuts (Basic, Proficient, Advanced).

Table 41. DC CAS 2014 Number Correct to Scale Score Conversions with Associated Standard Errors of Measurement (SEM): Mathematics (continued)

Raw Score	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM
28	249	3	345	4	452	4	554	4	652	4	757	4	855	3	960	4
29	250	3	346	4	453	3	555	4	653	4	758	4	856	3	961	3
30	251	3	347	4	454	3	556	4	654*	4	759	3	857	3	962	3
31	252	3	348	4	455	3	557	4	655	3	760	3	858	3	963	3
32	253	3	350	4	456	3	558	3	656	3	761	3	859	3	964	3
33	254	3	351	4	457	3	559	3	657	3	762	3	860	3	965	3
34	255*	3	352	4	458*	3	560*	3	658	3	763	3	861	3	966	3
35	256	3	353	4	459	3	561	3	659	3	764	3	862	3	967	3
36	257	3	354	4	460	3	562	3	660	3	765	3	862	3	968	3
37	258	3	355	4	461	3	563	3	661	3	766	3	863	3	969	3
38	259	3	356	4	462	3	564	3	662	3	766	3	864	3	969	3
39	261	4	357	4	463	3	565	3	663	3	767	3	865	3	970	3
40	263	4	358	4	464	3	565	3	664	3	768	3	866	3	971*	3
41	265	5	360*	4	465	3	566	3	665	3	769	3	867	3	972	3
42	267	5	361	4	466	3	567	3	666	3	770*	3	868*	3	973	3
43	271*	7	362	4	467	3	568	3	667	3	771	3	869	3	974	3
44	277	10	363	4	468	3	569	3	668*	3	772	3	870	3	975	3
45	288	17	364	4	469	3	570	3	669	3	773	3	871	3	976	3
46	299	26	366	4	470	3	571	3	670	3	775	3	872	3	977	3
47	.	.	367	4	472	4	572	3	671	3	776	3	873	3	978	3
48	.	.	368	4	473	4	573	3	672	4	777	3	874	3	979	3
49	.	.	370	4	474*	4	574	3	674	4	778	3	875	3	980	3
50	.	.	371	4	476	4	575*	3	675	4	779	3	876	3	981	3
51	.	.	373	4	478	4	577	3	677	4	781	3	877	3	983	3
52	.	.	374	5	480	4	578	4	678	4	782	4	878	3	984	4
53	.	.	376*	5	482	5	579	4	680	4	784	4	880	4	986	4
54	.	.	379	5	484	5	581	4	682	5	786	4	881	4	987	4
55	.	.	381	6	487	6	583	4	684	5	788	4	883	4	990	5

*Proficiency Level Scale Score cuts (Basic, Proficient, Advanced).

Table 41. DC CAS 2014 Number Correct to Scale Score Conversions with Associated Standard Errors of Measurement (SEM): Mathematics (*continued*)

Raw Score	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM
56	.	.	384	6	490	6	585	5	687	6	790	5	885	5	993	6
57	.	.	388	8	494	7	588	6	691	7	794	6	888	6	997	7
58	.	.	394	9	499	9	592	7	696	9	799	8	892	7	999	8
59	.	.	399	12	499	9	599	10	699	10	799	8	899	11	999	8
60	.	.	399	12	499	9	599	10	699	10	799	8	899	11	999	8

*Proficiency Level Scale Score cuts (Basic, Proficient, Advanced).

Table 42: DC CAS 2014 Number Correct to Scale Score Conversions with Associated Standard Errors of Measurement (SEM): Science/Biology

Raw Score	Grade 5		Grade 8		High School	
	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM
0	500	44	800	54	900	51
1	500	44	800	54	900	51
2	500	44	800	54	900	51
3	500	44	800	54	900	51
4	500	44	800	54	900	51
5	500	44	800	54	900	51
6	500	44	800	54	900	51
7	500	44	800	54	900	51
8	500	44	800	54	900	51
9	500	44	800	54	900	51
10	500	44	800	54	900	51
11	524	20	834	19	929	22
12	531	13	842	12	938	14
13	535	10	845	8	942	10
14	537	7	847	6	944	7
15	539	6	849*	5	946*	6
16	541*	5	851	4	948	5
17	543	5	852	4	949	4
18	544	4	853	3	951	4
19	545	4	854	3	952*	3
20	547	4	855	3	953	3
21	548	4	855	3	954	3
22	549	3	856*	3	954	3
23	550	3	857	2	955	3
24	551	3	858	2	956	2
25	551	3	858	2	957	2
26	552	3	859	2	957	2
27	553*	3	860	2	958	2
28	554	3	860	2	959	2
29	555	3	861	2	959	2
30	556	3	861	2	960	2
31	556	2	862	2	960	2
32	557	2	863	2	961	2
33	558	2	863	2	961	2
34	559	2	864	2	962	2
35	559	2	864	2	962	2
36	560	2	865	2	963	2
37	561	2	866	2	964	2
38	562	2	866	2	964	2
39	563	2	867	2	965	2
40	563	2	868*	2	965	2
41	564*	3	869	2	966*	2
42	565	3	870	2	967	2
43	566	3	870	2	967	2
44	567	3	871	2	968	2

*Proficiency Level Scale Score cuts (Basic, Proficient, Advanced).

Table 42. DC CAS 2014 Number Correct to Scale Score Conversions with Associated Standard Errors of Measurement (SEM): Science/Biology (*continued*)

Raw Score	Grade 5		Grade 8		High School	
	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM
45	569	3	872	2	969	2
46	570	3	873	3	970	3
47	571	3	874	3	971	3
48	573	4	876	3	973	3
49	575	4	877	3	975	4
50	577	5	879	4	977	4
51	581	6	882	5	980	5
52	587	9	888	8	986	8
53	599	19	899	18	999	18

*Proficiency Level Scale Score cuts (Basic, Proficient, Advanced).

Table 43. DC CAS 2014 Number Correct to Scale Score Conversions with Associated Standard Errors of Measurement (SEM): Composition

Raw Score	Grade 4		Grade 7		Grade 10	
	Scale Score	SEM	Scale Score	SEM	Scale Score	SEM
0	400	12	700	29	900	17
1	402	11	723	6	903	15
2	414	10	729	6	917	11
3	425	10	736	6	925	9
4	435	9	742	5	933	10
5	443	8	747*	5	941	10
6	450*	8	752	5	948*	9
7	456*	8	756*	5	954	8
8	463	8	760	5	959*	8
9	469	8	764	5	964	8
10	476*	8	769*	5	970*	9
11	483	8	773	5	977	11
12	490	9	778	5	990	14
13	499	11	784	6	999	15
14	499	11	799	19	999	15

*Proficiency Level Scale Score cuts (Basic, Proficient, Advanced).

Table 44. DC CAS 2014 Percentages of Students at Each Performance Level

Content	Grade	Spring 2014 Impact Data					Spring 2013 Impact Data				
		N	Percent of Students at Each Performance Level				N	Percent of Students at Each Performance Level			
			Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
Reading	2	1,072	15.58	37.59	44.31	2.52	4,802	19.24	35.53	39.53	5.71
	3	5,322	21.68	35.04	38.03	5.24	4,914	20.57	36.37	37.71	5.35
	4	4,750	14.44	36.06	42.27	7.22	4,574	12.79	35.64	42.30	9.27
	5	4,573	9.62	36.91	48.06	5.40	4,540	11.32	35.57	46.21	6.89
	6	4,355	16.37	39.77	39.68	4.18	4,572	19.42	39.48	36.59	4.51
	7	4,538	7.62	37.95	38.67	15.76	4,531	7.92	37.36	37.19	17.52
	8	4,388	10.44	37.76	42.00	9.80	4,260	11.60	33.85	42.49	12.07
	9	4,241	11.51	34.90	25.35	28.25	4,879	13.59	35.64	26.54	24.23
	10	4,469	17.34	35.56	34.71	12.40	4,752	18.75	37.90	31.69	11.66
Mathematics	2	1,073	14.63	34.02	43.43	7.92	4,840	19.96	34.28	35.25	10.52
	3	5,356	15.91	37.71	33.03	13.35	4,947	18.42	39.28	30.50	11.81
	4	4,781	16.50	25.29	38.15	20.06	4,620	15.58	26.99	41.32	16.10
	5	4,597	15.42	32.70	35.22	16.66	4,572	13.34	36.70	32.79	17.17
	6	4,383	17.20	32.85	31.55	18.39	4,598	15.44	32.99	32.95	18.62
	7	4,561	13.07	29.36	41.96	15.61	4,563	13.89	29.24	39.84	17.03
	8	4,435	9.90	26.85	44.58	18.67	4,302	10.60	25.06	47.09	17.25
	10	4,462	17.30	34.22	40.12	8.36	4,729	21.76	35.08	33.69	9.47
Science/Biology ¹	5	4,585	15.35	43.53	32.50	8.62	4,523	15.85	43.91	31.46	8.78
	8	4,349	24.53	30.97	37.23	7.27	4,135	28.30	28.13	37.03	6.55
	10	4,597	29.76	22.65	44.22	3.37	4,047	34.20	22.44	40.45	2.92
Composition	4	4,671	23.44	29.09	33.50	13.96	4,470	24.81	30.47	24.23	20.49
	7	4,414	16.43	29.04	33.37	21.16	4,403	14.85	25.66	44.56	14.92
	10	4,095	29.18	24.15	21.54	25.13	4,396	16.56	34.76	25.86	22.82

Note: Total percentages for a grade may not sum to 100 due to rounding.

¹ Biology is administered to students in Grades 8–12, the grade in which they elect to take the Biology course.

Table 45. Classification Consistency and Accuracy Rates by Grade and Cut Score: Reading

Grade	Reading Classification Consistency and Accuracy		Basic	Proficient	Advanced	All Cuts
2	Classification Consistency	Consistency	0.91	0.88	0.96	0.75
		Kappa	0.68	0.77	0.49	0.62
	Classification Accuracy	Accuracy	0.94	0.91	0.97	0.82
		False Positive Errors	0.02	0.05	0.01	0.08
		False Negative Errors	0.04	0.04	0.03	0.10
3	Classification Consistency	Consistency	0.93	0.90	0.95	0.78
		Kappa	0.78	0.79	0.62	0.68
	Classification Accuracy	Accuracy	0.95	0.93	0.96	0.84
		False Positive Errors	0.02	0.04	0.01	0.08
		False Negative Errors	0.03	0.03	0.02	0.08
4	Classification Consistency	Consistency	0.94	0.90	0.94	0.77
		Kappa	0.74	0.79	0.59	0.66
	Classification Accuracy	Accuracy	0.95	0.93	0.96	0.84
		False Positive Errors	0.03	0.04	0.02	0.08
		False Negative Errors	0.02	0.03	0.03	0.08
5	Classification Consistency	Consistency	0.94	0.90	0.95	0.78
		Kappa	0.67	0.79	0.57	0.66
	Classification Accuracy	Accuracy	0.96	0.92	0.96	0.84
		False Positive Errors	0.02	0.02	0.01	0.05
		False Negative Errors	0.02	0.05	0.03	0.11
6	Classification Consistency	Consistency	0.93	0.89	0.95	0.77
		Kappa	0.75	0.77	0.52	0.65
	Classification Accuracy	Accuracy	0.95	0.92	0.96	0.83
		False Positive Errors	0.02	0.04	0.01	0.07
		False Negative Errors	0.03	0.04	0.03	0.10
7	Classification Consistency	Consistency	0.95	0.87	0.92	0.73
		Kappa	0.63	0.73	0.71	0.60
	Classification Accuracy	Accuracy	0.96	0.91	0.94	0.81
		False Positive Errors	0.02	0.05	0.02	0.09
		False Negative Errors	0.02	0.04	0.04	0.10
8	Classification Consistency	Consistency	0.94	0.88	0.93	0.75
		Kappa	0.70	0.76	0.65	0.63
	Classification Accuracy	Accuracy	0.96	0.91	0.95	0.82
		False Positive Errors	0.02	0.03	0.01	0.06
		False Negative Errors	0.02	0.06	0.04	0.12
9	Classification Consistency	Consistency	0.92	0.91	0.91	0.75
		Kappa	0.61	0.82	0.78	0.65
	Classification Accuracy	Accuracy	0.94	0.94	0.93	0.82
		False Positive Errors	0.02	0.03	0.03	0.08
		False Negative Errors	0.03	0.03	0.03	0.10
10	Classification Consistency	Consistency	0.93	0.90	0.93	0.75
		Kappa	0.74	0.79	0.69	0.65
	Classification Accuracy	Accuracy	0.95	0.92	0.95	0.82
		False Positive Errors	0.02	0.04	0.01	0.07
		False Negative Errors	0.03	0.04	0.04	0.11

