

***WASHINGTON ALTERNATE ASSESSMENT SYSTEM
TECHNICAL REPORT
2005***

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by
PEARSON EDUCATIONAL MEASUREMENT



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I. EXECUTIVE SUMMARY

The Washington Alternate Assessment System (WAAS) was administered operationally for the fifth year during Spring 2005. In compliance with professional standards that test developers produce a technical manual to document the technical quality of an assessment and evidence for the reliability and validity of test scores (*Standards for Educational and Psychological Testing*, AERA/APA/NCME, 1999), this manual summarizes the technical information for the 2005 WAAS.

The 2005 WAAS test administration window began on March 21, 2005 and ended on May 6, 2005. All application materials were sent to the Pearson Educational Measurement (PEM) Scoring Center by May 27. All received portfolios were scored during the Summer Scoring Institute, convened June 27 to July 1. Scored portfolios were returned to school districts in August. Participation rates increased by 27% from 2004 to 2005, with 64% males and 36% females, and a total of 3,279 student portfolios. The content area “Communication” was excluded from the scoring domain this year, leaving four content dimensions in Part I to assess progress on IEP skills, and four performance dimensions in Part II to evaluate students’ generalization of skills. The technical quality of scores such as scorer reliability remains consistent from year to year. The inter-rater reliability is generally higher for Part I than Part II. Although intercorrelations between the scores were fairly high across all grades, statistical evidence is consistent with the two-dimensional construct of WAAS: The two parts are measuring different traits. The 2005 score distributions reveal differences from previous years. While the frequency of the highest score (4) for Part II dimensions declined from 2004 to 2005, overall scores increased from 2004 to 2005. Progress on the content dimension improved significantly from 2000. To date, the 2005 WAAS produced the highest percentage of students meeting the performance standard since program inception in 2000.

II. What is WAAS?

State assessment programs provide one method of determining student academic achievement. The Washington State Assessment System provides accountability for program and

educational opportunities for all students. Alternate assessment is one component of Washington's assessment system.

The Washington Alternate Assessment System (WAAS) program was developed by the Washington Alternate Assessment Task Force and expanded by Advisory Panels in response to requirements of the Individuals with Disabilities Education Act of 1997: "The State has established goals for the performance of children with disabilities in the state that . . . are consistent, to the maximum extent appropriate, with other goals and standards for children established by the state." The alternate assessments are based on Washington's Essential Academic Learning Requirements (EALRs) in the content areas of Communication, Reading, Writing, Mathematics, and Science. The state has prepared extensions for the EALRs. This document describes the critical function of the EALRs, the access skills, instructional activities, and assessment strategies that are designed to assist special education staff members to link functional IEP skills to the EALRs, to provide access to the general education curriculum, and to measure student progress toward achieving the EALRs. The most current version of the EALR extensions document can be found at:

http://www.k12.wa.us/SpecialEd/pubdocs/EALR_Extension%20_Guide_Oct_02.pdf.

A number of additional resources and documents can be downloaded from

<http://www.k12.wa.us/SpecialEd/assessment.aspx>.

The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students.

The Washington Alternate Assessment System was designed for a small percentage of the total school population. Students with disabilities are expected to take the Washington Assessment of Student Learning (WASL) tests, with or without necessary accommodations, unless the Individualized Education Program (IEP) team determines that the student is unable to participate on the WASL in one or more content areas. In this case, the IEP team may select the Washington Alternate Assessment System (WAAS) portfolio assessment.

Program Purpose

The Washington Alternate Assessment Task force, comprised of administrators, higher education personnel, teachers, and parents, determined the following two-fold purpose of the portfolio assessment:

- To provide an appropriate method of measuring progress on state goals and standards for students who are not able to access the WASL or any commercially available test, even with accommodations and
- To ensure that students will be able to generalize the Individualized Education Program (IEP) skills to the maximum extent possible.

The basic building block of the portfolio assessment is evidence of the student's performance and progress toward reaching IEP goals. Each of the entries in the portfolio documents two dimensions of learning: progress on IEP skills linked to the EALRs and student generalization of those skills.

Portfolio evidence should demonstrate participation in and progress toward IEP goals that are aligned to state standards (EALRs). In this way, evidence of progress on IEP skills is linked to the EALRs and can be linked to progress on state goals and standards.

Portfolio evidence should also show the extent to which a student can demonstrate and generalize the IEP skill linked to EALRs in the following ways:

- use the IEP skill with appropriate modifications/adaptations, supports, or assistive technology in order to demonstrate all he or she knows and is able to do;
- apply the IEP skill in a variety of settings and contexts in which the student is able to use learned skills. These places can include the classroom, other areas of the school, community settings, and home;
- interact with nondisabled peers and others during IEP activities for the purpose of developing social relationships to enrich his or her life; and
- use self-determination skills in planning, monitoring and evaluating IEP skill activities.

Target Population & Participation Rates

Federal guidelines indicate that states should develop alternate assessment participation guidelines so that approximately 1-3% of the student population is eligible for an alternate assessment in each given year.

More portfolios were submitted in 2005 than in 2004. In 2005, 3,279 students participated in the WAAS program. As shown in Table 2.1, the participation rate of the WAAS increased at each grade level and in each year since 2002. In 2002, a total of 427 portfolios were submitted. The number almost quadrupled in 2003 (1,646), rose to 2,589 in 2004, and increased again in 2005 to 3,279.

Table 2.1 Number of Participants in the WAAS from 2002

| Grade | Number of 2002 Participants | Number of 2003 Participants | Number of 2004 Participants | Number of 2005 Participants |
|--------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 4 | | 695 | 726 | 780 |
| 5 | | | 389 | 605 |
| 7 | | 425 | 531 | 678 |
| 8 | | 174 | 440 | 589 |
| 10 | | 352 | 503 | 627 |
| Total | 427 | 1,646 | 2,589 | 3,279 |

III. PORTFOLIO DEVELOPMENT

The implementation of the WAAS portfolio is dependent on the interaction between the assessed student and the teacher or staff member who assists the student with portfolio construction. Both teacher and student must be cognizant of the components and types of evidence

that are required and/or recommended for inclusion in the portfolio. The student must be able to demonstrate observable skills or to produce evidences to be included in the portfolio.

The teacher or staff member must be able to write measurable IEP goals or objectives which provide opportunities for the student to participate and progress in the general curriculum. Staff members must also be able to plan academic content-based activities and select one IEP skill linked to EALRs that will be measured in each content area entry. Additionally, the assessment team that collects data (on the student's progress on IEP skills over time and the ability of the student to generalize and use these skills) must possess a certain level of assessment literacy about how best to measure assessment targets and document student growth in IEP skills.

Two ongoing activities have been implemented to document and control for the effects of teacher knowledge of WAAS portfolio procedural issues or assessment practices. Regional teacher training sessions are conducted in the fall of each school year. Workshops are conducted in several regions of the state in the fall each year. The three-hour workshops cover WAAS procedures, writing measurable IEP goals, planning general education content-based activities, and collecting student performance data. The WAAS portfolio session materials are posted to the OSPI web site and members of the Special Education Assessment Leadership Team (SEALT) are trained to replicate the WAAS workshops for teachers who missed an OSPI session. Participant surveys are conducted at the regional workshops to gauge perceptions of changes in instruction and assessment practices and to determine other training needs.

Research, data analyses, and reviews of the WAAS portfolios for a sample of copied portfolios each year has been the second strategy to inform us about the technical adequacy of the WAAS portfolio and to guide professional development for future WAAS workshops (Johnson & Arnold, 2004). Johnson addresses the following research questions in a 2004 report:

1. Does the WAAS include tasks from the extended benchmarks for the EALRs? If so, what kind and how frequently are they used?
2. How many low scores might be attributable to procedural issues with the portfolio?
3. In what way might we establish external validity of the WAAS in future administrations?

The findings of this study, perception surveys, and other studies were used to determine the research agenda for the 2005 WAAS portfolios review and to revise WAAS portfolio workshops to address professional learning needs.

Construct Validity

Common approaches to investigate construct validity of an assessment are to examine inter-dimension correlations and factor structure. The correlation method provides information about the relationships among the test dimensions. Similarly, the factorial method explores the structure of an assessment through the correlations among the sub-scores.

Tables 3.1 to 3.5 show the correlations among the sub-scores for all the grades. The correlations within Part I and within Part II are consistently higher than the correlations between Part I and Part II. This result supports the two-part construct of the WAAS. The correlation matrices suggest that the Part II dimensions are different measures from the content progress. It is therefore reasonable to evaluate students' portfolios separately on their content progress and on their performance dimensions.

Table 3.1 Grade 4 Subscore Correlations

| | Part I | | | Part II | | | |
|---------------------------------------|---------|---------|------|------------------------------|-----------------------|---------------------|-------------------------|
| | Reading | Writing | Math | Modification/ Adaptations | Settings/ Contexts | Social Relations | Self - Determination |
| Reading | - | | | | | | |
| Writing | .54 | - | | | | | |
| Math | .49 | .57 | - | | | | |
| Modifications/ Adaptations | .32 | .35 | .37 | - | | | |
| Settings/ Contexts | .36 | .36 | .33 | .62 | - | | |
| Social Relations | .32 | .34 | .29 | .57 | .64 | - | |
| Self- Determination | .38 | .38 | .35 | .50 | .55 | .56 | - |

Table 3.2 Grade 5 Subscore Correlations

| | Part I | Part II | | | |
|-------------------------------|---------|-------------------------------|-----------------------|---------------------|-------------------------|
| | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self – Determination |
| Science | - | | | | |
| Modifications/ Adaptations | .39 | - | | | |
| Settings/ Contexts | .35 | .59 | - | | |
| Social Relations | .40 | .55 | .59 | - | |
| Self- Determination | .35 | .50 | .44 | .48 | - |

Table 3.3 Grade 7 Subscore Correlations

| | Part I | | | Part II | | | |
|---------------------------------------|---------|---------|------|------------------------------|-----------------------|---------------------|-------------------------|
| | Reading | Writing | Math | Modification/ Adaptations | Settings/ Contexts | Social Relations | Self - Determination |
| Reading | - | | | | | | |
| Writing | .54 | - | | | | | |
| Math | .51 | .60 | - | | | | |
| Modifications/ Adaptations | .37 | .37 | .38 | - | | | |
| Settings/ Contexts | .36 | .41 | .39 | .60 | - | | |
| Social Relations | .34 | .39 | .38 | .45 | .57 | - | |
| Self- Determination | .34 | .37 | .43 | .46 | .44 | .52 | - |

Table 3.4 Grade 8 Subscore Correlations

| | Part I | Part II | | | |
|-------------------------------|---------|-------------------------------|-----------------------|---------------------|---------------------|
| | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self -Determination |
| Science | - | | | | |
| Modifications/ Adaptations | .41 | - | | | |
| Settings/ Contexts | .40 | .62 | - | | |
| Social Relations | .39 | .56 | .57 | - | |
| Self- Determination | .38 | .55 | .45 | .51 | - |

Table 3.5 Grade 10 Subscore Correlations

| | Part I | | | | Part II | | | |
|---------------------------------------|---------|---------|------|---------|-------------------------------|-----------------------|---------------------|-------------------------|
| | Reading | Writing | Math | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self - Determination |
| Reading | - | | | | | | | |
| Writing | .68 | - | | | | | | |
| Math | .65 | .67 | - | | | | | |
| Science | .59 | .61 | .69 | - | | | | |
| Modifications/ Adaptations | .45 | .47 | .45 | .45 | - | | | |
| Settings/ Contexts | .50 | .51 | .55 | .53 | .70 | - | | |
| Social Relations | .48 | .48 | .48 | .46 | .65 | .70 | - | |
| Self- Determination | .47 | .47 | .49 | .45 | .58 | .65 | .61 | - |

An exploratory factor analysis was performed to further investigate the nature of the inter-correlations across the score dimensions. A principle components analysis was performed with SAS (Statistical Analysis Software, v 8.2). The number of factors was determined using three criteria: eigenvalues greater than 1, a scree test for the eigenvalues, and finding the solution in which approximately 60 percent of the variance was explained. The result was a one-factor solution for all grades except for Grade 4, where 52% to 60% percent of the variance was explained. Grade 4 scores led to a two-factor solution with a predominant factor that explains about 51% of the variance. Table 3.6 shows the factor loadings from the component matrix for the factor analysis. It also lists the total variance explained by the extracted factors. This result is consistent with the analysis of the inter-correlations.