**Table 46. Classification Consistency and Accuracy Rates by Grade and Cut Score:
Mathematics**

Grade	Mathematics Classification Consistency and Accuracy		Basic	Proficient	Advanced	All Cuts
2	Classification Consistency	Consistency	0.93	0.88	0.91	0.72
		Kappa	0.73	0.76	0.49	0.59
	Classification Accuracy	Accuracy	0.95	0.91	0.93	0.79
		False Positive Errors	0.02	0.02	0.03	0.07
		False Negative Errors	0.03	0.07	0.04	0.13
3	Classification Consistency	Consistency	0.94	0.90	0.93	0.76
		Kappa	0.76	0.80	0.70	0.67
	Classification Accuracy	Accuracy	0.95	0.93	0.95	0.83
		False Positive Errors	0.02	0.03	0.01	0.06
		False Negative Errors	0.02	0.04	0.04	0.11
4	Classification Consistency	Consistency	0.93	0.92	0.92	0.77
		Kappa	0.74	0.83	0.75	0.68
	Classification Accuracy	Accuracy	0.95	0.94	0.94	0.83
		False Positive Errors	0.03	0.02	0.03	0.08
		False Negative Errors	0.02	0.04	0.03	0.09
5	Classification Consistency	Consistency	0.92	0.91	0.93	0.76
		Kappa	0.70	0.81	0.76	0.67
	Classification Accuracy	Accuracy	0.95	0.93	0.95	0.83
		False Positive Errors	0.03	0.02	0.02	0.06
		False Negative Errors	0.03	0.05	0.03	0.11
6	Classification Consistency	Consistency	0.92	0.91	0.93	0.75
		Kappa	0.71	0.81	0.77	0.66
	Classification Accuracy	Accuracy	0.94	0.94	0.95	0.83
		False Positive Errors	0.04	0.03	0.02	0.08
		False Negative Errors	0.03	0.03	0.03	0.09
7	Classification Consistency	Consistency	0.90	0.88	0.95	0.72
		Kappa	0.56	0.75	0.80	0.61
	Classification Accuracy	Accuracy	0.93	0.92	0.96	0.80
		False Positive Errors	0.04	0.03	0.02	0.09
		False Negative Errors	0.04	0.05	0.02	0.11
8	Classification Consistency	Consistency	0.91	0.90	0.93	0.74
		Kappa	0.54	0.77	0.78	0.62
	Classification Accuracy	Accuracy	0.93	0.92	0.95	0.81
		False Positive Errors	0.03	0.03	0.01	0.07
		False Negative Errors	0.04	0.04	0.04	0.12
10	Classification Consistency	Consistency	0.83	0.85	0.96	0.66
		Kappa	0.48	0.71	0.78	0.52
	Classification Accuracy	Accuracy	0.88	0.89	0.97	0.75
		False Positive Errors	0.06	0.04	0.01	0.11
		False Negative Errors	0.06	0.07	0.02	0.14

**Table 47. Classification Consistency and Accuracy Rates by Grade and Cut Score:
Science/Biology**

Grade	Science/Biology Classification Consistency and Accuracy		Basic	Proficient	Advanced	All Cuts
5	Classification Consistency	Consistency	0.88	0.88	0.95	0.70
		Kappa	0.55	0.74	0.71	0.57
	Classification Accuracy	Accuracy	0.91	0.91	0.97	0.79
		False Positive Errors	0.04	0.03	0.01	0.08
		False Negative Errors	0.05	0.06	0.02	0.13
8	Classification Consistency	Consistency	0.84	0.87	0.96	0.68
		Kappa	0.58	0.73	0.75	0.55
	Classification Accuracy	Accuracy	0.88	0.91	0.97	0.76
		False Positive Errors	0.06	0.04	0.01	0.11
		False Negative Errors	0.06	0.05	0.02	0.13
High School	Classification Consistency	Consistency	0.80	0.84	0.98	0.67
		Kappa	0.54	0.67	0.74	0.50
	Classification Accuracy	Accuracy	0.85	0.89	0.98	0.74
		False Positive Errors	0.05	0.05	0.00	0.10
		False Negative Errors	0.09	0.07	0.01	0.16

**Table 48. Classification Consistency and Accuracy Rates by Grade and Cut Score:
Composition**

Grade	Composition Classification Consistency and Accuracy		Basic	Proficient	Advanced	All Cuts
4	Classification Consistency	Consistency	0.83	0.81	0.87	0.60
		Kappa	0.62	0.62	0.54	0.44
	Classification Accuracy	Accuracy	0.89	0.85	0.90	0.65
		False Positive Errors	0.10	0.04	0.03	0.16
		False Negative Errors	0.01	0.11	0.07	0.19
7	Classification Consistency	Consistency	0.91	0.84	0.87	0.64
		Kappa	0.70	0.67	0.64	0.51
	Classification Accuracy	Accuracy	0.94	0.88	0.91	0.73
		False Positive Errors	0.04	0.04	0.04	0.12
		False Negative Errors	0.02	0.08	0.06	0.15
10	Classification Consistency	Consistency	0.82	0.81	0.84	0.57
		Kappa	0.58	0.63	0.61	0.42
	Classification Accuracy	Accuracy	0.88	0.87	0.89	0.66
		False Positive Errors	0.07	0.06	0.04	0.16
		False Negative Errors	0.05	0.07	0.08	0.18

Table 49. Correlations Between Reading, Mathematics, Science/Biology, and Composition Total Test Raw Scores, by Grade

Grade	Mathematics	Science/Biology*	Composition
Reading			
Grade 2	0.68	--	--
Grade 3	0.78	--	--
Grade 4	0.80	--	0.59
Grade 5	0.76	0.80	--
Grade 6	0.76	--	--
Grade 7	0.78	--	0.67
Grade 8	0.76	0.76	--
Grade 9	--	0.76	--
Grade 10	0.68	0.64	0.66
Mathematics			
Grade 4	--	--	0.56
Grade 5	--	0.76	
Grade 7	--	--	0.62
Grade 8	--	0.79	
Grade 10	--	0.56	0.56
Science/Biology			
Grade 10	--	--	0.49

Note: "--" = not applicable.

*In Biology all grades were used in the analyses but only Grades 9 and 10 can be used for the correlations since the other grades are not in common with other content areas.

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Appendix A: Checklist for DC Educator Review of DC CAS Items

A. Checklist for the Content Reviewer

For All Items:

Check to ensure that the content of each item:

- ☐ is targeted to assess only one strand or skill
- ☐ deals with material that is important in testing the targeted strand or skill
- ☐ uses grade-appropriate content and thinking skills
- ☐ is presented at a reading level suitable for the grade level being tested
- ☐ is accurate and documented against reliable, up-to-date sources

For Multiple-Choice Items:

Check to ensure that the content of each item:

- ☐ has a stem that facilitates answering the question or completing the statement without looking at the answer choices
- ☐ has a stem that does not present clues to the correct answer choice
- ☐ has answer choices that are plausible and attractive to the student who has not mastered the Strand or skill
- ☐ is conceptually, grammatically, and syntactically consistent—between the stem and answer choices, and among the answer choices
- ☐ has mutually exclusive distractors
- ☐ has one and only one correct answer choice

For Constructed-Response Items:

Check to ensure that the content of each item:

- ☐ is written so that a student possessing the knowledge or skill being tested can construct a response that is scorable with the specified rubric or scoring tool; that is, the range of possible correct responses must be wide enough to allow for diversity of responses, but narrow enough so that students who do not clearly show their grasp of the Strand or skill being assessed cannot obtain the maximum score
- ☐ is presented without clues to the correct response
- ☐ has precise and unambiguous directions for the desired response
- ☐ is free of extraneous words or expressions
- ☐ is appropriate for the question being asked and the intended response (For example, the item does not ask students to draw pictures of abstract ideas.)
- ☐ is conceptually, grammatically, and syntactically consistent

B. Checklist for the Sensitivity Reviewer

To have confidence in test results, it is important to ensure that students are given a reasonable chance to do their best on the test. Test items must be accessible to a diverse student population with respect to gender, race, ethnicity, geographic region, socioeconomic status, and other factors.

Check to ensure that the content of each item is free of explicit references to or descriptions of:

- ☐ events involving extreme sadness or adversity
- ☐ acts of physical or psychological violence
- ☐ alcohol or drug abuse
- ☐ vulgar language
- ☐ sex

Check to ensure that if any religious, political, social, or philosophical issues are addressed:

- ☐ more than one point of view is expressed
- ☐ beliefs or biases do not interfere with factual accuracy
- ☐ contemporary issues that have already been proven to be controversial are absent
- ☐ stereotypic descriptions of beliefs or customs are absent

Test items must:

- ☐ be free of offensive, disturbing, or inappropriate language or content
- ☐ be free of stereotyping based on:
 - gender
 - race
 - ethnicity
 - religion
 - socioeconomic status
 - age
 - regional or geographic area
 - disability
 - occupation
- ☐ demonstrate sensitivity to historical representation of groups
- ☐ be free of differential familiarity for any group based on:
 - language
 - socioeconomic status
 - regional or geographic area
 - prior knowledge or experiences unrelated to the subject matter being tested

Appendix B: DC CAS Composition Scoring Rubrics

Topic/Idea Development

Score	Description
6	<ul style="list-style-type: none"> Rich topic/idea development Careful and/or subtle organization Effective/rich use of language
5	<ul style="list-style-type: none"> Full topic/idea development Logical organization Strong details Appropriate use of language
4	<ul style="list-style-type: none"> Moderate topic/idea development and organization Adequate, relevant details Some variety in language
3	<ul style="list-style-type: none"> Rudimentary topic/idea development and/or organization Basic supporting ideas Simplistic language
2	<ul style="list-style-type: none"> Limited or weak topic/idea development, organization, and/or details Limited awareness of audience and/or task
1	<ul style="list-style-type: none"> Limited topic/idea development, organization, and/or details Little or no awareness of audience and/or task

Standard English Conventions

Score	Description
4	<ul style="list-style-type: none"> Control of sentence structure, grammar and usage, and mechanics (length and complexity of essay provide opportunity for student to show control of standard English conventions)
3	<ul style="list-style-type: none"> Errors do not interfere with communication and/or Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics
2	<ul style="list-style-type: none"> Errors interfere somewhat with communication and/or Too many errors relative to length of the essay or complexity of sentence structure, grammar and usage, and mechanics
1	<ul style="list-style-type: none"> Errors seriously interfere with communication AND Little control of sentence structure, grammar and usage, and mechanics

Understanding Literary or Informational Text

Score	Description
4	<p>The response demonstrates an understanding of the complexities of the text.</p> <ul style="list-style-type: none"> Fully addresses the demands of the question or prompt Effectively uses explicitly stated text as well as inferences drawn from the text to support an answer or claim
3	<p>The response demonstrates an understanding of the text.</p> <ul style="list-style-type: none"> Addresses the demands of the question or prompt Uses some explicitly stated text and/or some inferences drawn from the text to support an answer or claim
2	<p>The response is incomplete or oversimplified and demonstrates a partial or literal understanding of the text.</p> <ul style="list-style-type: none"> Attempts to answer the question or address the prompt Uses explicitly stated text that demonstrates some understanding
1	<p>The response shows evidence of a minimal understanding of the text.</p> <ul style="list-style-type: none"> Shows evidence that some meaning has been derived from the text to answer the question Has minimal textual evidence

Note: The Composition prompt will also be aligned to a Common Core Reading standard. Responses will demonstrate degrees of mastery of that reading standard. Reading standards that the composition prompts will align to may include:

- Grade 4: CC.4.R.I.1, CC.4.R.L.2, and CC.4.R.L.4 (see Reading tested standards)
- Grade 7: CC.7.R.I.1, CC.7.R.I.8, CC.7.R.L.1, and CC.7.R.L.2 (see Reading tested standards)
- Grade 10: CC.9-10.R.I.1, CC.9-10.R.I.2, CC.10.R.I.3, CC.9-10.R.L.2, and CC.9-10.R.L.6 (see Reading tested standards)

Appendix C: Operational and Field Test Item Adjusted *P*-Values

Table C1. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Reading

Reading Grade 2								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	1,063	1	0.96		25	1,048	1	0.75
2	1,051	1	0.91		26	1,049	1	0.81
3	1,037	1	0.86		27	1,033	1	0.47
4	1,060	1	0.65		28	1,052	1	0.88
5	1,058	1	0.74		29	1,058	1	0.55
6	1,052	1	0.62		30	1,055	1	0.60
7	1,059	1	0.40		31	1,049	1	0.53
8	1,051	1	0.64		32	1,044	1	0.43
9	1,058	1	0.62		33	1,036	1	0.64
10	1,048	1	0.69		34	1,051	1	0.47
11	1,010	3	0.28		35	983	3	0.43
12	1,059	1	0.69					
13	1,054	1	0.32					
14	1,027	1	0.67					
15	1,027	1	0.51					
16	1,029	1	0.50					
17	1,061	1	0.89					
18	1,056	1	0.69					
19	1,019	1	0.67					
20	1,059	1	0.35					
21	1,044	1	0.57					
22	1,056	1	0.78					
23	1,056	1	0.69					
24	1,054	1	0.68					

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C1. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 3								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	5,302	1	0.75		25	5,282	1	0.55
2	5,305	1	0.65		26	5,261	1	0.61
3	5,285	1	0.45		27	5,167	3	0.37
4	5,296	1	0.31		28	5,284	1	0.71
5	5,291	1	0.54		29	5,255	1	0.57
6	5,272	1	0.80		30	5,034	1	0.49
7	5,252	1	0.47		31	5,275	1	0.34
8	5,271	1	0.77		32	5,233	1	0.31
9	5,171	1	0.48		33	5,261	1	0.57
10	5,261	1	0.51		34	5,230	1	0.61
11	5,089	1	0.71		35	5,207	1	0.72
12	5,236	1	0.58		36	5,245	1	0.58
13	5,269	1	0.76		37	5,231	1	0.75
14	5,264	1	0.71		38	5,173	3	0.37
15	5,129	3	0.58		39	5,288	1	0.86
16	5,229	1	0.46		40	5,270	1	0.76
17	5,208	1	0.39		41	5,278	1	0.55
18	5,258	1	0.71		42	5,133	1	0.73
19	5,227	1	0.70		43	5,250	1	0.73
20	5,240	1	0.69		44	5,259	1	0.52
21	5,248	1	0.87		45	5,217	1	0.86
22	5,288	1	0.54		46	5,266	1	0.69
23	5,285	1	0.67		47	5,262	1	0.71
24	5,259	1	0.74	48	5,235	1	0.71	

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C1. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 4								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,727	1	0.61		25	4,715	1	0.42
2	4,733	1	0.53		26	4,718	1	0.63
3	4,735	1	0.66		27	4,718	1	0.79
4	4,731	1	0.62		28	4,719	1	0.50
5	4,727	1	0.41		29	4,713	1	0.43
6	4,722	1	0.80		30	4,718	1	0.46
7	4,727	1	0.75		31	4,720	1	0.75
8	4,716	1	0.70		32	4,717	1	0.67
9	4,726	1	0.77		33	4,717	1	0.76
10	4,723	1	0.65		34	4,713	1	0.53
11	4,721	1	0.75		35	4,682	1	0.43
12	4,714	1	0.91		36	4,655	3	0.53
13	4,713	1	0.62		37	4,701	1	0.65
14	4,705	1	0.51		38	4,700	1	0.80
15	4,701	1	0.52		39	4,687	1	0.79
16	4,670	1	0.48		40	4,650	1	0.45
17	4,439	3	0.35		41	4,613	3	0.50
18	4,727	1	0.67		42	4,721	1	0.65
19	4,729	1	0.62		43	4,720	1	0.80
20	4,722	1	0.49		44	4,717	1	0.44
21	4,724	1	0.59		45	4,720	1	0.60
22	4,717	1	0.50		46	4,717	1	0.58
23	4,724	1	0.54		47	4,717	1	0.78
24	4,715	1	0.86		48	4,715	1	0.63

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C1. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 5								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,555	1	0.80		25	4,507	1	0.51
2	4,556	1	0.59		26	4,498	1	0.51
3	4,558	1	0.77		27	4,547	1	0.32
4	4,556	1	0.75		28	4,546	1	0.42
5	4,552	1	0.34		29	4,545	1	0.52
6	4,554	1	0.76		30	4,546	1	0.58
7	4,553	1	0.76		31	4,546	1	0.74
8	4,550	1	0.79		32	4,548	1	0.90
9	4,550	1	0.87		33	4,548	1	0.63
10	4,528	1	0.80		34	4,545	1	0.47
11	4,428	3	0.56		35	4,547	1	0.61
12	4,552	1	0.72		36	4,545	1	0.46
13	4,549	1	0.66		37	4,545	1	0.73
14	4,548	1	0.73		38	4,543	1	0.44
15	4,531	1	0.71		39	4,541	1	0.48
16	4,495	1	0.49		40	4,540	1	0.75
17	4,455	3	0.46		41	4,548	1	0.65
18	4,540	1	0.55		42	4,547	1	0.77
19	4,540	1	0.89		43	4,546	1	0.63
20	4,537	1	0.72		44	4,541	1	0.53
21	4,533	1	0.66		45	4,525	1	0.62
22	4,514	1	0.44		46	4,513	1	0.69
23	4,517	1	0.60		47	4,493	1	0.63
24	4,509	1	0.47		48	4,444	3	0.38

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C1. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 6								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,328	1	0.69		25	4,299	1	0.64
2	4,328	1	0.55		26	4,300	1	0.58
3	4,327	1	0.77		27	4,299	1	0.64
4	4,304	1	0.40		28	4,292	1	0.59
5	4,252	3	0.59		29	4,277	1	0.63
6	4,322	1	0.78		30	4,137	3	0.37
7	4,323	1	0.71		31	4,309	1	0.70
8	4,320	1	0.69		32	4,310	1	0.74
9	4,320	1	0.75		33	4,311	1	0.80
10	4,321	1	0.76		34	4,303	1	0.50
11	4,319	1	0.63		35	4,309	1	0.48
12	4,317	1	0.74		36	4,307	1	0.73
13	4,298	1	0.69		37	4,308	1	0.41
14	4,312	1	0.86		38	4,304	1	0.45
15	4,304	1	0.59		39	4,309	1	0.52
16	4,303	1	0.65		40	4,308	1	0.49
17	4,301	1	0.78		41	4,301	1	0.53
18	4,293	1	0.81		42	4,296	1	0.56
19	4,312	1	0.86		43	4,309	1	0.55
20	4,306	1	0.75		44	4,311	1	0.46
21	4,307	1	0.60		45	4,312	1	0.74
22	4,280	1	0.67		46	4,305	1	0.75
23	4,188	3	0.46		47	4,310	1	0.44
24	4,304	1	0.67		48	4,307	1	0.74

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C1. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 7								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,521	1	0.87		25	4,502	1	0.61
2	4,522	1	0.87		26	4,504	1	0.78
3	4,516	1	0.57		27	4,503	1	0.67
4	4,521	1	0.57		28	4,501	1	0.75
5	4,516	1	0.73		29	4,501	1	0.72
6	4,511	1	0.49		30	4,498	1	0.55
7	4,507	1	0.79		31	4,495	1	0.40
8	4,477	1	0.43		32	4,485	1	0.47
9	4,425	3	0.35		33	4,373	3	0.37
10	4,500	1	0.40		34	4,482	1	0.39
11	4,498	1	0.84		35	4,481	1	0.49
12	4,499	1	0.89		36	4,480	1	0.73
13	4,500	1	0.62		37	4,481	1	0.79
14	4,495	1	0.76		38	4,494	1	0.70
15	4,493	1	0.38		39	4,494	1	0.72
16	4,490	1	0.59		40	4,494	1	0.63
17	4,490	1	0.23		41	4,494	1	0.82
18	4,490	1	0.45		42	4,490	1	0.57
19	4,484	1	0.49		43	4,493	1	0.75
20	4,483	1	0.57		44	4,494	1	0.48
21	4,454	1	0.38		45	4,489	1	0.50
22	4,360	3	0.47		46	4,494	1	0.42
23	4,501	1	0.47		47	4,486	1	0.45
24	4,503	1	0.65	48	4,494	1	0.70	

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C1. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 8								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,358	1	0.76		25	4,327	1	0.72
2	4,362	1	0.79		26	4,325	1	0.76
3	4,362	1	0.75		27	4,319	1	0.83
4	4,362	1	0.73		28	4,326	1	0.87
5	4,360	1	0.74		29	4,327	1	0.84
6	4,360	1	0.83		30	4,324	1	0.52
7	4,345	1	0.53		31	4,323	1	0.43
8	4,275	3	0.32		32	4,337	1	0.70
9	4,363	1	0.85		33	4,333	1	0.51
10	4,361	1	0.74		34	4,330	1	0.73
11	4,359	1	0.62		35	4,334	1	0.55
12	4,358	1	0.70		36	4,331	1	0.71
13	4,329	1	0.58		37	4,320	1	0.58
14	4,329	1	0.75		38	4,229	3	0.36
15	4,322	1	0.63		39	4,327	1	0.63
16	4,321	1	0.67		40	4,324	1	0.48
17	4,298	1	0.56		41	4,322	1	0.42
18	4,177	3	0.48		42	4,323	1	0.43
19	4,344	1	0.78		43	4,324	1	0.26
20	4,339	1	0.64		44	4,326	1	0.45
21	4,340	1	0.77		45	4,324	1	0.29
22	4,338	1	0.55		46	4,314	1	0.57
23	4,340	1	0.80		47	4,321	1	0.64
24	4,328	1	0.40		48	4,319	1	0.59

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C1. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 9								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,126	1	0.53		25	4,065	1	0.50
2	4,134	1	0.78		26	4,029	1	0.75
3	4,131	1	0.61		27	4,032	1	0.62
4	4,127	1	0.61		28	4,028	1	0.57
5	4,128	1	0.45		29	4,030	1	0.49
6	4,125	1	0.37		30	4,035	1	0.58
7	4,123	1	0.84		31	4,027	1	0.38
8	4,120	1	0.82		32	3,998	1	0.71
9	4,121	1	0.66		33	3,806	3	0.32
10	4,114	1	0.85		34	4,020	1	0.61
11	4,100	1	0.74		35	4,001	1	0.53
12	4,098	1	0.30		36	3,728	3	0.35
13	4,073	1	0.65		37	4,009	1	0.60
14	3,825	3	0.31		38	4,008	1	0.63
15	4,088	1	0.74		39	4,009	1	0.42
16	4,084	1	0.78		40	4,009	1	0.50
17	4,084	1	0.73		41	4,009	1	0.53
18	4,082	1	0.71		42	4,004	1	0.57
19	4,076	1	0.71		43	4,002	1	0.67
20	4,071	1	0.51		44	4,007	1	0.72
21	4,070	1	0.63		45	4,004	1	0.67
22	4,070	1	0.64		46	3,969	1	0.77
23	4,062	1	0.44		47	3,966	1	0.72
24	4,068	1	0.59		48	3,953	1	0.64

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C1. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 10								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,385	1	0.57		25	4,330	1	0.63
2	4,385	1	0.68		26	4,323	1	0.57
3	4,205	3	0.40		27	4,329	1	0.90
4	4,394	1	0.64		28	4,322	1	0.69
5	4,401	1	0.78		29	4,319	1	0.70
6	4,386	1	0.57		30	4,310	1	0.60
7	4,389	1	0.65		31	4,321	1	0.42
8	4,388	1	0.64		32	4,313	1	0.45
9	4,387	1	0.67		33	4,304	1	0.57
10	4,385	1	0.56		34	4,029	3	0.44
11	4,370	1	0.55		35	4,290	1	0.67
12	4,370	1	0.54		36	4,289	1	0.71
13	4,367	1	0.53		37	4,285	1	0.76
14	4,365	1	0.58		38	4,282	1	0.81
15	4,363	1	0.68		39	4,271	1	0.76
16	4,339	1	0.63		40	4,293	1	0.61
17	4,335	1	0.63		41	4,297	1	0.68
18	4,343	1	0.71		42	4,298	1	0.45
19	4,344	1	0.63		43	4,295	1	0.57
20	4,327	1	0.72		44	4,296	1	0.54
21	4,321	1	0.66		45	4,292	1	0.52
22	4,320	1	0.66		46	4,290	1	0.45
23	4,003	3	0.43		47	4,290	1	0.60
24	4,326	1	0.75		48	4,271	1	0.65