While both analyses suggest that 2005 WAAS scores may be correlated, clearly Part I and Part II are separate dimensions of performance on the WAAS as a whole. Based on the a priori hypothesis that there should be two distinct factors, a two-factor solution was also investigated for Grades 5, 7, 8 and 10. As shown in the "Factor 2" columns of Table 3.6, the factor loadings of the two-factor solution also have a "simple structure" and show that the content progress scores (Part I) and performance scores (Part II) exhibit a distinguished loading pattern on the second factor.

Table 3.6 Factor Loadings

| | Score Dimension | Factor 1 | Factor 2 |
|---------------------------|---------------------------|---------------|---------------|
| Grade 4 | | | |
| Part I | Reading | .68 | .44 |
| | Writing | .69 | .50 |
| | Math | .67 | .49 |
| Part II | Modifications/Adaptations | .73 | -.31 |
| | Settings/Contexts | .77 | -.35 |
| | Social Relations | .74 | -.41 |
| | Self-Determination | .73 | -.23 |
| Variance Explained | | 51.33% | 16.05% |

| | Score Dimension | Factor 1 | Factor 2 |
|---------------------------|---------------------------|---------------|---------------|
| Grade 5 | | | |
| Part I | Science | .66 | .72 |
| Part II | Modifications/Adaptations | .78 | -.18 |
| | Settings/Contexts | .77 | -.35 |
| | Social Relations | .78 | -.13 |
| | Self-Determination | .69 | .04 |
| Variance Explained | | 54.17% | 13.72% |
| Grade 7 | | | |
| Part -I | Reading | .69 | .44 |
| | Writing | .74 | .44 |
| | Math | .73 | .41 |
| Part II | Modifications/Adaptations | .71 | -.35 |
| | Settings/Contexts | .75 | -.37 |
| | Social Relations | .74 | -.33 |
| | Self-Determination | .70 | -.23 |
| Variance Explained | | 52.23% | 13.98% |
| Grade 8 | | | |
| Part I | Science | .66 | .75 |
| Part II | Modifications/Adaptations | .82 | -.17 |
| | Settings/Contexts | .78 | -.18 |
| | Social Relations | .78 | -.17 |
| | Self-Determination | .74 | -.12 |
| Variance Explained | | 57.33% | 13.36% |

| | Score Dimension | Factor 1 | Factor 2 |
|---------------------------|---------------------------|---------------|---------------|
| Grade 10 | | | |
| Part I | Reading | .78 | -.34 |
| | Writing | .79 | -.35 |
| | Math | .82 | -.33 |
| | Science | .78 | -.32 |
| Part II | Modifications/Adaptations | .73 | .40 |
| | Settings/Contexts | .81 | .33 |
| | Social Relations | .76 | .37 |
| | Self-Determination | .73 | .31 |
| Variance Explained | | 60.01% | 11.75% |

Content Validity

Content-related validity evidence addresses the extent to which the assessment tasks adequately align to the standards intended as the focus of assessment. The work of the content workgroups and development of EALR extensions (described in further detail in the next section) provides evidence that the WAAS measures the intended content standard or access skills objectives. Content experts (listed in Appendix C) reviewed every mastery objective to ensure alignment to, and appropriate representation of, the underlying objective identified by the test examiner. These experts provided feedback to test examiners regarding how the mastery objective can be improved and whether alignment is an issue.

IV. CONTENT WORKGROUPS & DEVELOPMENT OF EALR EXTENSIONS

Content Workgroups

The content workgroups were formed to build on the Essential Academic Learning Requirements (EALR) Extension Curriculum Guide created by a group of state stakeholders in the spring of 2000. In 2000, the curriculum group developed a document with suggested learning

activities and functional access skills linked to content area standards. As part of a team of Washington educators, the participants began creating a curriculum guide linked to the EALRs, and specifically linked to the Grade Level Expectations (GLEs) for Reading, Writing, and Mathematics. This document is different in design and purpose from the EALR Extension Curriculum Guide. The Curriculum Alignment Document is intended to illustrate examples of how students with the most significant disabilities can access the general curriculum for learning.

The workgroup convened for three days, from February 22 – 24, 2005. Day one consisted of training to begin the change process and discussion about what learning may look like for students who access the general curriculum. The following topics were covered:

- Who the Kids are Who Take Alternate Assessments
- History of Special Education Curriculum (Developmental, Functional, Social Inclusion, Access to the General Curriculum)
- Universal Design for Learning
- Planning for Instruction (Four step process)
- Curriculum Frameworks Form

The broad state standard (EALR) must first be identified before the corresponding grade level expectation (GLE) can be identified. These steps are distinct from first identifying the IEP goal or objective and then linking back to the standard. In this model, the grade level standards are the foundation for instructional decision making.

The next step is to identify or to design a general education instructional activity which moves students toward acquisition of the standard. The general education activity is broken down into instructional steps. A description of the type of student and potential IEP skills that can be addressed within the instruction are defined.

The workgroups then identify how a student with the most significant disabilities can participate in each of the instructional steps which correspond to the “progress” dimension of the rubric. The student’s participation in each of the instructional steps is then specified, including all supports (e.g., adaptations, modifications, assistive technology) the student will need. Possible evidence for the assessment can be designated and all rubric dimensions should be considered. Opportunities to embed other IEP goals or objectives can then be identified to emphasize “functional” skills as a focus of instruction.

While this process is a preliminary step to initiate discussions about grade level curriculum in an extensive development process, the work completed by this group could lead to a resource document that supplements the curriculum resources currently available on the OSPI website. The goal is to develop an example for each EALR at the grade level assessed and, using the attached format, show how a student with significant disabilities can access the curriculum and produce evidence for assessment.

Workgroup days two and three consisted of break-out sessions by content area and by grade-level clusters for grades 4, 7, and 10. Each grade level cluster first identified the characteristics of a child with significant disabilities and wrote a student vignette describing the student's strengths, weaknesses, or learning styles. The sample curriculum alignment document was then designed around the student description, using the four step process for planning and the curriculum alignment form.

Membership

It is important to include participants who have aligned classroom instruction to the GLEs and educators who are familiar with students with significant disabilities to create this resource. The workgroups were initially designed to include one third special educators, one third general educators, and one third content experts for each of Reading, Writing, and Math.

The actual makeup of the workgroups consisted of 34 special educators and 10 general educators/content experts.

Progress

During the three-day workgroups, teams of teachers in Reading, Writing and Math were divided by grade level and began development of one instructional example aligned to each EALR in their content area. The following examples were completed in first draft format:

Reading

Grade 4: EALRs 1 and 2

Grade 7: EALR 1

Grade 10: EALR 1

Writing

Grade 4: EALRs 1, 2, and 3

Grade 7: EALRs 1 and 2

Grade 10: EALR 2

Math

Grade 4: EALRs 1, 2, 3, 4, and 5

Grade 7: EALRs 1, 2, 3, 4, and 5

Grade 10: EALRs/GLEs 1.1.1, 1.1.4, 1.1.6, 1.1.8, and 2.1.1

Rather than create an example for each EALR for the math processes, the high school math group created an example for each content strand in EALR 1. They then identified the math processes that were embedded within the instructional activities.

ILSSA took the examples and in collaboration with OSPI, revised one example per content area for presentation at the Summer Institutes.

Application and Implementation

The revised curriculum alignment documents were presented at all of the Summer Institutes. Comments and feedback were collected about the presentation and the curriculum alignment form.

ILSSA continues to revise the current draft examples. The content workgroups are ongoing and when convened again, will resume work on the revised examples and develop additional examples for incomplete EALRs. The goal is to provide these resources to all teachers through regional training workshops and to disseminate these materials through the OSPI website.

V. SUMMER SCORING INSTITUTE

There are five scoring dimensions divided into two parts. One dimension is scored on specific content area sections of the portfolio, and four dimensions are scored across the entire portfolio. Part I scores for Progress on IEP skills are determined by evidence in separate portfolio entries for Mathematics, Reading, Science, and Writing. Part II scores for Student Generalization of Skills in four dimensions are determined by examining evidence across the entire portfolio. The content area Part I score is added to the total of the four dimension scores in Part II to obtain a

Total Score for the content area. This produces one total score for grades 5 and 8 (science), three separate total scores for the students (one total score for each content area: math, reading, and writing) in grades 4 and 7, and four scores for grade 10 (math, reading, science, and writing). Table 5.1 lists the various scoring dimensions and the applicable grades. Appendix G includes the scoring sheet used during the process. The scoring sheet also provides definitions for each score category.

Table 5.1 Contents and Dimensions of the 2005 WAAS Scoring

| | IEP Skills | Grades Assessed |
|----------------|-------------------------------|------------------------|
| Part I | Mathematics | 4,7,10 |
| | Reading | 4,7,10 |
| | Science | 5,8,10 |
| | Writing | 4,7,10 |
| Part II | Modifications and Adaptations | All |
| | Settings and Contexts | All |
| | Social Relations | All |
| | Self-Determination | All |

The portfolio range finding and scoring occurred over a two-week period in June. In the first week, a group of representatives from the Riverside Publishing Company (RPC) and Pearson Educational Measurement (PEM) were led by OSPI staff to review the anchor portfolios and prepare for scoring. The Riverside and Pearson scoring leadership staff have many years' experience scoring the alternate assessment in Washington. The anchor portfolios, taken from previous years, exemplified score points for the rubric. Potential table leaders were trained to use the rubric using the exemplar portfolios. The potential table leaders are reliable and experienced scorers from previous years. Potential table leaders were chosen after successfully scoring a qualifying portfolio.

Table leaders had to demonstrate an exact plus an adjacent match rate of 90% or better in order to qualify as a table leader. In the first week, fifteen portfolios were scored during range finding. RPC, PEM, and OSPI personnel reviewed all of the scored portfolios and four portfolios were selected for training, two portfolios were selected for qualifying portfolios, and nine scored portfolios were chosen to be used as daily validation papers. Scoring summaries and annotations were written to accompany the training sets for the Portfolio Scoring Institute.

Interested teachers completed an application to become WAAS portfolio scorers. OSPI used three criteria to select scorers: attendance at a workshop to implement the portfolio, participation in constructing a portfolio, and explanation of why the scorer wanted to score portfolios.

Scoring occurred in the second week. OSPI assigned scorers to each table, and table leaders were randomly assigned to the tables. RPC and PEM leadership staff served as scoring trainers. Some teachers participated during both weeks of range-finding and scoring, but most scorers during the second week were new and the process was repeated for the second week. The first day of each week was dedicated as a full day of training. During the second week, returning teachers did not participate in the training but continued with scoring.

Potential scorers were trained to use the rubric using the exemplar portfolios. Teachers were trained to score independently using three exemplar portfolios. OSPI and RPC facilitated discussion upon completion of scoring. When OSPI and RPC concluded that all teachers were properly trained, scoring procedures were reviewed. After training, the teachers scored a qualifying portfolio. Teachers who did not qualify after the first qualifying session were given an opportunity to score a second qualifying portfolio. All scorers were trained and given a list of those things of which should not bias their scoring.

Appendix F describes the scoring procedures. All scorers were considered to be first scorers until sufficient rater reliability information was obtained. The first scorer logged the portfolio and listed the table colors on the Sign Out/Sign In sheet. Scorers were not allowed to select a portfolio from their own school district or from school districts of their tablemates to score. Scorers used the white Scoring Summary Sheets to record scores. Once scored, the sheet was placed upside down in the portfolio pocket. Scorers wrote their badge number and table color on the back of the sheet. Scorers then completed the portfolio checklist and placed it in the inside cover of the binder. After

scoring the portfolio, scorers placed a check mark on the Sign Out/Sign In sheet for that portfolio. The portfolio was placed at Station Number Two.

All table leaders were second scorers on Day 1 & 2. In order to be qualified as a second scorer on Day 3, scorers were required to exhibit the following reliability evidence: pre-scored qualifying set at 75% exact plus adjacent scores, one validation paper at least 80% exact or adjacent match, and inter-rater reliability statistics by the end of Day 2 of at least 90% exact or adjacent match. Table leaders were consulted about the level of independence and accuracy of the first scorer before he or she was assigned to be a second scorer.

Qualified second scorers picked up a portfolio at Station Number Two. Scorers logged the portfolio and listed their table color on the Sign Out/Sign In sheet. Second scorers utilized a yellow Scoring Summary sheet and placed the sheet in the front portfolio pocket, noting his or her badge number on the back of the sheet. After scoring the portfolio, scorers put a check mark on the Sign Out/Sign In sheet for that portfolio. The portfolio was placed at Station Number Three.

Portfolios were blind double scored on Day 2. Both the leadership team and table leaders were second scorers. Table leaders also conducted at least one blind read or a “backread” of the scorers at their tables. Both table leaders and scorers completed a validation portfolio each afternoon. Each afternoon, the leadership team reviewed all reliability statistics including validation agreement.