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C2. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Mathematics

Mathematics Grade 2								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	1,068	1	0.95		28	1,060	1	0.71
2	1,063	1	0.65		29	1,067	1	0.81
3	1,071	1	0.89		30	1,068	1	0.78
4	1,066	1	0.83		31	1,063	1	0.77
5	1,069	1	0.98		32	1,065	1	0.73
6	1,056	3	0.44		33	1,063	1	0.60
7	1,068	1	0.90		34	1,066	1	0.86
8	1,064	1	0.86		35	1,065	1	0.92
9	1,054	1	0.78		36	1,061	1	0.58
10	1,062	1	0.54		37	1,055	1	0.71
11	1,068	1	0.87		38	1,063	1	0.64
12	1,060	1	0.41		39	1,062	1	0.90
13	1,061	1	0.54		40	1,058	1	0.79
14	1,054	1	0.64		41	1,055	1	0.53
15	1,065	1	0.83		42	1,064	1	0.62
16	1,066	1	0.74					
17	1,069	1	0.48					
18	1,063	1	0.70					
19	1,069	1	0.84					
20	1,066	3	0.55					
21	1,068	1	0.76					
22	1,061	1	0.75					
23	1,064	1	0.59					
24	1,066	1	0.48					
25	1,065	1	0.89					
26	1,061	1	0.87					
27	1,067	1	0.84					

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C2. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 3								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	5,326	1	0.35		28	5,327	1	0.84
2	5,334	1	0.44		29	5,318	1	0.49
3	5,333	1	0.50		30	5,316	1	0.88
4	5,306	1	0.78		31	5,305	1	0.93
5	5,232	1	0.68		32	5,274	1	0.80
6	5,316	3	0.68		33	5,249	1	0.72
7	5,318	1	0.54		34	5,298	1	0.85
8	5,273	1	0.90		35	5,306	1	0.59
9	5,308	1	0.94		36	5,278	1	0.71
10	5,231	1	0.68		37	5,287	1	0.66
11	5,302	1	0.71		38	5,268	1	0.75
12	5,275	1	0.63		39	5,169	1	0.84
13	5,285	1	0.55		40	5,253	1	0.57
14	5,320	1	0.69		41	5,316	1	0.62
15	5,328	1	0.97		42	5,297	1	0.42
16	5,303	1	0.67		43	5,294	1	0.42
17	5,324	1	0.41		44	5,304	1	0.44
18	5,306	1	0.51		45	5,291	1	0.33
19	5,305	1	0.78		46	5,259	1	0.46
20	5,165	1	0.76		47	5,294	1	0.57
21	5,275	3	0.51		48	5,218	3	0.59
22	5,306	1	0.58		49	5,300	1	0.97
23	5,288	1	0.84		50	5,245	1	0.54
24	5,062	1	0.74		51	5,168	1	0.69
25	5,314	1	0.57		52	5,275	1	0.33
26	5,292	1	0.83		53	5,291	1	0.40
27	5,295	1	0.72		54	5,233	1	0.47

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C2. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 4								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,753	1	0.68		28	4,753	1	0.87
2	4,756	1	0.21		29	4,747	1	0.42
3	4,745	1	0.66		30	4,746	1	0.41
4	4,754	1	0.54		31	4,747	1	0.73
5	4,676	1	0.77		32	4,752	1	0.62
6	4,697	3	0.48		33	4,738	1	0.54
7	4,746	1	0.44		34	4,747	1	0.90
8	4,732	1	0.70		35	4,730	1	0.69
9	4,747	1	0.77		36	4,734	1	0.72
10	4,742	1	0.59		37	4,732	1	0.66
11	4,749	1	0.74		38	4,739	1	0.83
12	4,747	1	0.74		39	4,735	1	0.89
13	4,740	1	0.67		40	4,699	1	0.52
14	4,740	1	0.66		41	4,749	1	0.86
15	4,752	1	0.73		42	4,745	1	0.45
16	4,751	1	0.48		43	4,738	1	0.67
17	4,754	1	0.48		44	4,738	1	0.33
18	4,755	1	0.72		45	4,746	1	0.71
19	4,739	1	0.49		46	4,741	1	0.82
20	4,698	1	0.57		47	4,696	1	0.87
21	4,631	3	0.12		48	4,705	3	0.53
22	4,739	1	0.51		49	4,752	1	0.54
23	4,741	1	0.81		50	4,751	1	0.69
24	4,738	1	0.33		51	4,746	1	0.67
25	4,731	1	0.51		52	4,746	1	0.64
26	4,733	1	0.86		53	4,746	1	0.51
27	4,689	1	0.57		54	4,749	1	0.79

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C2. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 5								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,580	1	0.59		28	4,577	1	0.38
2	4,582	1	0.83		29	4,573	1	0.73
3	4,576	1	0.32		30	4,569	1	0.35
4	4,577	1	0.57		31	4,575	1	0.67
5	4,554	1	0.54		32	4,571	1	0.39
6	4,549	3	0.58		33	4,575	1	0.74
7	4,582	1	0.70		34	4,576	1	0.85
8	4,579	1	0.54		35	4,569	1	0.81
9	4,578	1	0.42		36	4,568	1	0.43
10	4,576	1	0.83		37	4,571	1	0.39
11	4,576	1	0.79		38	4,570	1	0.61
12	4,571	1	0.39		39	4,567	1	0.81
13	4,578	1	0.72		40	4,541	1	0.42
14	4,571	1	0.35		41	4,567	1	0.39
15	4,555	1	0.39		42	4,571	1	0.53
16	4,570	1	0.76		43	4,566	1	0.57
17	4,569	1	0.69		44	4,565	1	0.20
18	4,567	1	0.62		45	4,567	1	0.74
19	4,558	1	0.62		46	4,556	1	0.44
20	4,532	1	0.57		47	4,500	1	0.75
21	4,551	3	0.68		48	4,532	3	0.34
22	4,574	1	0.62		49	4,573	1	0.53
23	4,565	1	0.60		50	4,570	1	0.67
24	4,568	1	0.64		51	4,569	1	0.49
25	4,567	1	0.52		52	4,563	1	0.60
26	4,566	1	0.80		53	4,570	1	0.55
27	4,543	1	0.68		54	4,565	1	0.51

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C2. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 6								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,359	1	0.60		28	4,346	1	0.64
2	4,360	1	0.82		29	4,343	1	0.48
3	4,352	1	0.41		30	4,348	1	0.79
4	4,353	1	0.30		31	4,345	1	0.53
5	4,354	1	0.63		32	4,346	1	0.60
6	4,293	3	0.37		33	4,344	1	0.38
7	4,361	1	0.79		34	4,348	1	0.59
8	4,358	1	0.51		35	4,339	1	0.34
9	4,357	1	0.36		36	4,343	1	0.29
10	4,361	1	0.53		37	4,344	1	0.63
11	4,359	1	0.78		38	4,344	1	0.63
12	4,356	1	0.47		39	4,341	1	0.30
13	4,357	1	0.61		40	4,275	1	0.33
14	4,355	1	0.56		41	4,346	1	0.37
15	4,344	1	0.59		42	4,346	1	0.38
16	4,351	1	0.51		43	4,333	1	0.29
17	4,349	1	0.39		44	4,344	1	0.75
18	4,340	1	0.27		45	4,325	1	0.49
19	4,351	1	0.79		46	4,325	1	0.52
20	4,332	1	0.84		47	4,318	1	0.43
21	4,261	3	0.27		48	4,293	3	0.60
22	4,352	1	0.27		49	4,345	1	0.72
23	4,353	1	0.87		50	4,346	1	0.63
24	4,351	1	0.76		51	4,342	1	0.54
25	4,342	1	0.41		52	4,340	1	0.27
26	4,345	1	0.42		53	4,347	1	0.51
27	4,330	1	0.50		54	4,343	1	0.45

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C2. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 7								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,527	1	0.58		28	4,512	1	0.65
2	4,529	1	0.43		29	4,507	1	0.63
3	4,515	1	0.35		30	4,501	1	0.55
4	4,513	1	0.40		31	4,505	1	0.33
5	4,519	1	0.35		32	4,509	1	0.56
6	4,437	3	0.30		33	4,508	1	0.74
7	4,527	1	0.30		34	4,501	1	0.23
8	4,518	1	0.18		35	4,507	1	0.41
9	4,528	1	0.47		36	4,513	1	0.70
10	4,526	1	0.63		37	4,504	1	0.67
11	4,526	1	0.37		38	4,505	1	0.49
12	4,522	1	0.41		39	4,505	1	0.43
13	4,514	1	0.34		40	4,496	1	0.65
14	4,517	1	0.54		41	4,504	1	0.43
15	4,517	1	0.62		42	4,505	1	0.34
16	4,509	1	0.25		43	4,502	1	0.37
17	4,514	1	0.60		44	4,504	1	0.52
18	4,511	1	0.60		45	4,509	1	0.41
19	4,512	1	0.61		46	4,507	1	0.52
20	4,489	1	0.54		47	4,480	1	0.62
21	4,442	3	0.73		48	4,401	3	0.27
22	4,514	1	0.45		49	4,496	1	0.24
23	4,513	1	0.21		50	4,499	1	0.47
24	4,506	1	0.33		51	4,494	1	0.68
25	4,516	1	0.40		52	4,499	1	0.28
26	4,512	1	0.72		53	4,502	1	0.36
27	4,501	1	0.74		54	4,506	1	0.59

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C2. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 8								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,396	1	0.71		28	4,369	1	0.46
2	4,395	1	0.55		29	4,378	1	0.64
3	4,385	1	0.29		30	4,371	1	0.55
4	4,397	1	0.59		31	4,375	1	0.37
5	4,372	1	0.51		32	4,378	1	0.57
6	4,204	3	0.36		33	4,364	1	0.52
7	4,399	1	0.23		34	4,372	1	0.56
8	4,399	1	0.51		35	4,381	1	0.45
9	4,398	1	0.79		36	4,380	1	0.71
10	4,384	1	0.58		37	4,375	1	0.46
11	4,394	1	0.46		38	4,380	1	0.48
12	4,386	1	0.18		39	4,376	1	0.49
13	4,391	1	0.54		40	4,356	1	0.57
14	4,391	1	0.58		41	4,366	1	0.32
15	4,387	1	0.90		42	4,357	1	0.25
16	4,382	1	0.66		43	4,370	1	0.35
17	4,387	1	0.68		44	4,366	1	0.55
18	4,366	1	0.44		45	4,367	1	0.58
19	4,360	1	0.41		46	4,363	1	0.72
20	4,357	1	0.66		47	4,357	1	0.63
21	4,262	3	0.27		48	4,230	3	0.32
22	4,366	1	0.47		49	4,359	1	0.30
23	4,374	1	0.31		50	4,370	1	0.55
24	4,381	1	0.46		51	4,372	1	0.61
25	4,381	1	0.81		52	4,373	1	0.24
26	4,381	1	0.51		53	4,373	1	0.35
27	4,354	1	0.59		54	4,372	1	0.77

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C2. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 10								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,380	1	0.39		28	4,299	1	0.29
2	4,338	1	0.36		29	4,302	1	0.44
3	4,375	1	0.33		30	4,320	1	0.36
4	4,372	1	0.41		31	4,308	1	0.37
5	4,360	1	0.47		32	4,314	1	0.34
6	3,938	3	0.48		33	4,319	1	0.29
7	4,379	1	0.33		34	4,314	1	0.17
8	4,382	1	0.32		35	4,315	1	0.34
9	4,351	1	0.41		36	4,315	1	0.32
10	4,370	1	0.34		37	4,316	1	0.51
11	4,375	1	0.46		38	4,296	1	0.37
12	4,363	1	0.28		39	4,305	1	0.39
13	4,361	1	0.25		40	4,279	1	0.53
14	4,374	1	0.52		41	4,310	1	0.40
15	4,341	1	0.32		42	4,285	1	0.37
16	4,354	1	0.45		43	4,288	1	0.31
17	4,359	1	0.74		44	4,310	1	0.33
18	4,358	1	0.31		45	4,303	1	0.55
19	4,292	1	0.27		46	4,272	1	0.51
20	4,260	1	0.40		47	4,231	1	0.37
21	4,030	3	0.16		48	3,920	3	0.45
22	4,319	1	0.33		49	4,292	1	0.30
23	4,357	1	0.66		50	4,295	1	0.34
24	4,318	1	0.14		51	4,305	1	0.55
25	4,340	1	0.39		52	4,285	1	0.35
26	4,336	1	0.37		53	4,298	1	0.35
27	4,300	1	0.54		54	4,308	1	0.17