The first and second scoring summary sheets were compared at Station Number Three. If any scores were adjacent scores, the scores of the second scorer were used as the student’s final score. If scores on a dimension were not adjacent, a third scoring was completed by a member of the leadership team. The same process was followed for grade 10 if the total scores for a subject resulted in different performance levels. For scores which were not adjacent, the sections requiring a third read were noted and the portfolio was placed on the third read table. Discrepant dimensions only, rather than the entire portfolio, were reviewed and rescored.

To determine the final score for a student, the second score took precedence over the first score, and third score took precedence over the second and first scores. The final scores were copied onto the NCR Scoring Summary sheet (3-part form) to be returned to school districts. Final scores were entered on the student’s WAAS demographic form for reporting by PEM.

For portfolios with “backread” scores, the backread scores were treated as the second and final read. Backread scores were written on NCR paper with a note on the white sheet designating it as a final score. Then “backread” was noted on the back of the first reader’s scoring summary sheet next to the scorer’s number and the backread scoring summary was placed in the backread box.

Inter-rater reliability statistics were calculated each day. Whole group recalibration and training occurred for any scoring dimension statistic that was discrepant with other dimensions or that deviated greatly from previous years. Individual scorer retraining occurred for those scorers with less than 80% exact or adjacent scores on validation portfolios.

Each day table leaders and scorers were asked to score a validation portfolio, which was a portfolio that had been previously scored by OSPI/Riverside/PEM portfolio leadership staff. The leadership staff scored the portfolios and looked for scorers or table leaders that had less than 80% exact matches and adjacent scores. Scorers with lower scores were retrained.

To ensure that students received accurate scoring judgments, the following procedures were followed:

- Second reads were performed on all Day 2 portfolios. A large proportion of grade 4, 5, 7, and 8 portfolios had second reads on subsequent days. All grade 10 portfolios received second reads during the entire Scoring Institute.
- Table leaders “backread” at least one portfolio from each scorer at their table daily.

Reliability of scorers was monitored by comparing scorer performance relative to those conducting second reads and by reviewing their performance on validation portfolios.

VI. TECHNICAL QUALITIES OF SCORING

In this section, qualities of the 2005 WAAS portfolio scores are examined through the analysis of variance between and within scorers. As described in the scoring section, the between-scorer difference was closely monitored during the scoring process. An interrater-agreement index was regularly computed to control between-scorer variation. The Kappa coefficient was computed

as an additional index of interrater-agreement. Also examined in this section is the Alpha Coefficient for each grade, which provides information about the internal consistency of the score dimensions.

Inter-Rater Agreement

Interrater agreement is an important source of evidence for the reliability of test scores. When two trained judges agree with the score given to a student's work, it supports the concept that this is the “correct” score for that student’s work. The percent of agreement between scorers is examined to determine the degree to which judges gave equivalent scores to the same student work. The reliability of scoring is described in the following ways:

1. Monitoring the differences between the scores from the first and second reader for each scorer each day. Tables 6.1 to 6.6 summarize the extent of agreement between the first and second scorers for each scoring dimension in each grade over five days of scoring. As shown in Table 6.6, the overall percentage of exact agreement or of adjacent scores for all the four content areas (Part I) is consistently above 90%. This is also true when the analysis is performed separately for each grade (Table 6.1 to 6.5). On the other hand, Part II scores generally exhibit lower interrater agreement relative to Part I scores. This is especially true for the modification/adaptation and self-determination scores, where perfect agreement never exceeds 60% and the combination of perfect agreement and adjacent scores is always below 90%. The difference in score agreement between Part I and Part II may be explained by different interpretations of the Part II scoring definition by raters and limited evidence for Part II scores. These results are, however, consistent with those from 2002 and 2003. While variation in agreement across scoring dimensions does exist, these percentages of agreement appear to be fairly reasonable.

Table 6.1 Percentage Agreement Between First and Second Scorers for Grade 4

| Extent of Agreement | Part I | | | Part II | | | |
|---------------------|---------|---------|------|-------------------------------|-----------------------|---------------------|---------------------|
| | Reading | Writing | Math | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self -Determination |
| Perfect Agreement | 76.7 | 72.4 | 74.7 | 53.8 | 52.3 | 64.6 | 57.0 |
| Adjacent | 15.5 | 20.2 | 16.6 | 35.1 | 39.7 | 31.5 | 30.8 |
| Non-Adjacent | 7.8 | 7.4 | 8.6 | 11.2 | 8.0 | 4.0 | 12.2 |

Table 6.2 Percentage Agreement Between First and Second Scorers for Grade 5

| Extent of Agreement | Part I | Part II | | | |
|---------------------|---------|-------------------------------|-----------------------|---------------------|---------------------|
| | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self -Determination |
| Perfect Agreement | 78.4 | 44.7 | 47.3 | 59.5 | 49.0 |
| Adjacent | 14.3 | 34.5 | 37.4 | 29.2 | 33.0 |
| Non-Adjacent | 7.2 | 20.8 | 15.3 | 11.3 | 18.0 |

Table 6.3 Percentage Agreement Between First and Second Scorers for Grade 7

| Extent of Agreement | Part I | | | Part II | | | |
|---------------------|---------|---------|------|-------------------------------|-----------------------|---------------------|---------------------|
| | Reading | Writing | Math | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self -Determination |
| Perfect Agreement | 77.6 | 76.2 | 75.1 | 49.3 | 52.6 | 65.5 | 58.1 |
| Adjacent | 15.2 | 15.8 | 16.0 | 40.4 | 39.2 | 30.6 | 31.0 |
| Non-Adjacent | 7.2 | 8.0 | 8.9 | 10.4 | 8.2 | 3.8 | 11.0 |

Table 6.4 Percentage Agreement Between First and Second Scorers for Grade 8

| Extent of Agreement | Part I | Part II | | | |
|---------------------|---------|-------------------------------|-----------------------|---------------------|---------------------|
| | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self -Determination |
| Perfect Agreement | 77.2 | 52.7 | 49.2 | 65.6 | 59.6 |
| Adjacent | 15.7 | 33.3 | 39.4 | 28.3 | 26.4 |
| Non-Adjacent | 7.2 | 14.0 | 11.4 | 6.2 | 14.0 |

Table 6.5 Percentage Agreement Between First and Second Scorers for Grade 10

| Extent of Agreement | Part I | | | | Part II | | | |
|---------------------|---------|---------|------|---------|-------------------------------|-----------------------|---------------------|-------------------------|
| | Reading | Writing | Math | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self - Determination |
| Perfect Agreement | 75.7 | 76.1 | 74.4 | 76.9 | 49.2 | 54.8 | 64.4 | 55.0 |
| Adjacent | 15.0 | 14.3 | 16.0 | 14.5 | 35.4 | 33.2 | 28.4 | 28.0 |
| Non-Adjacent | 9.3 | 9.6 | 9.6 | 8.6 | 15.4 | 12.0 | 7.2 | 17.0 |

Table 6.6 Overall Percentage Agreement Between First and Second Scorers

| Extent of Agreement | Part I | | | | Part II | | | |
|---------------------|---------|---------|------|---------|-------------------------------|-----------------------|---------------------|-------------------------|
| | Reading | Writing | Math | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self - Determination |
| Perfect Agreement | 76.7 | 74.9 | 74.7 | 77.2 | 50.8 | 52.4 | 64.9 | 56.5 |
| Adjacent | 14.8 | 16.8 | 16.7 | 13.7 | 35.9 | 37.8 | 29.5 | 29.4 |
| Non-Adjacent | 8.4 | 8.4 | 8.6 | 9.0 | 13.4 | 9.8 | 5.6 | 14.0 |

2. Monitoring the results from “backreads.” Table leaders reviewed the results from these backreads and first scores. If there was a scoring disagreement, the table leader reviewed the score with the teacher scorer. There were a total of 338 backreads completed during one week of scoring. Table 6.7 indicates that 96% of the table leaders' scores were exact or adjacent to scores their table scorers submitted during backreads.

Table 6.7 Percentage of Agreement Between First Scorer and Table Leader on Backreads

| Extent of Agreement | Percentage |
|---------------------------|------------|
| Scores exactly the same | 76.6% |
| Scores are different by 1 | 19.4% |
| Scores are different by 2 | 3.7% |
| Scores are different by 3 | 0.3% |

3. Monitoring the results from daily scoring of validation portfolios. Each day, scorers scored a previously scored “validity” portfolio. The results from these scores were captured and reviewed daily. During the week, scores were captured for 603 (300 for Grade 4, 303 for Grade 7) reads of validity portfolios. As in the regular portfolio scoring, there are 5 scores (one content and four performance dimensions). Table 6.8 shows the frequency distribution of the number of scores that reached exact or adjacent agreement between scores and experts. Approximately 94% of the 603 readings had at least four out of five scores that were exact or adjacent. Table 6.9 shows another way to look at these results. In this table, of the scores given for the validity portfolios in 93.0% of the individual scoring dimensions, there was exact agreement between the scorer and the expert scorer or the two scores were adjacent. A detailed analysis of the agreement between scorers and experts on validity portfolios is presented in Table 6.10 and 6.11. The rate of agreement was examined separately for each grade and content/dimension.

Table 6.8 Frequency Distribution of the Number of Scores Reached at Least Adjacent Agreement on Validity Portfolios

| Number of Scores (out of 5) That Reached Exact or Adjacent Agreement on the Validity Portfolios | Frequency | Percentage |
|--|------------------|-------------------|
| All 5 Scores Reached Exact/Adjacent Agreement | 364 | 60.4% |
| 4 out of 5 Scores Reached Exact/Adjacent Agreement | 203 | 33.7% |
| 3 out of 5 Scores Reached Exact/Adjacent Agreement | 24 | 4% |
| 2 out of 5 Scores Reached Exact/Adjacent Agreement | 8 | 1.2% |
| 1 out of 5 Scores Reached Exact/Adjacent Agreement | 4 | 0.6% |
| 0 out of 5 Scores Reached Exact/Adjacent Agreement | 0 | 0% |
| Total | 603 | 100.0% |

Table 6.9 Percentage of Agreement between Scorers and Experts on Validity Portfolios by Individual Dimension Scores

| Extent of Agreement | Percentage |
|--|-------------------|
| Scores exactly the same | 73.9% |
| Scores are different by 1 (Adjacent) | 19.1% |
| Scores are different by 2 or more (Non-Adjacent) | 7.0% |

Table 6.10 Extent of Agreement between Scorers and Experts on Validity Portfolios: Grade 4

| Extent of Agreement | Part I | | | Part II | | | |
|---------------------|---------|---------|------|--------------------|-----------------|-----------------|--------------------|
| | Reading | Writing | Math | Modification/Adapt | Setting/Context | Social Relation | Self-Determination |
| Perfect Agreement | 99.0 | 99.0 | 85.0 | 76.0 | 59.0 | 76.0 | 32.0 |
| Adjacent | 1.0 | 1.0 | 15.0 | 20.0 | 34.0 | 20.0 | 54.0 |
| Non-Adjacent | 0.0 | 0.0 | 0.0 | 4.0 | 7.0 | 4.0 | 14.0 |

Table 6.11 Extent of Agreement between Scorers and Experts on Validity Portfolios: Grade 7

| Extent of Agreement | Part I | | | Part II | | | |
|---------------------|---------|---------|------|--------------------|-----------------|-----------------|--------------------|
| | Reading | Writing | Math | Modification/Adapt | Setting/Context | Social Relation | Self-Determination |
| Perfect Agreement | 97.0 | 91.1 | 97.0 | 8.9 | 57.4 | 64.4 | 90.1 |
| Adjacent | 2.0 | 7.9 | 2.0 | 27.7 | 38.6 | 34.7 | 7.9 |
| Non-Adjacent | 1.0 | 1.0 | 1.0 | 63.4 | 4.0 | 1.0 | 2.0 |

4. The number of third reads and the result of third reads were monitored. Monitoring the number of third reads is similar to reviewing the percent of matches on scores for each dimension. Third reads are required when the difference between two scorers is greater than 1 score point. Table 6.12 shows that most of the third reads were identified on the basis of a difference on one scale score (or that only one out of 5-8 scores in a portfolio required a third read). A total of 1171 portfolios were identified for third reads based on score differences greater than one point. The number of third reads was carefully reviewed in grade 10 to make certain that these third reads did not differ significantly on the basis of total portfolio score alone. Table 6.11 shows the results of this analysis. As shown in Table 6.13, Social Relations generated the least amount of third reads (37). In general, Part I scores generated fewer third reads (48-56) compared to Part II scores (37-98). Scores on

Self Determination were especially inconsistent, which generated 90 third reads alone.

Table 6.12 Number of Portfolios Identified for Third Reads by the Number of Nonadjacent Scores

| Number of Scores Requiring Third Read | Grade 4 | Grade 5 | Grade 7 | Grade 8 | Grade 10 |
|--|----------------|----------------|----------------|----------------|-----------------|
| 1 | 151 | 128 | 120 | 99 | 131 |
| 2 | 57 | 51 | 55 | 43 | 59 |
| 3 | 39 | 21 | 33 | 28 | 31 |
| 4 | 25 | 18 | 27 | 24 | 11 |
| 5 | 1 | 0 | 1 | 0 | 3 |
| 6 | 0 | 0 | 1 | 0 | 3 |
| More than 6 | 0 | 0 | 0 | 0 | 10 |
| Total | 273 | 218 | 237 | 194 | 248 |
| Percentage within Grade | 35% | 36% | 35% | 32.9% | 39.7% |

Table 6.13 Number of Grade 10 Portfolios Identified for Third Read by Score

| | Content or Dimension | Number of Third Reads |
|----------------|----------------------|-----------------------|
| Part I | Reading | 49 |
| | Writing | 48 |
| | Mathematics | 56 |
| | Science | 49 |
| Part II | Modifications | 88 |
| | Setting | 70 |
| | Social Relations | 37 |
| | Self Determination | 98 |

5. A third read was implemented when the first two raters did not reach at least adjacent agreement. The agreement between the initial two raters (first and second) and the third rater was also analyzed and summarized in Tables 6.14 to 6.18 below.

Table 6.14 Agreement between the Initial Raters and the Third Rater for Grade 4

| | Part I | | | Part II | | | |
|---------------------|---------|---------|-------|-------------------------------|-----------------------|---------------------|------------------------|
| | Reading | Writing | Math | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self- Determination |
| Agree w/ Rater 1 | 22.2% | 18.4% | 27.1% | 30.6% | 23.9% | 16.7% | 33.3% |
| Agree w/ Rater 2 | 53.3% | 55.3% | 54.2% | 47.2% | 52.2% | 63.3% | 41.7% |
| Agree w/ Neither | 24.4% | 26.3% | 18.8% | 22.2% | 23.9% | 20.0% | 25.0% |

Table 6.15 Agreement between the Initial Raters and the Third Rater for Grade 5

| | Part I | Part II | | | |
|---------------------|---------|-------------------------------|-----------------------|---------------------|------------------------|
| | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self- Determination |
| Agree w/ Rater 1 | 35.3% | 38.1% | 28.9% | 24.1% | 38.0% |
| Agree w/ Rater 2 | 44.1% | 39.0% | 52.6% | 55.2% | 40.2% |
| Agree w/ Neither | 20.6% | 22.9% | 18.4% | 20.7% | 21.7% |

Table 6.16 Agreement between the Initial Raters and the Third Rater for Grade 7

| | Part I | | | Part II | | | |
|---------------------|---------|---------|-------|-------------------------------|-----------------------|---------------------|------------------------|
| | Reading | Writing | Math | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self- Determination |
| Agree w/ Rater 1 | 13.9% | 32.4% | 20.0% | 16.2% | 21.6% | 9.8% | 25.6% |
| Agree w/ Rater 2 | 66.7% | 35.1% | 55.6% | 63.6% | 59.1% | 78.7% | 45.1% |
| Agree w/ Neither | 19.4% | 32.4% | 24.4% | 20.2% | 19.3% | 11.5% | 29.3% |

Table 6.17 Agreement between the Initial Raters and the Third Rater for Grade 8

| | Part I | Part II | | | |
|---------------------|---------|-------------------------------|-----------------------|---------------------|------------------------|
| | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self- Determination |
| Agree w/ Rater 1 | 32.1% | 24.7% | 23.0% | 18.8% | 29.2% |
| Agree w/ Rater 2 | 53.6% | 52.6% | 57.5% | 67.2% | 44.9% |
| Agree w/ Neither | 14.3% | 22.7% | 19.5% | 14.0% | 25.8% |

Table 6.18 Agreement between the Initial Raters and the Third Rater for Grade 10

| | Part I | | | | Part II | | | |
|---------------------|---------|---------|-------|---------|-------------------------------|-----------------------|---------------------|------------------------|
| | Reading | Writing | Math | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self- Determination |
| Agree w/ Rater 1 | 34.7% | 33.3% | 21.4% | 28.6% | 15.9% | 14.3% | 32.4% | 14.1% |
| Agree w/ Rater 2 | 49.0% | 47.9% | 57.1% | 51.0% | 62.5% | 52.9% | 37.8% | 55.6% |
| Agree w/ Neither | 16.3% | 18.8% | 21.4% | 20.4% | 21.6% | 32.9% | 29.7% | 30.3% |

Coefficient Kappa

Coefficient Kappa provides an alternate way to evaluate inter-rater agreement. It is an index to compare the empirical agreement with the agreement expected by chance. Kappa can be thought of as the chance-corrected proportional agreement, and possible values range from +1 (perfect agreement) through 0 (no agreement above that expected by chance) to -1 (complete disagreement). The term is relevant only under the conditions of statistical independence of raters. The equation for kappa is:

$$\kappa = \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)},$$

where $\text{Pr}(a)$ is the relative observed annotator agreement, and $\text{Pr}(e)$ is the probability that agreement is due to chance. A rough interpretation of Coefficient Kappa provided by Landis and Koch (1977) is listed in Table 6.14 below. Table 6.15 shows the Coefficient Kappa for each grade and score dimension.

Table 6.19 General Interpretation of Coefficient Kappa

| Kappa | Strength of agreement |
|--------------|------------------------------|
| 0.00 | Poor |
| 0.01-0.20 | Slight |
| 0.21-0.40 | Fair |
| 0.41-0.60 | Moderate |
| 0.61-0.80 | Substantial |
| 0.81-1.00 | Almost perfect |

Table 6.20 Coefficient Kappa by Grade and Scoring Dimension

| Grade | Part I | | | | Part II | | | |
|-------|---------|---------|------|---------|-------------------------------|-----------------------|---------------------|-------------------------|
| | Reading | Writing | Math | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self - Determination |
| 4 | .65 | .61 | .63 | - | .35 | .33 | .39 | .36 |
| 5 | - | - | - | .70 | .28 | .32 | .40 | .28 |
| 7 | .67 | .66 | .65 | - | .28 | .32 | .39 | .36 |
| 8 | - | - | - | .67 | .31 | .28 | .39 | .35 |
| 10 | .66 | .67 | .65 | .69 | .35 | .43 | .47 | .40 |

As shown in the foregoing table, agreement for the Part I scores ranged from moderate to substantial, and agreement for the Part II scores ranged from fair to moderate. Consistent with the percentage analysis, inter-rater agreement for Part I scores was generally higher than that for Part II scores.

Coefficient Alpha

Coefficient Alpha is a score reliability index of internal scale consistency or homogeneity. Alpha can be estimated from scores obtained on one occasion and is appropriate when a score is intended to measure a single trait. Coefficient Alpha was computed using the formula below:

$$\alpha = \left[\frac{n}{n-1} \right] \left[1 - \frac{\sum_{i=1}^n \sigma^2(x_i)}{\sigma^2(X)} \right]$$

where n is the number of items or components,

$\sigma^2(x_i)$ is the item or component score variance ($i = 1, 2, \dots, n$), and

$\sigma^2(X)$ is the total score variance.

The value of Alpha is affected by the number of components comprising a score, the variance of the individual components, and the total score variance. In the context of the WAAS scores, relatively higher values of Alpha will tend to result when the total scores have greater variability and/or the score variance across the individual components is very small (i.e., internally consistent). Table 6.16 shows the Coefficient Alpha of the total score for each subject at each grade. The Coefficient Alpha based on Part II scores alone is also presented. The resulting values of Coefficient Alphas were fairly high for the relatively small number of components (4 or 5 in this analysis), which may be attributed to the small variance within each component.

Table 6.21 Coefficient Alpha for Total Scores and Part II Scores

| Grade | Total Score | | | | Part II Score |
|-------|-------------|---------|-------------|---------|---------------|
| | Reading | Writing | Mathematics | Science | |
| 4 | .81 | .80 | .79 | - | .84 |
| 5 | - | - | - | .78 | .80 |
| 7 | .80 | .81 | .80 | - | .81 |
| 8 | - | - | - | .82 | .83 |
| 10 | .85 | .85 | .85 | .86 | .89 |

VII. SCORERS' PERSPECTIVES

At the conclusion of the Summer Scoring Institute, scorers were asked to complete a survey. There were 34 returned surveys. Table 7.1 shows the background of the 34 scorers who completed the survey.

Table 7.1 Position Category of the 34 Scorers Who Returned the Survey

| Position Category | Number of Responses |
|--|-------------------------|
| State or Regional Education Staff | 3 |
| Principal | 3 |
| Director of Special Education | 3 |
| Other School District Administration Staff | 3 |
| General Education Teacher | 1 |
| Special Education Teacher | 19 |
| Paraprofessional | 1 |
| Other, please specify | 1 (School Psychologist) |

The majority of respondents indicated they learned a significant amount about how to construct a portfolio, how to score a portfolio, and how to assess progress on IEP skills. Comments

from participants emphasized the valuable learning opportunity and significance of portfolio scoring for teachers. Table 7.2 summarizes responses about participants' comfort and knowledge level on the seven dimensions listed in the survey. All questions were based on a 7-point Likert scale, with higher ratings indicating higher level of confidence or knowledge.

Table 7.2 2005 OSPI Summer Institute WAAS Summary of Feedback Form

| Questions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Average |
|--|---|---|---|----|---|----|----|---------|
| A. Define students with the most significant cognitive disabilities. | 0 | 1 | 1 | 3 | 3 | 10 | 14 | 5.94 |
| B. Recognize examples and non-examples of curriculum access. | 0 | 0 | 4 | 2 | 6 | 12 | 8 | 5.56 |
| C. Explain the concept of curriculum alignment. | 0 | 0 | 0 | 5 | 6 | 10 | 12 | 5.88 |
| D. Develop examples of curriculum access and alignment for students with the most | 0 | 0 | 2 | 5 | 7 | 16 | 4 | 5.44 |
| E. Use strategies and tools for instruction. | 0 | 0 | 2 | 5 | 4 | 14 | 6 | 5.55 |
| F. Please indicate your level of knowledge about WAAS alignment to GLEs prior to | 6 | 6 | 3 | 4 | 8 | 3 | 4 | 3.79 |
| G. Please indicate your level of knowledge about WAAS alignment to GLEs upon completion of | 0 | 0 | 2 | 10 | 5 | 11 | 5 | 5.21 |

Open-ended responses regarding the scoring process and form were also collected. Participants were asked to identify two things they liked, wish were different, and are still confused about from the Summer Scoring Institute. Table 7.3 lists all the responses and their frequencies.