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C3. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Science/Biology

Science Grade 5								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,576	1	0.49		26	4,536	1	0.46
2	4,579	1	0.69		27	4,488	2	0.53
3	4,574	1	0.73		28	4,563	1	0.31
4	4,579	1	0.34		29	4,563	1	0.49
5	4,572	1	0.61		30	4,561	1	0.64
6	4,579	1	0.52		31	4,558	1	0.50
7	4,579	1	0.58		32	4,557	1	0.35
8	4,569	1	0.44		33	4,551	1	0.51
9	4,579	1	0.51		34	4,556	1	0.64
10	4,569	1	0.39		35	4,555	1	0.49
11	4,565	1	0.28		36	4,555	1	0.66
12	4,513	1	0.40		37	4,549	1	0.26
13	4,518	2	0.54		38	4,554	1	0.32
14	4,560	1	0.66		39	4,547	1	0.56
15	4,555	1	0.44		40	4,552	1	0.38
16	4,557	1	0.26		41	4,549	1	0.29
17	4,544	1	0.34		42	4,510	1	0.49
18	4,571	1	0.47		43	4,491	2	0.33
19	4,568	1	0.31		44	4,556	1	0.60
20	4,568	1	0.75		45	4,554	1	0.51
21	4,562	1	0.29		46	4,552	1	0.51
22	4,569	1	0.53		47	4,553	1	0.48
23	4,568	1	0.42		48	4,551	1	0.73
24	4,567	1	0.65		49	4,553	1	0.37
25	4,540	1	0.34		50	4,536	1	0.79

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C3. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Science/Biology (continued)

Science Grade 8								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,326	1	0.65		26	4,289	1	0.35
2	4,319	1	0.18		27	3,699	2	0.19
3	4,321	1	0.39		28	4,305	1	0.57
4	4,319	1	0.53		29	4,298	1	0.44
5	4,318	1	0.50		30	4,302	1	0.37
6	4,295	1	0.29		31	4,303	1	0.64
7	4,259	1	0.51		32	4,302	1	0.43
8	4,203	2	0.53		33	4,297	1	0.46
9	4,319	1	0.53		34	4,305	1	0.46
10	4,320	1	0.52		35	4,303	1	0.44
11	4,314	1	0.45		36	4,301	1	0.48
12	4,319	1	0.46		37	4,296	1	0.50
13	4,301	1	0.31		38	4,306	1	0.29
14	4,312	1	0.33		39	4,306	1	0.50
15	4,311	1	0.43		40	4,300	1	0.51
16	4,303	1	0.47		41	4,303	1	0.45
17	4,303	1	0.14		42	4,296	1	0.40
18	4,313	1	0.47		43	4,296	1	0.48
19	4,307	1	0.28		44	4,255	1	0.31
20	4,311	1	0.47		45	4,022	2	0.36
21	4,308	1	0.44		46	4,302	1	0.39
22	4,310	1	0.54		47	4,304	1	0.39
23	4,311	1	0.52		48	4,298	1	0.42
24	4,309	1	0.46		49	4,301	1	0.44
25	4,301	1	0.47		50	4,297	1	0.33

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C3. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Science/Biology (continued)

High School Biology								
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,567	1	0.47		26	4,530	1	0.30
2	4,569	1	0.40		27	4,535	1	0.53
3	4,564	1	0.33		28	4,531	1	0.43
4	4,558	1	0.40		29	4,536	1	0.38
5	4,558	1	0.52		30	4,539	1	0.63
6	4,562	1	0.31		31	4,535	1	0.47
7	4,557	1	0.41		32	4,528	1	0.43
8	4,536	1	0.35		33	4,529	1	0.41
9	4,550	1	0.32		34	4,508	1	0.35
10	4,550	1	0.35		35	4,504	1	0.54
11	4,546	1	0.27		36	4,506	1	0.35
12	4,553	1	0.56		37	4,503	1	0.41
13	4,536	1	0.49		38	4,081	2	0.30
14	4,539	1	0.44		39	4,427	1	0.42
15	4,536	1	0.55		40	3,935	2	0.20
16	4,069	2	0.35		41	4,516	1	0.41
17	4,442	1	0.44		42	4,505	1	0.39
18	4,521	1	0.27		43	4,514	1	0.38
19	4,547	1	0.38		44	4,508	1	0.26
20	4,530	1	0.28		45	4,510	1	0.42
21	4,540	1	0.66		46	4,501	1	0.29
22	4,544	1	0.37		47	4,507	1	0.37
23	4,544	1	0.33		48	4,503	1	0.27
24	4,548	1	0.62		49	4,503	1	0.33
25	4,530	1	0.36		50	4,505	1	0.31

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C4. DC CAS 2014 Operational Form Item Adjusted *P*-Values: Composition

Composition Grade 4			
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i>-Value
1	4,634	6	0.40
2	4,634	4	0.57
3	4,634	4	0.54
Composition Grade 7			
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i>-Value
1	4,357	6	0.44
2	4,357	4	0.60
3	4,357	4	0.56
Composition Grade 10			
Operational Item Sequence Number	N	Max Points	Adjusted <i>P</i>-Value
1	3,948	6	0.41
2	3,948	4	0.71
3	3,948	4	0.54

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C5. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Reading

Reading Grade 2								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	695	1	0.40		18	357	1	0.38
2	698	1	0.38		19	359	1	0.47
3	694	1	0.69		20	353	1	0.41
4	692	1	0.40		21	359	1	0.36
5	693	1	0.50		22	356	1	0.28
6	693	1	0.57		23	356	1	0.48
7	683	1	0.31		24	356	1	0.59
8	687	1	0.32		25	356	1	0.50
9	676	3	0.14		26	342	3	0.18
10	694	1	0.42		27	360	1	0.28
11	690	1	0.66		28	359	1	0.54
12	692	1	0.46		29	360	1	0.59
13	685	1	0.62		30	358	1	0.26
14	694	1	0.43		31	356	1	0.38
15	698	1	0.50		32	359	1	0.43
16	684	1	0.36		33	359	1	0.30
17	667	3	0.12		34	346	3	0.14

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C5. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 3								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,664	1	0.81		19	2,602	1	0.61
2	2,662	1	0.86		20	2,630	1	0.64
3	2,637	1	0.73		21	2,617	1	0.72
4	2,661	1	0.82		22	2,616	1	0.47
5	2,654	1	0.42		23	2,621	1	0.39
6	2,639	1	0.44		24	2,614	1	0.74
7	2,654	1	0.24		25	2,593	1	0.45
8	2,638	1	0.67		26	2,616	1	0.57
9	2,609	3	0.45		27	2,589	3	0.36
10	2,660	1	0.70		28	2,591	1	0.68
11	2,651	1	0.56		29	2,613	1	0.58
12	2,651	1	0.54		30	2,615	1	0.70
13	2,654	1	0.53		31	2,602	1	0.76
14	2,649	1	0.80		32	2,578	1	0.69
15	2,627	1	0.53		33	2,586	1	0.76
16	2,649	1	0.49		34	2,611	1	0.30
17	2,646	1	0.55		35	2,598	1	0.51
18	2,570	3	0.34		36	2,570	3	0.15

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C5. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 4								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,410	1	0.51		19	2,310	1	0.71
2	2,408	1	0.08		20	2,311	1	0.73
3	2,408	1	0.47		21	2,308	1	0.71
4	2,405	1	0.45		22	2,306	1	0.66
5	2,403	1	0.25		23	2,303	1	0.57
6	2,407	1	0.29		24	2,304	1	0.77
7	2,393	1	0.48		25	2,293	1	0.78
8	2,373	1	0.63		26	2,281	1	0.56
9	2,323	3	0.24		27	2,244	3	0.24
10	2,403	1	0.71		28	2,313	1	0.85
11	2,406	1	0.68		29	2,315	1	0.69
12	2,403	1	0.56		30	2,316	1	0.42
13	2,405	1	0.49		31	2,312	1	0.56
14	2,404	1	0.49		32	2,308	1	0.48
15	2,405	1	0.58		33	2,316	1	0.27
16	2,400	1	0.17		34	2,311	1	0.47
17	2,369	1	0.63		35	2,283	1	0.53
18	2,339	3	0.18		36	2,272	3	0.35

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C5. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 5								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,319	1	0.85		19	2,239	1	0.58
2	2,319	1	0.87		20	2,239	1	0.68
3	2,317	1	0.70		21	2,239	1	0.82
4	2,318	1	0.54		22	2,238	1	0.57
5	2,316	1	0.65		23	2,236	1	0.55
6	2,317	1	0.79		24	2,234	1	0.75
7	2,316	1	0.42		25	2,232	1	0.45
8	2,294	1	0.58		26	2,219	1	0.62
9	2,249	3	0.20		27	2,210	3	0.61
10	2,316	1	0.72		28	2,236	1	0.67
11	2,314	1	0.65		29	2,237	1	0.37
12	2,315	1	0.65		30	2,234	1	0.59
13	2,312	1	0.39		31	2,234	1	0.89
14	2,312	1	0.53		32	2,233	1	0.42
15	2,313	1	0.23		33	2,227	1	0.41
16	2,309	1	0.53		34	2,232	1	0.61
17	2,292	1	0.47		35	2,211	1	0.36
18	2,251	3	0.43		36	2,214	3	0.67

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C5. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 6								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	4,311	1	0.44		15	2,168	1	0.41
2	4,314	1	0.34		16	2,164	1	0.15
3	4,317	1	0.89		17	2,155	1	0.31
4	4,313	1	0.09		18	2,098	3	0.26
5	4,316	1	0.72		19	2,095	3	0.31
6	4,320	1	0.61		20	2,139	1	0.50
7	4,314	1	0.40		21	2,140	1	0.66
8	4,288	1	0.45		22	2,139	1	0.76
9	2,115	3	0.39		23	2,138	1	0.65
10	2,167	1	0.29		24	2,137	1	0.73
11	2,166	1	0.08		25	2,140	1	0.42
12	2,169	1	0.29		26	2,136	1	0.51
13	2,168	1	0.53		27	2,129	1	0.66
14	2,168	1	0.36		28	2,085	3	0.35

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C5. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 7								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,282	1	0.76		19	2,225	1	0.54
2	2,281	1	0.52		20	2,225	1	0.43
3	2,282	1	0.57		21	2,218	1	0.45
4	2,280	1	0.29		22	2,224	1	0.45
5	2,282	1	0.53		23	2,226	1	0.48
6	2,278	1	0.41		24	2,227	1	0.36
7	2,277	1	0.48		25	2,226	1	0.68
8	2,274	1	0.61		26	2,212	1	0.38
9	2,204	3	0.31		27	2,162	3	0.41
10	2,265	1	0.33		28	2,219	1	0.37
11	2,275	1	0.55		29	2,221	1	0.22
12	2,273	1	0.58		30	2,223	1	0.61
13	2,274	1	0.55		31	2,221	1	0.60
14	2,273	1	0.58		32	2,224	1	0.68
15	2,275	1	0.72		33	2,223	1	0.32
16	2,275	1	0.67		34	2,224	1	0.76
17	2,260	1	0.51		35	2,218	1	0.30
18	2,192	3	0.49		36	2,157	3	0.37

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C5. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 8								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,202	1	0.53		19	2,154	1	0.42
2	2,204	1	0.72		20	2,159	1	0.65
3	2,200	1	0.44		21	2,158	1	0.59
4	2,201	1	0.25		22	2,156	1	0.38
5	2,201	1	0.29		23	2,156	1	0.51
6	2,204	1	0.63		24	2,154	1	0.43
7	2,201	1	0.55		25	2,148	1	0.18
8	2,185	1	0.37		26	2,139	1	0.60
9	2,128	3	0.33		27	2,122	3	0.29
10	2,199	1	0.53		28	2,143	1	0.73
11	2,198	1	0.79		29	2,145	1	0.53
12	2,196	1	0.55		30	2,146	1	0.87
13	2,196	1	0.56		31	2,145	1	0.69
14	2,199	1	0.69		32	2,147	1	0.57
15	2,196	1	0.70		33	2,145	1	0.60
16	2,198	1	0.57		34	2,143	1	0.67
17	2,179	1	0.21		35	2,130	1	0.46
18	2,157	3	0.30		36	2,127	3	0.43