Tables 7.3 Open Responses to the 2005 Summer Scoring Institute

Explanation of Terms:

- **Process:** the planning method for aligning the written curriculum with instruction and assessment
- **Form:** structure of the tool used for aligning the written curriculum with instruction and assessment

| Two things that I really liked about the process/form are: | |
|--|---|
| Process | Form |
| <ul style="list-style-type: none"> • True collaboration/communication/teaming (7) • Having EALRs/GLEs as guidelines; alignment to general. ed (6) • Organized/thorough/detailed/good conceptual framework (5) • Guideline/Process for connecting Possible Assessment evidence to the EALRs (4) • Includes all students (3) • Sets high expectations (3) • 4 steps are explicit and easy to understand (3) • Effort to provide help in this area (2) • You can see the big picture (2) • The idea of doing this for a few lessons/units (1) • Gets people to really think about what they are teaching and why they are teaching it (1) • Clears up the confusion (1) | <ul style="list-style-type: none"> • The linear nature of the form helps the understanding of alignment (7) • Easy to read and follow along (5) • It seems easy to cross-reference the EALRs, GLEs, IEPs (4) • Clear (3) • Template (3) • Organized (2) • Assessment (2) <ul style="list-style-type: none"> ○ of progress made by the student ○ Accommodations with high expectations • Able to see similarities: verbs matching; skills embedded (1) • It is systematic from begin to end (1) • Keeps you on track for grade level (1) • Makes you consider all of the necessary components of instruction (1) • Examples-samples of 3 grades (1) • Great Target Student Participation box (1) |

| Two things that I wish were different about the process/form are: | |
|---|---|
| Process | Form |
| <ul style="list-style-type: none"> • Time consuming (4) • Less labor intensive (3) • Almost too detailed/simplify (3) • Do not want it mandated (1) • Lengthy (1) • More gen. ed. Friendly (1) • Would like more info about students that are SEN, SBD, refuse to test (1) • Would like to have been able to complete one with guidance during the institute (1) • Would like to see GLEs and EALR extensions together in the manual or website, instead of going back and forth (1) • Connecting to IEPs somewhat vague (1) • It is new to all teachers, worried about it becoming “one more thing” (1) | <ul style="list-style-type: none"> • Too many things to fill in/simplify (3) • I would like the GLEs and embedded GLEs in the template (2) • Length (2) • More user friendly (1) • Need a form that will show that students are refusal (1) • Needs more clarity of connecting to IEP (1) • The All Students info seems unnecessary as long as we get extension (1) • Idea bank for student participation ideas (1) • Who is going to be accountable for what – Instruction, material preparation, documentation (1) • Have form on the website (1) • More examples (1) • I like the form so far, It may be that after using the form with others, we’ll come up with items we wished were different (1) • Seems repetitive with re-wording between the expectations (1) |
| Two things that still confuse me about the process/form are: | |
| Process | Form |
| <ul style="list-style-type: none"> • Need more clarity • A lot until I get to do one • How to get other teachers to become a part of educating my kids and be accountable for it • I would need to meet with the educational team at the beginning of each quarter • How to get information from the secondary staff on assignments • Will it be easy to implement? • There is a tendency to want to plug the EALR right into it • Aligning expectations with the specific EALRs • Creating district time to create this process and make it happen in a school 2 • Complexity • Amount of text • Not sure how to apply this to the real world • Who is the info in the template for? Special Ed. Gen ed. • Should this be done for every lesson/unit | <ul style="list-style-type: none"> • Critical function and GLE look to be a repeat • How often do teachers need to go through this process • When do teachers have time for this • Lack of IEP goals and how to link to extensions • Timeline for completion • Are the outcomes for all students accessed on the website? Or do I get them from the general ed. teacher or something else? • Labeling the expectation w/ 1.1.8, M1.M1 |

VIII. SUMMARY OF STUDENT PERFORMANCE

Of the 3,279 students who submitted portfolios, 1,170 (35.7%) reported as female and 2,093 (63.8%) reported as male. Sixteen (0.5%) students did not report their gender.

The results reported in Tables 8.1 to 8.5 are based on the data captured in Box 20 of the demographic sheet (Appendix E) and are the results reported to parents, schools, districts, and state. This represents the final post-record change data for the state. Tables 8.1 to 8.5 provide a summary of the percentage of students earning each of the scores in each dimension scored. Like previous years, Part I scores are generally higher than Part II scores. However, the difference in score distributions between Part I and Part II seems to have increased this year. Following are some of the major differences in the score distributions compared to previous years:

1. The content scores are much higher in 2005.
2. Scores on the performance dimensions are generally lower in 2005.

Raising Content Progress (Part I) Scores

The content scores were generally lower in previous years. Many students were given a score of 1 or 2 for most content domains. In 2005, however, there was a significant increase in the number of students receiving scores of 3 or 4. In 2001, only 5.2% of the portfolios in Mathematics were scored at level 4. Percentages were low in the other domains as well. The distributions of the content scores gradually change from year to year, with more students earning higher scores of 3 or 4. By 2004, the percentage of students awarded the highest content score (4) increased to an average of 27.6%. In 2005, the percentages of the highest score for all grades and contents range from 33.2% to 46.0%.

Declining Performance Dimension (Part II) Scores

Scores on the four performance dimensions, on the other hand, show a general decline from the previous year. In 2004, many students were awarded a score of 3 or 4 on the performance dimensions, especially on Modifications. Fewer students earned high Part II scores in 2005. The percentage of highest score for Social Relations is consistently below 7% across all grade levels. In

2004, at least 10.5% (Grade 7) of the students scored 4 on the same dimension. For Modifications, only 29.2% of all students scored 4 this year, while 43.6% scored 4 last year. Although the difference is less significant on the other two dimensions, a similar decreasing percentage of scores 3 or 4 was observed for the 2005 WAAS.

For Tables 8.1 to 8.5:

N=Refused
 L=Previously Passed
 B=took WASL with accommodations
 T=took WASL
 X=Ignore

Table 8.1 2005 WAAS Grade 4 Score Distributions

| Score Point | Part I | | | Part II | | | |
|-------------|---------|---------|------|-------------------------------|-----------------------|---------------------|-------------------------|
| | Reading | Writing | Math | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self – Determination |
| 0 | 0.6 | 1.6 | 1.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| 1 | 15.2 | 19.7 | 19.4 | 20.3 | 23.3 | 27.9 | 40.1 |
| 2 | 19.6 | 18.5 | 15.0 | 20.9 | 27.3 | 50.1 | 20.8 |
| 3 | 15.9 | 17.3 | 17.0 | 25.3 | 26.5 | 13.5 | 15.8 |
| 4 | 45.2 | 37.4 | 39.9 | 29.5 | 18.9 | 4.5 | 19.4 |
| N | 0.8 | 0.8 | 0.8 | 0.0 | 0.0 | 0.0 | 0.0 |
| L | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| B | 1.7 | 1.9 | 2.8 | 0.0 | 0.0 | 0.0 | 0.0 |
| T | 1.0 | 2.8 | 3.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| X | 0.0 | 0.0 | 0.0 | 4.0 | 4.0 | 4.0 | 3.9 |

Table 8.2 2005 WAAS Grade 5 Score Distributions

| Score Point | Part I | Part II | | | |
|-------------|---------|-------------------------------|-----------------------|---------------------|---------------------|
| | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self –Determination |
| 0 | 1.4 | 0.0 | 0.0 | 0.0 | 0.0 |
| 1 | 19.5 | 25.6 | 21.6 | 30.3 | 46.7 |
| 2 | 13.2 | 17.6 | 25.1 | 47.2 | 17.8 |
| 3 | 19.9 | 21.9 | 21.6 | 11.0 | 13.1 |
| 4 | 44.4 | 29.1 | 25.9 | 5.7 | 16.5 |
| N | 1.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| L | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| B | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| T | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| X | 0.0 | 5.8 | 5.8 | 5.8 | 5.8 |

Table 8.3 2005 WAAS Grade 7 Score Distributions

| Score Point | Part I | | | Part II | | | |
|-------------|---------|---------|------|-------------------------------|-----------------------|---------------------|-------------------------|
| | Reading | Writing | Math | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self – Determination |
| 0 | 1.1 | 1.2 | 1.4 | 0.0 | 0.0 | 0.0 | 0.0 |
| 1 | 21.5 | 24.3 | 22.1 | 20.5 | 22.6 | 31.3 | 39.7 |
| 2 | 14.7 | 14.2 | 15.4 | 19.3 | 22.4 | 47.5 | 19.7 |
| 3 | 16.8 | 17.9 | 19.8 | 25.7 | 28.4 | 11.2 | 15.4 |
| 4 | 44.0 | 39.8 | 39.0 | 30.1 | 22.1 | 5.5 | 20.8 |
| N | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| L | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| B | 1.2 | 2.0 | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 |
| T | 0.5 | 0.7 | 0.6 | 0.0 | 0.0 | 0.0 | 0.0 |
| X | 0.0 | 0.0 | 0.0 | 4.4 | 4.4 | 4.4 | 4.4 |

Table 8.4 2005 WAAS Grade 8 Score Distributions

| Score Point | Part I | Part II | | | |
|-------------|---------|-------------------------------|-----------------------|---------------------|-------------------------|
| | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self – Determination |
| 0 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| 1 | 18.9 | 25.6 | 23.7 | 30.7 | 41.5 |
| 2 | 15.3 | 16.7 | 21.3 | 44.2 | 16.8 |
| 3 | 17.8 | 21.1 | 22.4 | 11.7 | 12.6 |
| 4 | 46.0 | 30.0 | 26.0 | 6.7 | 22.9 |
| N | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| L | 0.7 | 0.0 | 0.0 | 0.0 | 0.0 |
| B | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| T | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| X | 0.0 | 6.7 | 6.7 | 6.7 | 6.2 |

Table 8.5 2005 WAAS Grade 10 Score Distributions

| Score Point | Part I | | | | Part II | | | |
|-------------|---------|---------|------|---------|-------------------------------|-----------------------|---------------------|-------------------------|
| | Reading | Writing | Math | Science | Modifications/ Adaptations | Settings/ Contexts | Social Relations | Self – Determination |
| 0 | 3.2 | 3.1 | 3.8 | 8.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| 1 | 20.7 | 22.4 | 21.2 | 22.5 | 25.1 | 22.0 | 30.9 | 41.5 |
| 2 | 15.4 | 13.0 | 13.9 | 12.9 | 17.9 | 20.8 | 50.0 | 19.7 |
| 3 | 14.9 | 17.3 | 16.3 | 16.0 | 24.2 | 25.4 | 9.2 | 14.9 |
| 4 | 39.3 | 38.0 | 38.5 | 33.2 | 27.4 | 26.4 | 4.5 | 18.6 |
| N | 2.8 | 2.8 | 2.8 | 2.8 | 0.0 | 0.0 | 0.0 | 0.0 |
| L | 0.3 | 0.3 | 0.3 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| B | 1.5 | 1.8 | 1.7 | 2.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| T | 1.9 | 1.2 | 1.5 | 2.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| X | 0.0 | 0.0 | 0.0 | 0.0 | 5.3 | 5.3 | 5.3 | 5.3 |

IX. PERFORMANCE ON THE WAAS RELATIVE TO STANDARDS

The Federal legislation and regulations for ESEA and IDEA reauthorization requires states to report results for all students assessed using general assessments and alternate assessments relative to the same grade level academic content and achievement standards. The office of Superintendent of Public Instruction established four levels of performance based on alternate achievement standards on the WAAS assessments in the fall of 2003.

The standards for the portfolio were set using performance level descriptors (see Appendix H) and copies of portfolios. The score needed for each performance level is based on the total score of the portfolio and a minimum score for Part I. To determine if a student meets standards, the total score is first determined by adding the score for each Part I score (progress on IEP skills for the content area) to the total score for the Part II dimensions (Modification/Adaptations, Settings/Context, Social Relationships, Self-Determination). The second part of the decision rule specifies a required minimum score on Part I (progress on IEP skills). Table 9.1 summarizes the decision rule. Performance at level 3 or 4 is considered to be meeting standard. Portfolios with insufficient evidence were reported separately as IE and were not reported in one of the performance levels. Appendix I shows the relationship among the various Part I and Part II scores, total scores, and performance levels.

Table 9.1 Decision Rule for Determining Level of Performance on WAAS Portfolio

| Performance Level | Decision | Total Score¹ | Part I Score Minimum Requirement |
|--------------------------|------------------------|--------------------------------|---|
| 4 | Meets Standard | 16 to 20 | 3 |
| 3 | | 12 to 15 | 2 |
| 2 | Does Not Meet Standard | 8 to 11 | 1 |
| 1 | | 0 to 7 | 1 |

¹ Total score = progress in content area (Part I score) + mod + set + soc+ self

Table 9.2 shows the percentage of students achieving standards on the 2005 WAAS for each grade and content area. The achievement standards reported here are for the WAAS assessments and should not be compared to the results or standards for students taking the WASL.

Table 9.2 Percentage of Students by Performance Level on 2005 WAAS

| | | Grade 4 | Grade 5 | Grade 7 | Grade 8 | Grade 10 |
|--------------------|----------|---------|---------|---------|---------|----------|
| Reading | | | | | | |
| N-Count | | 747 | | 662 | | 582 |
| Level 4 | Meet | 20.9% | | 22.1% | | 20.7% |
| Level 3 | Standard | 34.4% | | 32.6% | | 30.3% |
| Level 2 | Below | 27.4% | | 29.2% | | 23.1% |
| Level 1 | Standard | 17.3% | | 16.1% | | 25.8% |
| Writing | | | | | | |
| N-Count | | 726 | | 655 | | 583 |
| Level 4 | Meet | 19.6% | | 21.4% | | 20.1% |
| Level 3 | Standard | 33.2% | | 32.4% | | 31.3% |
| Level 2 | Below | 27.6% | | 28.0% | | 22.0% |
| Level 1 | Standard | 19.6% | | 18.1% | | 26.6% |
| Mathematics | | | | | | |
| N-Count | | 714 | | 664 | | 582 |
| Level 4 | Meet | 19.7% | | 22.3% | | 21.1% |
| Level 3 | Standard | 33.8% | | 32.7% | | 29.5% |
| Level 2 | Below | 26.2% | | 27.3% | | 22.8% |
| Level 1 | Standard | 20.3% | | 17.7% | | 26.6% |

| | | Grade 4 | Grade 5 | Grade 7 | Grade 8 | Grade 10 |
|----------------|----------|---------|---------|---------|---------|----------|
| Science | | | | | | |
| N-Count | | | 586 | | 579 | 576 |
| Level 4 | Meet | | 17.4% | | 22.2% | 20.1% |
| Level 3 | Standard | | 37.5% | | 31.9% | 30.1% |
| Level 2 | Below | | 24.8% | | 26.0% | 21.9% |
| Level 1 | Standard | | 20.3% | | 19.9% | 27.9% |

Performance distributions were also examined separately for males and females. Figures 9.1 to 9.5 show the percentage of students classified into each performance level for both gender. Females had higher percentage of meeting the standard at Grade 4. Not much difference was found at Grade 5. Grade 7, 8, and 10 males, however, had higher percentage of passing rate than females.

Figure 9.1 Grade 4 Performance Distributions by Gender

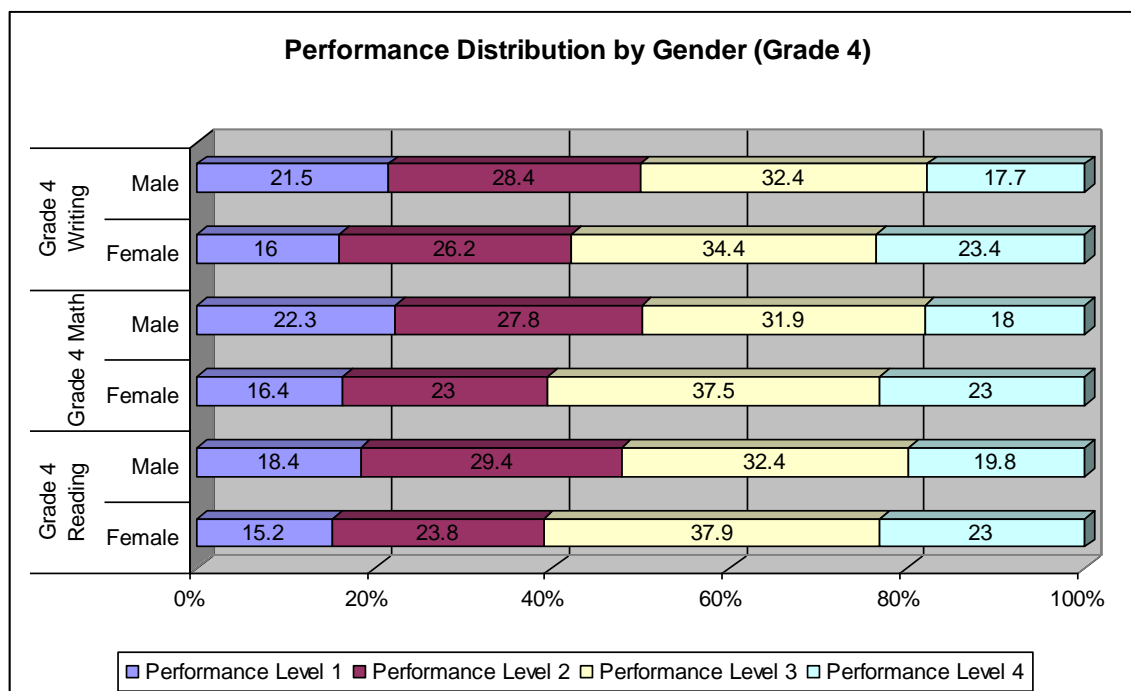


Figure 9.2 Grade 5 Performance Distributions by Gender

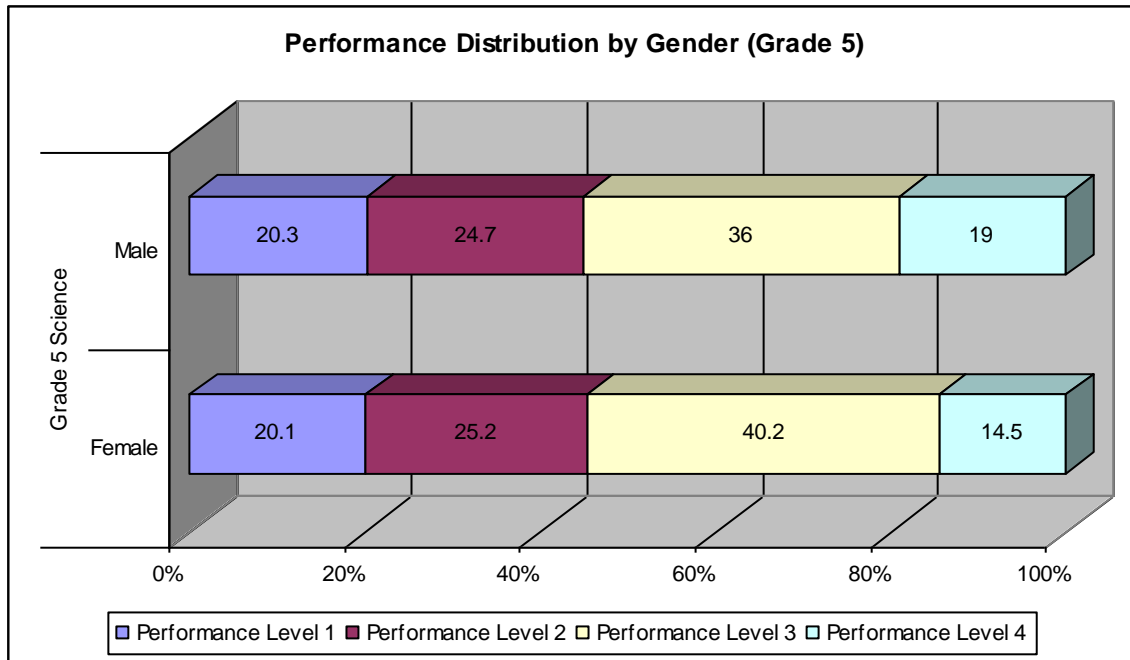


Figure 9.3 Grade 7 Performance Distributions by Gender

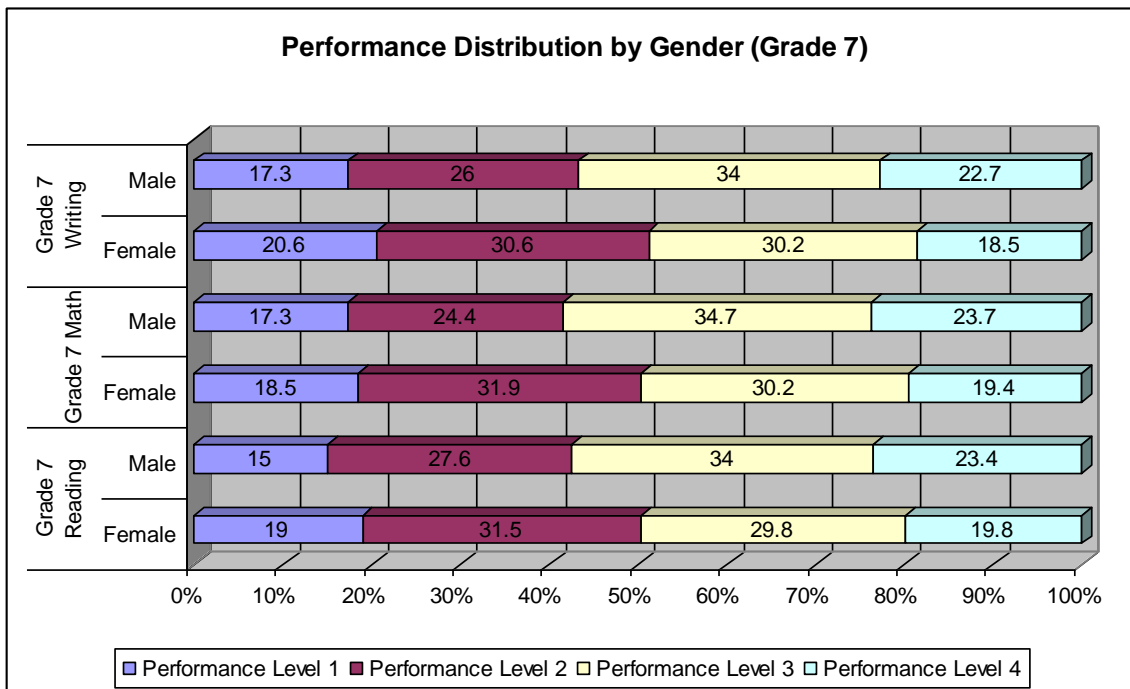


Figure 9.4 Grade 8 Performance Distributions by Gender

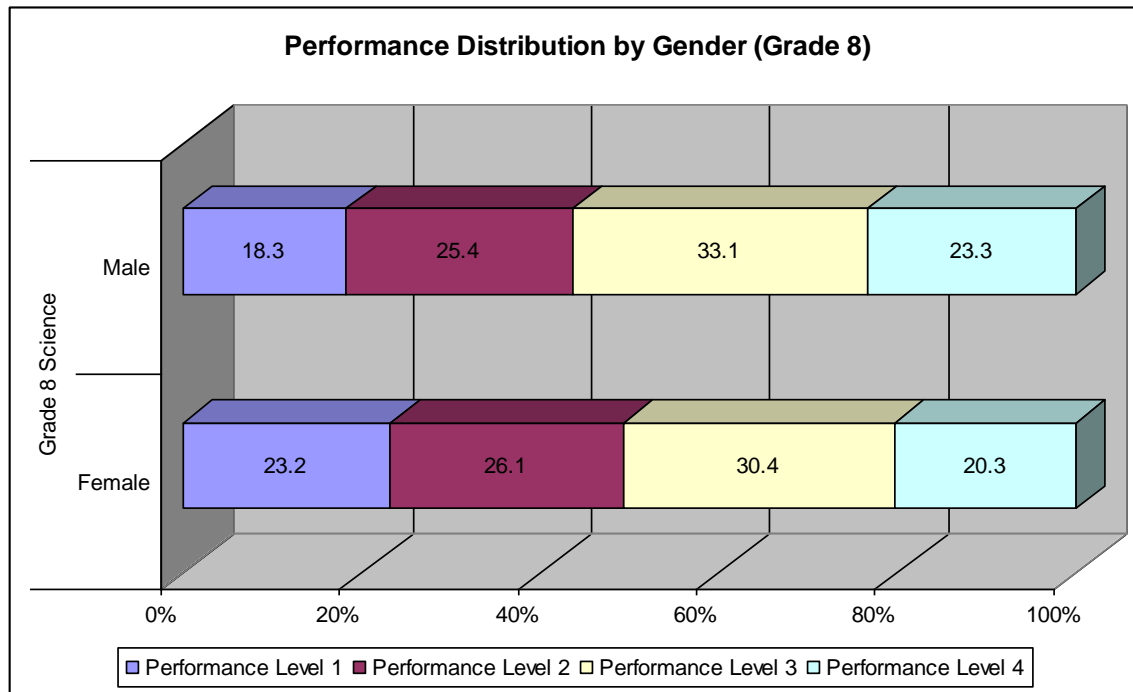
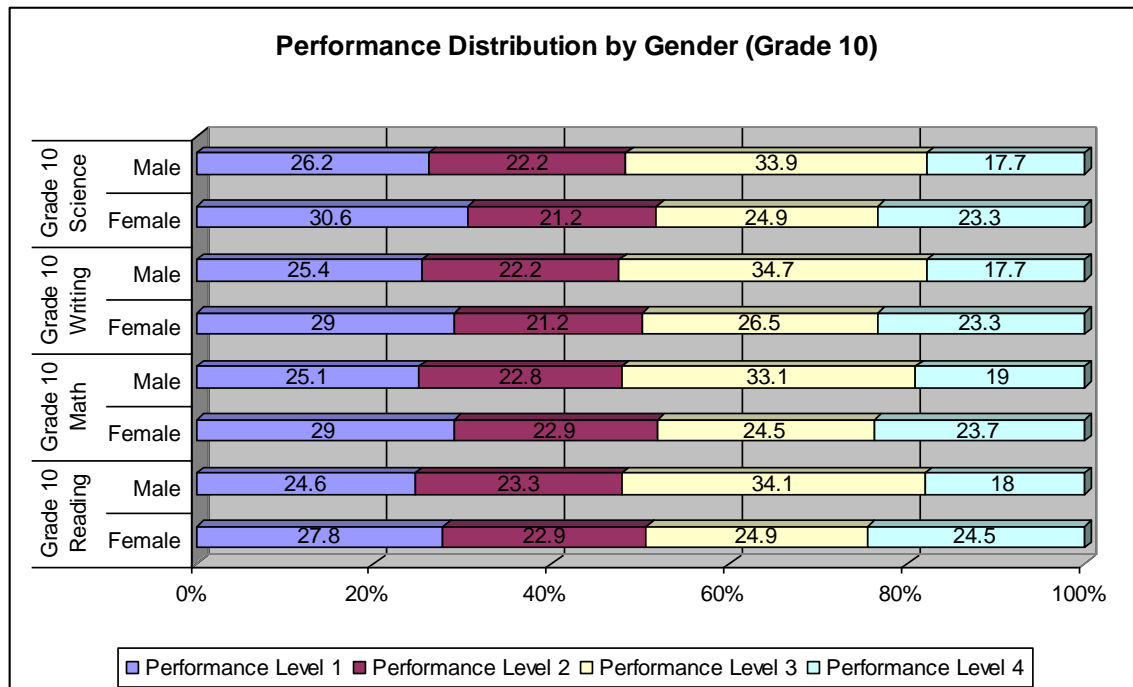


Figure 9.5 Grade 10 Performance Distributions by Gender



X. WAAS: NEXT STEPS

Teacher's Guide – Training Materials

The Washington Alternate Assessment System Teacher's Guide for the Portfolio is designed to assist teachers implement the portfolio assessment. The Teacher's Guide includes participation guidelines, explanations of the criteria used to score the portfolios, information to plan assessment activities, and guidelines to collect evidence of student performance. A large portion of the Teacher's Guide is comprised of resources and forms for teachers to use when assembling the student portfolios. The EALR Extension Curriculum Guide is also included in the Teacher's Guide. The Teacher's Guide is available on the OSPI website.