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C5. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 9								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,062	1	0.34		19	2,041	1	0.52
2	2,063	1	0.30		20	2,040	1	0.55
3	2,060	1	0.73		21	2,040	1	0.29
4	2,062	1	0.58		22	2,037	1	0.42
5	2,061	1	0.64		23	2,038	1	0.42
6	2,048	1	0.35		24	2,037	1	0.61
7	2,054	1	0.28		25	2,034	1	0.54
8	2,036	1	0.37		26	2,029	1	0.50
9	1,964	3	0.28		27	1,924	3	0.32
10	2,031	1	0.60		28	1,995	1	0.61
11	2,033	1	0.69		29	1,994	1	0.61
12	2,027	1	0.71		30	1,995	1	0.51
13	2,022	1	0.44		31	1,989	1	0.26
14	2,025	1	0.68		32	1,989	1	0.65
15	2,029	1	0.63		33	1,990	1	0.55
16	2,024	1	0.30		34	1,986	1	0.51
17	2,018	1	0.50		35	1,979	1	0.50
18	1,915	3	0.17		36	1,843	3	0.36

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C5. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Reading (continued)

Reading Grade 10								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,219	1	0.84		19	2,167	1	0.57
2	2,219	1	0.63		20	2,169	1	0.58
3	2,208	1	0.36		21	2,168	1	0.39
4	2,217	1	0.64		22	2,167	1	0.33
5	2,213	1	0.66		23	2,169	1	0.11
6	2,217	1	0.47		24	2,167	1	0.51
7	2,216	1	0.32		25	2,162	1	0.40
8	2,195	1	0.26		26	2,149	1	0.21
9	2,102	3	0.33		27	2,053	3	0.34
10	2,178	1	0.25		28	2,134	1	0.77
11	2,183	1	0.49		29	2,132	1	0.86
12	2,180	1	0.48		30	2,129	1	0.63
13	2,177	1	0.50		31	2,130	1	0.57
14	2,182	1	0.70		32	2,129	1	0.77
15	2,181	1	0.54		33	2,129	1	0.62
16	2,171	1	0.27		34	2,132	1	0.61
17	2,163	1	0.58		35	2,125	1	0.67
18	2,017	3	0.40		36	2,030	3	0.53

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C6. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Mathematics

Mathematics Grade 2								
Field Test Sequence Number	N	Max Points	Adjusted P-Value		Field Test Sequence Number	N	Max Points	Adjusted P-Value
1	700	3	0.66		17	361	3	0.61
2	705	1	0.78		18	365	1	0.18
3	688	1	0.60		19	358	1	0.89
4	700	1	0.50		20	362	1	0.76
5	693	1	0.84		21	361	1	0.50
6	699	1	0.46		22	360	1	0.40
7	701	1	0.49		23	360	1	0.43
8	699	1	0.93		24	363	1	0.48
9	702	1	0.38		25	362	1	0.57
10	703	1	0.43		26	361	1	0.60
11	692	1	0.65		27	363	1	0.49
12	646	3	0.16		28	358	3	0.41
13	700	1	0.91		29	361	1	0.49
14	697	1	0.69		30	365	1	0.67
15	695	1	0.75		31	364	1	0.65
16	696	1	0.62		32	359	1	0.74

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C6. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 3								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,674	1	0.56		17	2,642	1	0.58
2	2,637	1	0.53		18	2,624	1	0.69
3	2,662	1	0.41		19	2,634	1	0.49
4	2,667	1	0.55		20	2,637	1	0.97
5	2,629	3	0.16		21	2,636	3	0.38
6	2,667	1	0.63		22	2,641	1	0.69
7	2,650	1	0.69		23	2,635	1	0.60
8	2,653	1	0.37		24	2,642	1	0.39
9	2,649	3	0.40		25	2,633	3	0.37
10	2,661	1	0.62		26	2,630	1	0.61
11	2,626	1	0.81		27	2,578	1	0.56
12	2,664	1	0.62		28	2,635	1	0.85
13	2,653	1	0.21		29	2,628	1	0.89
14	2,613	1	0.63		30	2,582	1	0.74
15	2,390	1	0.40		31	2,534	1	0.59
16	2,674	1	0.75		32	2,638	1	0.35

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C6. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 4								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,424	1	0.40		17	2,324	1	0.52
2	2,415	1	0.34		18	2,323	1	0.86
3	2,409	1	0.36		19	2,321	1	0.81
4	2,410	1	0.71		20	2,305	1	0.50
5	2,369	3	0.19		21	2,287	3	0.21
6	2,416	1	0.71		22	2,303	1	0.60
7	2,413	1	0.60		23	2,307	1	0.39
8	2,399	1	0.24		24	2,291	1	0.49
9	2,375	3	0.27		25	2,271	3	0.31
10	2,409	1	0.78		26	2,302	1	0.27
11	2,405	1	0.76		27	2,301	1	0.54
12	2,403	1	0.48		28	2,288	1	0.75
13	2,425	1	0.83		29	2,320	1	0.76
14	2,425	1	0.72		30	2,319	1	0.88
15	2,419	1	0.56		31	2,319	1	0.78
16	2,403	1	0.51		32	2,303	1	0.52

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C6. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 5								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,324	1	0.42		17	2,251	1	0.76
2	2,322	1	0.52		18	2,246	1	0.33
3	2,318	1	0.37		19	2,245	1	0.66
4	2,313	1	0.50		20	2,238	1	0.54
5	2,302	3	0.24		21	2,228	3	0.51
6	2,318	1	0.49		22	2,243	1	0.34
7	2,322	1	0.58		23	2,242	1	0.64
8	2,311	1	0.58		24	2,240	1	0.40
9	2,313	3	0.24		25	2,237	3	0.38
10	2,320	1	0.51		26	2,227	1	0.32
11	2,321	1	0.52		27	2,225	1	0.24
12	2,321	1	0.31		28	2,225	1	0.46
13	2,327	1	0.49		29	2,246	1	0.49
14	2,318	1	0.52		30	2,242	1	0.63
15	2,326	1	0.75		31	2,247	1	0.49
16	2,315	1	0.34		32	2,241	1	0.29

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C6. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 6								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,207	1	0.80		17	2,147	1	0.77
2	2,206	1	0.77		18	2,150	1	0.73
3	2,205	1	0.51		19	2,147	1	0.65
4	2,194	1	0.76		20	2,144	1	0.31
5	2,090	3	0.18		21	2,075	3	0.14
6	2,191	1	0.48		22	2,133	1	0.71
7	2,194	1	0.56		23	2,131	1	0.47
8	2,190	1	0.58		24	2,124	1	0.81
9	2,117	3	0.15		25	2,090	3	0.21
10	2,196	1	0.76		26	2,148	1	0.44
11	2,192	1	0.59		27	2,147	1	0.19
12	2,189	1	0.36		28	2,144	1	0.82
13	2,195	1	0.40		29	2,151	1	0.33
14*	.	1	.		30	2,152	1	0.53
15	2,195	1	0.43		31	2,152	1	0.48
16	2,192	1	0.57		32	2,151	1	0.55

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

*Item was suppressed due to no correct key.

Table C6. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 7								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,296	1	0.23		17	2,220	1	0.32
2	2,289	1	0.35		18	2,232	1	0.30
3	2,295	1	0.34		19	2,230	1	0.40
4	2,287	1	0.59		20	2,223	1	0.44
5	2,190	3	0.19		21	2,146	3	0.17
6	2,287	1	0.56		22	2,222	1	0.20
7	2,282	1	0.27		23	2,226	1	0.34
8	2,283	1	0.41		24	2,222	1	0.33
9	2,213	3	0.16		25	2,155	3	0.13
10	2,290	1	0.35		26	2,218	1	0.23
11	2,290	1	0.51		27	2,222	1	0.67
12	2,286	1	0.38		28	2,218	1	0.47
13	2,288	1	0.27		29	2,221	1	0.76
14	2,287	1	0.29		30	2,220	1	0.31
15	2,284	1	0.48		31	2,221	1	0.52
16	2,279	1	0.24		32	2,217	1	0.26

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C6. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 8								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,220	1	0.42		17	2,178	1	0.32
2	2,218	1	0.44		18	2,175	1	0.51
3	2,217	1	0.27		19	2,177	1	0.54
4	2,215	1	0.62		20	2,171	1	0.40
5	2,074	3	0.25		21	2,093	3	0.19
6	2,210	1	0.54		22	2,174	1	0.33
7	2,208	1	0.40		23	2,171	1	0.26
8	2,199	1	0.29		24	2,172	1	0.32
9	2,122	3	0.41		25	2,096	3	0.30
10	2,208	1	0.48		26	2,168	1	0.64
11	2,209	1	0.45		27	2,171	1	0.25
12	2,206	1	0.29		28	2,166	1	0.55
13	2,208	1	0.71		29	2,164	1	0.42
14	2,207	1	0.46		30	2,169	1	0.23
15	2,209	1	0.39		31	2,171	1	0.70
16	2,205	1	0.38		32	2,167	1	0.27

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C6. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Mathematics (continued)

Mathematics Grade 10								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,213	1	0.45		17	2,144	1	0.42
2	2,207	1	0.30		18	2,149	1	0.55
3	2,209	1	0.29		19	2,145	1	0.35
4	2,206	1	0.28		20	2,147	1	0.27
5	1,911	3	0.06		21	1,897	3	0.17
6	2,182	1	0.54		22	2,120	1	0.09
7	2,176	1	0.49		23	2,116	1	0.36
8	2,181	1	0.25		24	2,112	1	0.52
9	1,841	3	0.20		25	1,851	3	0.11
10	2,167	1	0.33		26	2,131	1	0.51
11	2,171	1	0.45		27	2,129	1	0.31
12	2,170	1	0.46		28	2,129	1	0.23
13	2,181	1	0.21		29	2,124	1	0.54
14	2,186	1	0.31		30	2,127	1	0.53
15	2,180	1	0.26		31*	.	1	.
16	2,183	1	0.51		32	2,122	1	0.24

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

*Item was suppressed due to no correct key.

Table C7. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Science/Biology

Science Grade 5								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,319	1	0.56		15	2,262	1	0.81
2	2,317	1	0.58		16	2,257	1	0.45
3	2,319	1	0.31		17	2,263	1	0.61
4	2,182	2	0.37		18	2,217	2	0.48
5	2,309	1	0.50		19	2,254	1	0.64
6	2,307	1	0.27		20	2,255	1	0.60
7	2,306	1	0.56		21	2,248	1	0.54
8	2,309	1	0.16		22	2,245	1	0.47
9	2,309	1	0.48		23	2,247	1	0.69
10	2,311	1	0.86		24	2,255	1	0.41
11	2,303	1	0.35		25	2,244	1	0.35
12	2,242	2	0.10		26	2,199	2	0.37
13	2,305	1	0.42		27	2,256	1	0.68
14	2,303	1	0.49		28	2,255	1	0.47

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C7. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Science/Biology (continued)

Science Grade 8								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,184	1	0.59		15	2,142	1	0.37
2	2,186	1	0.23		16	2,141	1	0.40
3	2,180	1	0.48		17	2,143	1	0.65
4	2,084	2	0.40		18	2,067	2	0.21
5	2,179	1	0.46		19	2,144	1	0.52
6	2,179	1	0.40		20	2,143	1	0.60
7	2,178	1	0.66		21	2,136	1	0.35
8	2,178	1	0.44		22	2,135	1	0.47
9	2,177	1	0.31		23	2,138	1	0.63
10	2,177	1	0.66		24	2,130	1	0.38
11	2,163	1	0.51		25	2,115	1	0.37
12	2,037	2	0.38		26	2,000	2	0.06
13	2,176	1	0.36		27	2,132	1	0.40
14	2,174	1	0.36		28	2,129	1	0.26

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Table C7. DC CAS 2014 Field Test Form Item Adjusted *P*-Values: Science/Biology (continued)

High School Biology								
Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value		Field Test Sequence Number	N	Max Points	Adjusted <i>P</i> -Value
1	2,295	1	0.56		15	2,272	1	0.31
2	2,292	1	0.46		16	2,272	1	0.26
3	2,296	1	0.43		17	2,266	1	0.32
4	2,012	2	0.30		18	2,087	2	0.50
5	2,284	1	0.45		19	2,256	1	0.33
6	2,286	1	0.44		20	2,262	1	0.32
7	2,288	1	0.35		21	2,245	1	0.41
8	2,287	1	0.31		22	2,253	1	0.43
9	2,291	1	0.28		23	2,254	1	0.42
10	2,282	1	0.30		24	2,250	1	0.35
11	2,267	1	0.44		25	2,226	1	0.26
12	1,885	2	0.11		26	2,005	2	0.13
13	2,268	1	0.37		27	2,241	1	0.42
14	2,271	1	0.16		28	2,241	1	0.30

Note: The adjusted *p*-value for an item only includes responses for examinees with valid responses to that item.

Appendix D: Internal Consistency Reliability Coefficients for Examinee Subgroups

(See Section 8. Evidence for Reliability and Validity, *Internal Consistency Reliability*, Table 31)

Table D1. Scale Score Mean and SD, and Internal Consistency Reliability Coefficients for Examinee Subgroups: Reading

Grade	Subgroup	Students with Test Scores	Number of Items	Alpha	Stratified Alpha	Feldt-Raju	Scale Score	
							Mean	SD
Reading								
2	All Examinees	1,065	35	0.89	0.89	0.89	243.22	13.37
	Male	565	35	0.89	0.89	0.90	241.39	13.97
	Female	500	35	0.88	0.88	0.88	245.29	12.33
	Asian	2	35	.	.	.	.	.
	African American	954	35	0.89	0.89	0.89	242.73	13.51
	Hispanic	95	35	0.86	0.87	0.87	246.33	11.22
	White	12	35	.	.	.	.	.
3	All Examinees	5,309	48	0.93	0.93	0.93	350.04	16.27
	Male	2,665	48	0.93	0.93	0.93	347.92	16.59
	Female	2,635	48	0.93	0.93	0.93	352.17	15.65
	Asian	98	48	0.89	0.89	0.89	364.16	12.40
	African American	3,791	48	0.92	0.92	0.92	347.19	15.44
	Hispanic	789	48	0.92	0.92	0.92	349.19	14.99
	White	600	48	0.88	0.89	0.89	366.63	12.17
4	All Examinees	4,736	48	0.92	0.93	0.93	453.21	15.04
	Male	2,365	48	0.93	0.93	0.93	451.17	15.76
	Female	2,364	48	0.92	0.92	0.92	455.26	13.98
	Asian	95	48	0.86	0.87	0.87	466.27	11.93
	African American	3,442	48	0.91	0.92	0.92	450.82	14.27
	Hispanic	688	48	0.92	0.92	0.92	452.24	14.76
	White	484	48	0.85	0.85	0.85	468.84	9.81
5	All Examinees	4,558	48	0.92	0.93	0.93	554.80	13.14
	Male	2,325	48	0.92	0.93	0.93	552.96	13.65
	Female	2,226	48	0.92	0.92	0.92	556.72	12.32
	Asian	94	48	0.90	0.90	0.90	563.69	9.91
	African American	3,363	48	0.91	0.92	0.92	552.88	12.81
	Hispanic	644	48	0.91	0.92	0.92	554.70	12.23
	White	434	48	0.87	0.88	0.87	567.87	8.85

Table D1. Scale Score Mean and SD, and Internal Consistency Reliability Coefficients for Examinee Subgroups: Reading (*continued*)

Grade	Subgroup	Students with Test Scores	Number of Items	Alpha	Stratified Alpha	Feldt-Raju	Scale Score	
							Mean	SD
Reading								
6	All Examinees	4,330	48	0.91	0.92	0.92	651.20	13.96
	Male	2,180	48	0.92	0.93	0.92	648.54	15.12
	Female	2143	48	0.90	0.90	0.90	653.99	11.98
	Asian	87	48	0.91	0.92	0.92	659.83	12.87
	African American	3270	48	0.91	0.91	0.91	649.19	13.72
	Hispanic	582	48	0.90	0.90	0.90	652.25	12.14
	White	370	48	0.82	0.83	0.83	665.19	8.85
7	All Examinees	4,522	48	0.90	0.91	0.91	755.75	13.27
	Male	2,246	48	0.91	0.91	0.91	753.61	13.98
	Female	2257	48	0.90	0.90	0.90	757.96	12.00
	Asian	76	48	0.88	0.89	0.89	765.76	10.36
	African American	3533	48	0.89	0.89	0.89	754.15	12.71
	Hispanic	591	48	0.90	0.90	0.90	755.90	12.99
	White	300	48	0.82	0.83	0.83	771.52	8.58
8	All Examinees	4,367	48	0.91	0.92	0.92	854.72	13.27
	Male	2,230	48	0.92	0.92	0.92	852.51	13.71
	Female	2,116	48	0.91	0.92	0.91	857.13	12.35
	Asian	65	48	0.92	0.93	0.93	864.09	14.07
	African American	3393	48	0.91	0.91	0.91	853.42	12.84
	Hispanic	604	48	0.91	0.92	0.91	854.65	12.50
	White	276	48	0.87	0.89	0.88	868.86	10.20
9	All Examinees	4,137	48	0.93	0.93	0.93	949.88	16.87
	Male	2,077	48	0.93	0.94	0.94	946.77	17.54
	Female	2,035	48	0.92	0.93	0.93	953.21	15.44
	Asian	65	48	0.94	0.95	0.95	960.12	18.58
	African American	3,321	48	0.92	0.93	0.92	948.48	15.77
	Hispanic	508	48	0.94	0.94	0.94	950.04	18.49
	White	214	48	0.92	0.93	0.93	969.93	13.90
10	All Examinees	4,404	48	0.93	0.93	0.93	952.94	16.24
	Male	2,138	48	0.93	0.93	0.93	950.25	16.87
	Female	2,239	48	0.92	0.92	0.92	955.60	15.17
	Asian	79	48	0.92	0.92	0.92	962.75	13.79
	African American	3,539	48	0.92	0.92	0.92	951.65	15.90
	Hispanic	528	48	0.92	0.92	0.92	952.96	15.03
	White	225	48	0.92	0.93	0.93	970.25	13.79

Note: To maintain confidentiality of individual student results, this report does not show subgroup results for fewer than 25 students.

Table D2. Scale Score Mean and SD, and Internal Consistency Reliability Coefficients for Examinee Subgroups: Mathematics

Grade	Subgroup	Students with Test Scores	Number of Items	Alpha	Stratified Alpha	Feldt -Raju	Scale Score	
							Mean	SD
Mathematics								
2	All Examinees	1,071	42	0.90	0.90	0.90	254.34	11.67
	Male	570	42	0.90	0.91	0.91	254.09	11.76
	Female	501	42	0.89	0.89	0.89	254.62	11.56
	Asian	3	42	.	.	.	.	.
	African American	959	42	0.89	0.90	0.90	254.15	11.64
	Hispanic	95	42	0.91	0.91	0.92	255.24	12.10
	White	12	42	.	.	.	.	.
3	All Examinees	5,342	54	0.93	0.93	0.94	356.20	18.46
	Male	2,683	54	0.93	0.94	0.94	355.32	18.96
	Female	2,649	54	0.93	0.93	0.93	357.07	17.92
	Asian	106	54	0.93	0.93	0.93	371.34	17.19
	African American	3,801	54	0.92	0.93	0.93	352.76	17.72
	Hispanic	796	54	0.92	0.92	0.92	357.14	16.72
	White	607	54	0.89	0.89	0.90	373.72	13.36
4	All Examinees	4,762	54	0.94	0.94	0.94	459.34	17.76
	Male	2,384	54	0.94	0.94	0.95	458.77	18.54
	Female	2,371	54	0.93	0.94	0.94	459.90	16.94
	Asian	98	54	0.90	0.90	0.91	476.73	12.09
	African American	3,447	54	0.93	0.93	0.94	456.16	17.14
	Hispanic	700	54	0.93	0.93	0.93	459.76	15.21
	White	490	54	0.90	0.90	0.90	477.44	12.87
5	All Examinees	4,582	54	0.93	0.94	0.94	558.76	17.22
	Male	2,335	54	0.93	0.94	0.94	557.67	17.34
	Female	2,239	54	0.93	0.94	0.94	559.91	17.02
	Asian	96	54	0.91	0.91	0.91	572.08	11.51
	African American	3,362	54	0.93	0.93	0.93	556.27	16.90
	Hispanic	662	54	0.92	0.93	0.93	559.57	15.94
	White	438	54	0.91	0.91	0.91	573.87	12.51

Table D2. Scale Score Mean and SD, and Internal Consistency Reliability Coefficients for Examinee Subgroups: Mathematics (*continued*)

Grade	Subgroup	Students with Test Scores	Number of Items	Alpha	Stratified Alpha	Feldt -Raju	Scale Score	
							Mean	SD
Mathematics								
6	All Examinees	4,364	54	0.93	0.94	0.94	652.20	17.93
	Male	2,193	54	0.94	0.94	0.94	650.88	18.42
	Female	2,164	54	0.93	0.93	0.93	653.62	17.24
	Asian	87	54	0.94	0.94	0.95	668.37	16.58
	African American	3,274	54	0.92	0.92	0.92	649.01	16.90
	Hispanic	610	54	0.92	0.92	0.92	654.60	15.59
	White	370	54	0.92	0.92	0.93	672.39	14.26
7	All Examinees	4,537	54	0.92	0.92	0.92	753.19	18.02
	Male	2,255	54	0.92	0.92	0.93	751.76	18.60
	Female	2,263	54	0.92	0.92	0.92	754.73	17.18
	Asian	79	54	0.94	0.94	0.94	769.32	16.63
	African American	3,529	54	0.90	0.91	0.91	750.91	17.33
	Hispanic	608	54	0.91	0.91	0.92	754.22	16.43
	White	298	54	0.91	0.92	0.92	774.23	12.02
8	All Examinees	4,405	54	0.93	0.93	0.93	853.54	16.78
	Male	2,249	54	0.92	0.93	0.93	852.03	17.24
	Female	2,136	54	0.93	0.93	0.93	855.30	16.01
	Asian	69	54	0.94	0.94	0.95	869.10	13.93
	African American	3,389	54	0.92	0.92	0.92	852.04	16.24
	Hispanic	639	54	0.92	0.92	0.92	852.76	16.24
	White	278	54	0.93	0.93	0.93	870.48	12.83
10	All Examinees	4,397	54	0.89	0.89	0.90	947.11	20.28
	Male	2,130	54	0.89	0.90	0.90	944.95	21.18
	Female	2,240	54	0.89	0.89	0.89	949.38	18.99
	Asian	79	54	0.94	0.95	0.95	964.97	19.16
	African American	3,530	54	0.87	0.87	0.87	945.47	19.82
	Hispanic	529	54	0.87	0.87	0.87	947.98	18.50
	White	226	54	0.93	0.93	0.94	966.37	17.21

Note: To maintain confidentiality of individual student results, this report does not show subgroup results for fewer than 25 students.