Fall Training – Training of Trainers

The Washington Alternate Assessment System (WAAS) Portfolio Training Workshops were conducted during October 2004 at nine regional locations for teachers and administrators who were planning to implement the WAAS Portfolio Assessment for students in special education programs. During the six-hour session, the IEP Team's role in determining the appropriate assessment options for students in special education programs was discussed as well as the components and contents of the portfolio for the 2004-2005 school year. Examples of portfolios to show how to link the IEP goals to standards-based assessments using the EALR Extension Curriculum Guide were presented during the workshops. Participants were presented with samples of good primary and secondary evidence to help them understand the types of entries to include in the portfolio. Each participant received an updated training manual outlining current portfolio requirements, procedures, and forms, as well as sample portfolios. The 2004-2005 calendar of key dates for the WAAS administration was also reviewed with attendees during the workshop.

APPENDIX A. SPECIAL EDUCATION ASSESSMENT ADVISORY PANEL – 2005 MEMBERSHIP

| | |
|---|--|
| Dr. Peter Ansingh, Superintendent West Valley School District Yakima, WA | Ms. Heather Hebdon, Parents are Vital in Education (PAVE) Tacoma, WA |
| Ms. Renee Buell, Parent Olympia, WA | Mr. Stephen Ice Vashon, WA |
| Ms. Susan Dineen, Special Education Administration Mt. Vernon School District Mt. Vernon, WA | Ms. Monica Meyer, Washington Initiative for Supported Employment Battle Ground, WA |
| Ms. Cheryl Fernandez, Teacher Everett School District Everett, WA | Dr. Steven Nourse, Institution for Higher Education Vashon, WA |
| Ms. Janet Gonzalez, Parent Gig Harbor, WA | Dr. A Ronald Seifert, Non-Public Agency Bainbridge Island, WA |
| Mr. Trip Goodall, Principal Deer Park School District Deer Park, WA | Mr. David Thorngate, Parent Spokane, WA |
| Ms. Ann Waybright, Related Services Bethel School District Auburn, WA | Ms. Kathleen Wenzl, Teacher Port Angeles School District Port Angeles, WA |
| Ms. Anne Golden, School Director Walla Walla, WA | |
| To Be Named Juvenile Rehabilitation/Department of Corrections | To Be Named Infants and Toddlers, Part C |

APPENDIX B. SPECIAL EDUCATION ASSESSMENT LEADERSHIP TEAM (SEALT) – 2005 MEMBERSHIP

The purpose of SEALT is to build capacity for professional learning in the area of assessment of special education students in order to improve student learning. The members of SEALT have been trained to deliver workshops on assessment topics in each region of the state.

| Region | Name | District/Agency | Phone |
|---------------|---------------------|------------------------|--------------|
| ESD 101 | Molly Baasch | ESD 101 | 509-789-3534 |
| | Craig Figley | Colville SD | 509-684-7830 |
| | Anna Fritts | Spokane SD | 509-354-7964 |
| | Glenn Green | Central Valley SD | 509-928-7847 |
| | Christine Tuckerman | ESD 101 | 509-789-3526 |
| ESD 105 | Katherine Cove | ESD 105 | 509-454-3120 |
| | Dave Liddle | Grandview SD | 509-882-8633 |
| | Margaret Morelan | Toppenish SD | 509-865-8263 |
| ESD 112 | Carol Dyer | Battle Ground SD | 360-885-6000 |
| | Jeanette Forman | Longview SD | 360-575-2751 |
| | Dawn Johnson | Evergreen SD | 360-604-6700 |
| | Barbara Lomas | ESD 112 | 360-750-7505 |
| | Sandy Watson | Ridgefield SD | 360-750-7507 |
| ESD 113 | Dana Anderson | ESD 113 | 360-664-0018 |
| | Linda Barnes | Shelton SD | 360-426-4471 |
| | April Kinder | Aberdeen SD | 360-538-2140 |
| ESD 114 | Rayanne Brown | South Kitsap SD | 360-443-3631 |
| | Jim Hockstaff | ESD 114 | 360-405-5824 |
| | Debra Hughes | South Kitsap SD | 360-443-3170 |
| | Carol Pacheco | ESD 114 | 509-478-6886 |
| ESD 121 | Sue Corak | Puyallup SD | 253-841-8742 |
| | Billie Jo Bandy | Sumner SD | 253-891-5100 |
| | Jessica Dadisman | Orting SD | 360-893-2246 |
| | Heather Emmett | Seattle SD | 206-252-5870 |
| | Rebecca Ferree | Tacoma SD | 253-571-2403 |
| | Deborah Gonzalez | ESD 121 | 206-439-6912 |
| | Tobi Hughes | Franklin Pierce SD | 253-537-0211 |
| | Ann Knofel | Riverview SD | 425-844-4698 |

| Region | Name | District/Agency | Phone |
|---------------|-----------------|------------------------|--------------|
| | Lee Saffery | Federal Way SD | 253-945-2019 |
| | Robin Washam | ESD 121 | 206-439-3636 |
| ESD 123 | Kelley Correio | Kennewick SD | 509-222-7200 |
| | Jeannene London | Pasco SD | 509-547-5581 |
| | Chris Pearson | Waitsburg SD | 509-337-6351 |
| ESD 171 | Lois Davies | ESD 171 | 509-665-2640 |
| | Tarin Kendrick | Waterville SD | 509-745-8585 |
| | Audrey Seaberg | Quincy SD | 509-787-8992 |
| | Suzanne Stephan | Cascade SD | 509-548-4004 |
| | Carrie Stokes | ESD 171 | 509-665-2620 |
| ESD 189 | Dalrae Danilson | Mount Vernon SD | 360-428-6122 |
| | Linda Dobbs | ESD 189 | 360-299-4036 |
| | Kelly Ferguson | ESD 189 | 360-299-4063 |
| | Kerry Salaz | LaConner SD | 360-466-3172 |
| WA Alliance | Linda Gohlke | | 206-361-4222 |
| OSPI | Kathy Bartlett | Sped Learning Impr. | 360-725-6088 |

APPENDIX C. SPECIAL EDUCATION CONTENT WORKGROUPS – 2005 MEMBERSHIP

| Special Educator | District | Content | General Educator/ Curriculum Specialist | District | Content |
|--------------------|-----------------|---------|--|----------------|---------|
| Helen Adams | Moses Lake | Math | Luanne Clark | Naches Valley | Writing |
| Janet Bliss | Federal Way | Math | Scott Cooley | Central Valley | Math |
| Debra Blodget | Yakima | Math | Diane Ganey | Peninsula | Math |
| Rebecca Butters | Stanwood-Camano | Math | Beth Harrington | ESD 123 | Reading |
| Ann Cadwallader | Spokane | Math | Jeri Lynn Howard | Wenatchee | Math |
| Eileen Clausen | Lynden | Reading | Kelly Jacobsen | Ocean Beach | Math |
| Randy Cloke | Northport | Math | Jo Ellen Kain | Clover Park | Writing |
| Nicole Connor | Granite Falls | Reading | Katie Lloyd | Mount Vernon | Math |
| Sue Corak | Puyallup | Reading | Diana McFaul | Moses Lake | Reading |
| Dalrae Danilson | Mt. Vernon | Reading | Tom Pollino | Bellingham | Reading |
| Darci Downs | Highline | Math | | | |
| Martha DuMerton | Mead | Writing | | | |
| Jeanette Forman | Longview | Writing | | | |
| Runell Anne Galina | Pullman | Reading | | | |
| Laura Hendrickson | Richland | Writing | | | |
| Mickey Johnston | Omak | Writing | | | |
| Juanita Kamphuis | Richland | Math | | | |
| Dawnie Kelly | Moses Lake | Writing | | | |
| Rhonda Larson | Fed Way | Math | | | |
| Sandi Laurie | Vancouver | Reading | | | |
| Georgina Lynch | Central Valley | Reading | | | |
| Chuck Moore | Central Kitsap | Math | | | |
| Maggie Morelan | Toppenish | Math | | | |
| Ellen Nickerson | Central Valley | Math | | | |

| Special Educator | District | Content | General Educator/ Curriculum Specialist | District | Content |
|-------------------------|-----------------|----------------|--|-----------------|----------------|
| Billie Parke | Sunnyside | Reading | | | |
| Lisa Parvey | Stanwood-Camano | Writing | | | |
| Jennifer Presley | Lynden | Writing | | | |
| Paulette Rich | Centralia | Writing | | | |
| Stacey Rockey | Elma | Writing | | | |
| Elizabeth Scott | Riverside | Writing | | | |
| Carrie Stokes | NCESD 171 | Reading | | | |
| Laura Vanderhoof | Tenino | Reading | | | |
| Sandra Watson | Ridgefield | Reading | | | |
| Amy White | Washougal | Reading | | | |

APPENDIX D. PARTICIPATION GUIDELINES FOR THE 2005 WAAS

How Should Students in Special Education Programs Participate in State Assessments?

Students must participate in state assessments in all content areas scheduled for testing based on the student's grade level. In cases where the student is enrolled in a non-graded program, the student is assessed in the same content areas at the equivalent chronological age as a student in the grades assessed. Students with disabilities are expected to take the Washington Assessment of Student Learning (WASL) tests whenever possible, with or without necessary accommodations, unless the Individualized Education Program (IEP) team determines that the student is unable to participate on the WASL in one or more content area. In this case, the IEP team may select the Washington Alternate Assessment System (WAAS) portfolio assessment. If the student is unable to take the WASL, even with accommodations, then the student must participate by taking the WAAS portfolio assessment.

The student's IEP team must meet to determine:

- How the student will participate in the WASL;
- Which testing accommodations, if any, should be provided; or
- If the student requires an alternate assessment.

The IEP decisions regarding testing accommodations or why the WASL is not appropriate and how the student will be alternately assessed must be documented in the student's current IEP.

Guidelines for IEP Team Decision-Making in Regard to Participation in the State Assessment System
Guidelines are intended to inform the decisions of IEP teams regarding WASL participation — based on the needs of each student — resulting from his or her disability. IEP teams have the authority to determine the manner in which a student with a disability will participate in WASL assessments. These decisions must be made separately in each content area in which the student is scheduled for statewide assessment the following spring. For example, a student may take the standard WASL test with or without accommodations in certain subjects, but may require alternate assessment in other subjects.

Following are three case studies designed to provide more guidance for IEP teams in determining which assessment option is appropriate for students in special education programs. In each case study, characteristics of the student's instructional program and participation in classroom assessments are described. The recommendations for participation in the assessment options are also included in the case studies.

Case Study 1

Instructional Program: The student is engaged in an instructional program guided by the EALRs in this content area and is working on benchmarks at or near grade level expectations.

Classroom Assessment: The student is generally able to take a paper-and-pencil test under routine conditions or with testing accommodations.

State Assessment Option: The student should take the standard WASL in this content area. The student may need testing accommodation(s) that are modeled on instructional accommodation(s) used in the student's educational program. Refer to the Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs.

Case Study 2

Instructional Program: The student is engaged in an instructional program guided by the EALRs in this content area, but is working on EALRs that have been modified to reflect below grade level expectations for performance due to the nature of the student's disability.