Table D3. Scale Score Mean and SD, and Internal Consistency Reliability Coefficients for Examinee Subgroups: Science/Biology

Grade	Subgroup	Students with Test Scores	Number of Items	Alpha	Stratified Alpha	Feldt -Raju	Scale Score	
							Mean	SD
Science/Biology								
5	All Examinees	4,580	50	0.89	0.89	0.89	549.71	12.16
	Male	2,332	50	0.89	0.89	0.89	549.33	12.74
	Female	2,231	50	0.88	0.88	0.88	550.17	11.49
	Asian	96	50	0.88	0.88	0.88	558.06	9.48
	African American	3,355	50	0.86	0.86	0.86	547.86	11.79
	Hispanic	663	50	0.85	0.85	0.86	549.70	10.50
	White	437	50	0.86	0.86	0.87	562.39	8.78
8	All Examinees	4,328	50	0.89	0.89	0.89	851.60	16.41
	Male	2,198	50	0.89	0.89	0.89	850.87	16.83
	Female	2,109	50	0.89	0.89	0.89	852.40	15.90
	Asian	68	50	0.91	0.91	0.92	862.68	11.02
	African American	3,337	50	0.85	0.86	0.86	850.21	16.25
	Hispanic	621	50	0.87	0.87	0.87	851.04	16.35
	White	272	50	0.90	0.90	0.91	866.89	9.26
High School	All Examinees	4,572	50	0.87	0.87	0.87	947.00	16.53
	Male	2,155	50	0.88	0.88	0.88	945.45	17.67
	Female	2,371	50	0.85	0.86	0.86	948.46	15.30
	Asian	68	50	0.93	0.93	0.93	955.87	13.73
	African American	3,645	50	0.82	0.83	0.83	945.90	16.49
	Hispanic	597	50	0.87	0.87	0.87	947.22	16.24
	White	207	50	0.91	0.91	0.91	962.69	9.00

Table D4. Scale Score Mean and SD, and Internal Consistency Reliability Coefficients for Examinee Subgroups: Composition

Grade	Subgroup	Students with Test Scores	Number of Items	Alpha	Stratified Alpha*	Feldt-Raju	Scale Score	
							Mean	SD
Composition								
4	All Examinees	4,695	3	0.94	0.92	0.95	453.37	18.69
	Male	2,340	3	0.94	0.92	0.95	450.13	18.92
	Female	2,345	3	0.93	0.91	0.94	456.63	17.89
	Asian	95	3	0.91	0.91	0.93	466.73	16.47
	African American	3,408	3	0.94	0.91	0.94	450.72	17.84
	Hispanic	683	3	0.94	0.92	0.95	453.45	18.29
	White	484	3	0.90	0.90	0.93	469.11	16.28
7	All Examinees	4,421	3	0.93	0.90	0.94	756.20	14.21
	Male	2,204	3	0.94	0.90	0.94	752.96	14.35
	Female	2,210	3	0.92	0.89	0.93	759.46	13.30
	Asian	75	3	0.91	0.86	0.92	768.45	13.40
	African American	3,455	3	0.93	0.89	0.94	754.49	13.47
	Hispanic	579	3	0.93	0.89	0.93	757.29	13.09
	White	293	3	0.92	0.92	0.94	771.35	14.39
10	All Examinees	4,050	3	0.86	0.70	0.87	954.80	19.56
	Male	1,948	3	0.85	0.70	0.86	950.76	18.94
	Female	2,092	3	0.85	0.69	0.86	958.64	19.35
	Asian	77	3	0.84	0.68	0.86	964.96	18.80
	African American	3,258	3	0.86	0.70	0.86	953.34	19.13
	Hispanic	475	3	0.84	0.69	0.86	956.80	19.45
	White	219	3	0.83	0.59	0.85	969.33	18.69

*Stratified Alpha is based on two items.

Appendix E: Classification Consistency and Accuracy Estimates for All Proficiency Levels for Examinee Subgroups

Table E1. Classification Consistency and Accuracy Rates for All Cut Scores and Examinee Subgroups: Reading

Grade/Subgroup	Classification Consistency		Classification Accuracy		
	Consistency	Kappa	Accuracy	False Positive Errors	False Negative Errors
Grade 2					
Males	0.75	0.62	0.82	0.08	0.09
Females	0.75	0.61	0.83	0.08	0.09
Asian	.	.	.	.	.
African American	0.75	0.62	0.83	0.08	0.09
Hispanic	0.73	0.57	0.81	0.08	0.11
White	.	.	.	.	.
Grade 3					
Males	0.79	0.70	0.85	0.07	0.08
Females	0.78	0.67	0.84	0.08	0.08
Asian	0.75	0.59	0.82	0.08	0.10
African American	0.79	0.68	0.85	0.07	0.08
Hispanic	0.79	0.68	0.85	0.07	0.08
White	0.77	0.58	0.83	0.08	0.09
Grade 4					
Males	0.76	0.66	0.83	0.08	0.09
Females	0.75	0.63	0.82	0.09	0.09
Asian	0.78	0.60	0.84	0.06	0.10
African American	0.76	0.64	0.83	0.09	0.09
Hispanic	0.77	0.65	0.83	0.08	0.09
White	0.73	0.51	0.80	0.11	0.09
Grade 5					
Males	0.79	0.68	0.85	0.07	0.08
Females	0.80	0.67	0.85	0.07	0.07
Asian	0.83	0.69	0.88	0.06	0.06
African American	0.80	0.67	0.85	0.07	0.07
Hispanic	0.79	0.66	0.85	0.07	0.08
White	0.79	0.57	0.85	0.07	0.08
Grade 6					
Males	0.78	0.68	0.84	0.08	0.08
Females	0.76	0.62	0.82	0.08	0.10
Asian	0.76	0.62	0.82	0.08	0.10
African American	0.77	0.65	0.84	0.08	0.09
Hispanic	0.77	0.64	0.83	0.09	0.08
White	0.74	0.51	0.81	0.08	0.11

Table E1. Classification Consistency and Accuracy Rates for All Cut Scores and Examinee Subgroups: Reading (*continued*)

Grade/Subgroup	Classification Consistency		Classification Accuracy		
	Consistency	Kappa	Accuracy	False Positive Errors	False Negative Errors
Grade 7					
Males	0.74	0.62	0.82	0.09	0.09
Females	0.74	0.62	0.82	0.10	0.09
Asian	0.81	0.69	0.87	0.08	0.04
African American	0.73	0.60	0.81	0.09	0.10
Hispanic	0.74	0.61	0.82	0.10	0.09
White	0.83	0.62	0.88	0.07	0.05
Grade 8					
Males	0.75	0.63	0.82	0.08	0.10
Females	0.76	0.63	0.83	0.08	0.09
Asian	0.86	0.76	0.71	0.04	0.25
African American	0.76	0.63	0.83	0.08	0.09
Hispanic	0.80	0.72	0.74	0.08	0.18
White	0.74	0.56	0.81	0.10	0.09
Grade 9					
Males	0.74	0.65	0.82	0.09	0.09
Females	0.75	0.65	0.83	0.09	0.09
Asian	0.86	0.75	0.90	0.06	0.04
African American	0.74	0.63	0.81	0.10	0.09
Hispanic	0.75	0.66	0.82	0.09	0.09
White	0.91	0.71	0.93	0.04	0.03
Grade 10					
Males	0.76	0.66	0.84	0.07	0.09
Females	0.74	0.64	0.83	0.08	0.09
Asian	0.74	0.62	0.83	0.08	0.09
African American	0.75	0.65	0.83	0.08	0.09
Hispanic	0.75	0.64	0.83	0.08	0.09
White	0.80	0.65	0.86	0.07	0.06

Note: To maintain confidentiality of individual student results, this report does not show subgroup results for fewer than 25 students.

Table E2. Classification Consistency and Accuracy Rates for All Cut Scores and Examinee Subgroups: Mathematics

Grade/Subgroup	Classification Consistency		Classification Accuracy		
	Consistency	Kappa	Accuracy	False Positive Errors	False Negative Errors
Grade 2					
Males	0.72	0.59	0.80	0.09	0.11
Females	0.71	0.57	0.79	0.09	0.12
Asian	.	.	.	.	.
African American	0.71	0.58	0.79	0.09	0.12
Hispanic	0.72	0.60	0.81	0.10	0.10
White	.	.	.	.	.
Grade 3					
Males	0.77	0.68	0.84	0.07	0.09
Females	0.76	0.66	0.83	0.08	0.09
Asian	0.75	0.60	0.82	0.08	0.09
African American	0.77	0.66	0.84	0.08	0.09
Hispanic	0.76	0.65	0.83	0.08	0.09
White	0.76	0.60	0.84	0.08	0.08
Grade 4					
Males	0.78	0.70	0.84	0.08	0.08
Females	0.77	0.68	0.83	0.08	0.09
Asian	0.82	0.64	0.87	0.09	0.04
African American	0.77	0.67	0.83	0.08	0.09
Hispanic	0.76	0.66	0.83	0.08	0.09
White	0.84	0.68	0.88	0.06	0.06
Grade 5					
Males	0.77	0.68	0.84	0.08	0.09
Females	0.77	0.67	0.83	0.08	0.08
Asian	0.83	0.72	0.88	0.06	0.06
African American	0.76	0.67	0.83	0.08	0.09
Hispanic	0.76	0.66	0.83	0.09	0.08
White	0.80	0.66	0.85	0.08	0.07
Grade 6					
Males	0.76	0.67	0.82	0.08	0.10
Females	0.75	0.66	0.82	0.08	0.10
Asian	0.91	0.82	0.90	0.05	0.06
African American	0.74	0.64	0.81	0.09	0.10
Hispanic	0.76	0.66	0.82	0.08	0.10
White	0.86	0.71	0.90	0.06	0.04
Grade 7					
Males	0.72	0.60	0.79	0.10	0.11
Females	0.73	0.61	0.81	0.10	0.09
Asian	0.82	0.70	0.86	0.09	0.05
African American	0.71	0.58	0.79	0.11	0.10
Hispanic	0.73	0.60	0.80	0.10	0.10
White	0.87	0.73	0.91	0.05	0.04

Table E2. Classification Consistency and Accuracy Rates for All Cut Scores and Examinee Subgroups: Mathematics (*continued*)

Grade/Subgroup	Classification Consistency		Classification Accuracy		
	Consistency	Kappa	Accuracy	False Positive Errors	False Negative Errors
Grade 8					
Males	0.74	0.62	0.81	0.10	0.09
Females	0.76	0.64	0.82	0.09	0.08
Asian	0.85	0.73	0.89	0.05	0.05
African American	0.74	0.61	0.81	0.10	0.09
Hispanic	0.74	0.61	0.81	0.10	0.09
White	0.87	0.73	0.90	0.06	0.04
Grade 10					
Males	0.64	0.49	0.74	0.12	0.14
Females	0.67	0.51	0.76	0.12	0.12
Asian	0.78	0.66	0.84	0.10	0.06
African American	0.64	0.47	0.74	0.13	0.13
Hispanic	0.66	0.49	0.75	0.13	0.12
White	0.82	0.71	0.87	0.07	0.06

Note: To maintain confidentiality of individual student results, this report does not show subgroup results for fewer than 25 students.

Table E3. Classification Consistency and Accuracy Rates for All Cut Scores and Examinee Subgroups: Science/Biology

Grade/Subgroup	Classification Consistency		Classification Accuracy		
	Consistency	Kappa	Accuracy	False Positive Errors	False Negative Errors
Grade 5					
Males	0.70	0.58	0.79	0.11	0.10
Females	0.71	0.57	0.79	0.11	0.10
Asian	0.73	0.56	0.80	0.10	0.10
African American	0.70	0.55	0.78	0.11	0.11
Hispanic	0.70	0.55	0.79	0.10	0.11
White	0.77	0.61	0.83	0.09	0.07
Grade 8					
Males	0.73	0.59	0.60	0.33	0.07
Females	0.68	0.55	0.77	0.11	0.11
Asian	0.75	0.60	0.81	0.11	0.08
African American	0.67	0.52	0.76	0.11	0.12
Hispanic	0.68	0.53	0.77	0.11	0.12
White	0.81	0.67	0.87	0.07	0.06
High School					
Males	0.67	0.50	0.74	0.12	0.14
Females	0.68	0.49	0.75	0.12	0.13
Asian	0.69	0.54	0.77	0.12	0.12
African American	0.66	0.48	0.74	0.12	0.14
Hispanic	0.67	0.50	0.75	0.12	0.14
White	0.83	0.69	0.88	0.06	0.06

Table E4. Classification Consistency and Accuracy Rates for All Cut Scores and Examinee Subgroups: Composition

Grade/Subgroup	Classification Consistency		Classification Accuracy		
	Consistency	Kappa	Accuracy	False Positive Errors	False Negative Errors
Grade 4					
Males	0.62	0.45	0.66	0.17	0.14
Females	0.59	0.42	0.64	0.17	0.19
Asian	0.61	0.39	0.67	0.16	0.17
African American	0.60	0.43	0.65	0.16	0.19
Hispanic	0.59	0.42	0.64	0.16	0.20
White	0.63	0.42	0.69	0.16	0.19
Grade 7					
Males	0.64	0.51	0.73	0.11	0.16
Females	0.64	0.50	0.73	0.13	0.14
Asian	0.74	0.56	0.80	0.11	0.09
African American	0.63	0.49	0.72	0.12	0.16
Hispanic	0.65	0.52	0.74	0.12	0.14
White	0.76	0.54	0.82	0.10	0.08
Grade 10					
Males	0.56	0.40	0.66	0.15	0.19
Females	0.57	0.41	0.66	0.17	0.17
Asian	0.59	0.40	0.67	0.17	0.16
African American	0.56	0.41	0.65	0.16	0.19
Hispanic	0.57	0.42	0.66	0.15	0.19
White	0.65	0.44	0.72	0.16	0.12