Classroom Assessment: The student is generally able to take a paper-and-pencil test under routine conditions or with one or more testing accommodations.

State Assessment Option: The student should take the standard WASL in this content area, with any necessary testing accommodation(s) that are modeled on instructional accommodation(s) used in the student's educational program. Refer to the Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs.

Case Study 3

Instructional Program: The student is engaged in an instructional program guided by the EALRs in this content area substantially below any grade level expectations and may be focused on EALR

Extensions due to the nature and severity of the student's disability or disabilities and, such that:

- These disabilities severely limit the student's involvement in the EALRs even with program modifications and adaptations; and
- The student requires intensive, individualized instruction in multiple settings in order to acquire knowledge and to accomplish the transfer and generalization of skills in this content area to school, work, home, and community.

Classroom Assessment: The student is generally unable to demonstrate knowledge on a paper-and-pencil test, even with accommodations.

State Assessment Option: The student should participate through the WAAS portfolio in this content area. Participation in alternate assessments is intended for a very small number of students with significant disabilities who are unable to participate on the WASL, even with accommodations.

APPENDIX F. WAAS PORTFOLIO SCORING 2005 PROCEDURAL STEPS

Scorer Procedures

- The 1st Scorer performs the following tasks:
 1. Go to checklist at assigned Binder Checkout Station and select a district and binder # to score. Scorer **cannot** select a district to score if district is represented at your table.
 2. Write employee # on the checklist under 1st scorer next to the binder #.
 3. Located inside the binder are the scoring monitors. The scorer will pull and grid their employee # on scoring monitor 1 before scoring begins. Verify bar-coded binder # matches scoring monitor #.
 4. Score portfolio (use scorer note sheet if desired).
 - Read student profile for contextual information
 - Scan entire portfolio
 - Look at skill on entry cover sheet
 - Look for data/evidence of progress over time on stated skill in entry
 - Check for criteria for meeting the goal
 - Compare evidence to criteria to determine if student met/exceeded goal
 - Secondary evidence may provide more info on the skill performance
 - Determine score using scoring criteria
 - Score Part 1 in Reading, Writing, Mathematics, and/or Science
 - Look for generalization of skills across the portfolio
 - Score modification/adaptations using scoring criteria
 - Score settings/contexts using scoring criteria
 - Score social relationships using scoring criteria
 - Score self-determination using scoring criteria
 5. Score and grid scores on monitor 1. Write employee # and grid monitors 6-9.
 6. Return binder with WAAS demographic sheet to table 1. Initial next to the binder # on the checklist that binder has been returned.
 7. Return Scoring Monitor 1 and 6-9 to trays at Binder Checkout Station.

- The 2nd Scorer performs the following tasks:
 1. Go to checklist, select a district and binder # to score. Scorer **cannot** select a district to score if district is represented at your table.
 2. Write employee # on the checklist under 2nd scored next to the binder #. Second scoring can only occur if binders have been scored previously.
 3. Located inside the binder are the scoring monitors. The scorer will grid their employee # on scoring monitor 2 before scoring begins.
 4. Score portfolio (use scorer note sheet if desired). See step #4 above for details.
 5. Score and grid scores on monitor 2
 6. Return binder to table 2 and initial next to the binder # on the checklist that binder has been returned.
 8. Return Scoring Monitor 2 to Binder Checkout Station.

Table Leader Procedures

1. Backread at least one scored portfolio for each scorer each day. Your score will be the second read.
2. When not backreading a portfolio for someone at your table, go to a Checkout Station (different from your assigned station) to select a portfolio to second read. Write your employee # as 2nd reader on the checklist.
3. Score portfolios using procedure above. Check to make sure the scorer employee # and scoring monitors 1 and 6-9 are done (when backreading) or turned in (during second reads).
4. Note and retrain scorers at your table if they are discrepant with your scores.
5. Complete scoring monitor #2.
6. Return scored portfolio to the correct Binder Checkout Station and initial that the binder was returned. Put Monitor #2 in tray. If it was a backread for someone at your table, sign in and initial as 2nd scorer.
7. Assist scorers when they have questions #.

APPENDIX G. WAAS PORTFOLIO SCORING SUMMARY SHEET – 2005

Student Name _____

Portfolio Number _____

Part I: Progress on IEP Skills (Progress on IEP skills scored separately in each content area)

| | 1 | 2 | 3 | 4 |
|--|--|---|--|--|
| Progress on IEP Skill linked to EALRs | No or little progress on targeted skills linked to the EALRs in portfolio entry. | Clear progress on targeted skills linked to the EALRs in portfolio entry. | Attains goal for targeted IEP skills linked to the EALRs in portfolio entry. | Exceeds goal for targeted IEP skills linked to the EALRs in portfolio entry. |
| CONTENT AREA | | | | PART I SCORE |
| Reading (Grade 4, 7, 10) | | | | |
| Writing (Grade 4, 7, 10) | | | | |
| Mathematics (Grade 4, 7, 10) | | | | |
| Science (Grade 5, 8, 10) | | | | |

Part II: Student Generalization of Skills (These dimensions are scored across portfolio)

| Dimension | 1 | 2 | 3 | 4 | Scorer Use Only |
|--------------------------------------|---|---|--|---|-----------------|
| Modifications and Adaptations | No or limited evidence that the student uses supports, modifications, adaptations or assistive technology in portfolio entries. | The student appropriately uses supports, modifications, adaptations or assistive technology in some portfolio entries. | The student appropriately uses supports, modifications, adaptations or assistive technology in most portfolio entries. | The student appropriately uses natural supports, modifications, adaptations or assistive technology within and across all portfolio entries. | |
| Settings and Contexts | Student participates in a limited number of settings or use of targeted skills unclear in portfolio entries. | Student performs targeted skills in some settings or contexts in some portfolio entries. | Student performs targeted skills in a variety of settings or contexts in most portfolio entries. | Student performs targeted skills in an extensive variety of settings or contexts within and across all portfolio entries. | |
| Social Relationships | The student has no or limited social interactions during activities with others, both with and without disabilities, in portfolio entries | The student has some social interactions during activities with others, with and without disabilities, in some portfolio entries. | The student has sustained social interactions during activities with others, with and without disabilities, in most portfolio entries. | The student has varied, sustained social interactions during activities with others, with and without disabilities, in all portfolio entries. | |
| Self-Determination | The student makes no or limited choices in planning, monitoring, or evaluating own activities in the portfolio entries. | The student makes some choices in planning, monitoring, or evaluating own activities in some portfolio entries. | The student makes choices in planning, monitoring, or evaluating own activities in most portfolio entries. | The student consistently makes choices in planning, monitoring, or evaluating own activities within and across all portfolio entries. | |

| CONTENT AREA | PART I SCORE | PART II TOTAL | TOTAL SCORE IN CONTENT AREA |
|------------------------------|--------------|---------------|-----------------------------|
| Reading (Grade 4, 7, 10) | | | |
| Writing (Grade 4, 7, 10) | | | |
| Mathematics (Grade 4, 7, 10) | | | |
| Science (Grade 5, 8, 10) | | | |

APPENDIX H. WAAS PORTFOLIO ACADEMIC ACHIEVEMENT STANDARD DESCRIPTIONS

The academic achievement standards for students with significant disabilities who are participating in the Washington Alternate Assessment System (WAAS) portfolio are significantly different than the standards for students who participate in the Washington Assessment of Student Learning (WASL). The WAAS portfolio is based on the Essential Academic Learning Requirements (EALR) Extensions which allow the student to participate and progress in the general curriculum. Because the WAAS portfolio is based on the student's Individualized Education Program (IEP) goals in relation to the EALR Extensions, the specific assessment targets selected for the student may be the same for many content areas but may be different than for any other student. Additionally, these students have educational goals that may remain the same throughout their educational careers. Therefore, the following academic achievement standard descriptors apply for all grades and content areas.

- Level 1 - Students performing at this level will be making little or no progress toward the goal for the targeted IEP skills linked to the EALRs. The student is unable to generalize the use of these targeted skills, using modifications and adaptations in any settings or contexts. The student cannot make choices in planning, monitoring or evaluating own performances. The student has no or limited social interactions with others during educational activities.
- Level 2 - Students performing at this level will be making some progress toward the goal for the targeted IEP skills linked to the EALRs. The student is able to generalize the use of these targeted skills in some ways. The student may appropriately use modifications and adaptations in some settings and contexts or make choices in planning, monitoring or evaluating own performances. The student may have some social interactions with others during educational activities. The student is not able to generalize the targeted IEP skills in all of these ways.
- Level 3 - Students performing at this level will be making clear progress or attaining the goal for the targeted IEP skills linked to the EALRs. The student is able to generalize the use of these targeted skills, appropriately using modifications and adaptations in a variety of settings and contexts while making choices in planning, monitoring or evaluating own performances. The student sustains some social interactions with others during educational activities.
- Level 4 - Students performing at this level will be attaining or exceeding the goal for the targeted IEP skills linked to the EALRs. The student is able to generalize the use of these targeted skills, appropriately using natural supports, modifications or adaptations in an extensive variety of settings or contexts while consistently making choices in planning, monitoring or evaluating own performances. The student has sustained, varied social interactions with others during educational activities.

APPENDIX I. PORTFOLIO SCORE COMBINATIONS IN RELATION TO WAAS ALTERNATE ACHIEVEMENT STANDARDS

| Performance Level | Total Score | Part I | Part II | Performance Level | Total Score | Part I | Part II |
|-------------------|-------------|--------|---------|-------------------|-------------|--------|---------|
| 4 | 20 | 4 | 4-4-4-4 | 4 | 17 | 3 | 4-4-4-2 |
| 4 | 19 | 4 | 4-4-4-3 | 4 | 17 | 3 | 4-4-3-3 |
| 4 | 19 | 3 | 4-4-4-4 | 4 | 16 | 4 | 4-4-3-1 |
| 4 | 18 | 4 | 4-4-4-2 | 4 | 16 | 4 | 4-4-2-2 |
| 4 | 18 | 4 | 4-4-3-3 | 4 | 16 | 4 | 4-3-3-2 |
| 4 | 18 | 3 | 4-4-4-3 | 4 | 16 | 4 | 3-3-3-3 |
| 4 | 17 | 4 | 4-4-4-1 | 4 | 16 | 3 | 4-4-4-1 |
| 4 | 17 | 4 | 4-4-3-2 | 4 | 16 | 3 | 4-4-3-2 |
| 4 | 17 | 4 | 4-3-3-3 | 4 | 16 | 3 | 4-3-3-3 |

| Performance Level | Total Score | Part I | Part II | Performance Level | Total Score | Part I | Part II |
|-------------------|-------------|--------|---------|-------------------|-------------|--------|---------|
| 3 | 18 | 2 | 4-4-4-4 | 3 | 14 | 2 | 4-3-3-2 |
| 3 | 17 | 2 | 4-4-4-3 | 3 | 14 | 2 | 3-3-3-3 |
| 3 | 16 | 2 | 4-4-4-2 | 3 | 13 | 4 | 4-3-1-1 |
| 3 | 16 | 2 | 4-4-3-3 | 3 | 13 | 4 | 3-3-2-1 |
| 3 | 15 | 4 | 4-4-2-1 | 3 | 13 | 4 | 3-2-2-2 |
| 3 | 15 | 4 | 4-3-3-1 | 3 | 13 | 3 | 4-4-1-1 |
| 3 | 15 | 4 | 4-3-2-2 | 3 | 13 | 3 | 4-3-2-1 |
| 3 | 15 | 4 | 3-3-3-2 | 3 | 13 | 3 | 4-2-2-2 |
| 3 | 15 | 3 | 4-4-2-2 | 3 | 13 | 3 | 3-3-3-1 |
| 3 | 15 | 3 | 4-4-3-1 | 3 | 13 | 3 | 3-3-2-2 |
| 3 | 15 | 3 | 4-3-3-2 | 3 | 13 | 2 | 4-4-2-1 |
| 3 | 15 | 3 | 3-3-3-3 | 3 | 13 | 2 | 4-3-3-1 |
| 3 | 15 | 2 | 4-4-4-1 | 3 | 13 | 2 | 4-3-2-2 |
| 3 | 15 | 2 | 4-4-3-2 | 3 | 13 | 2 | 3-3-3-2 |

| Performance Level | Total Score | Part I | Part II | Performance Level | Total Score | Part I | Part II |
|-------------------|-------------|--------|---------|-------------------|-------------|--------|---------|
| 3 | 15 | 2 | 4-3-3-3 | 3 | 12 | 4 | 4-2-1-1 |
| 3 | 14 | 4 | 4-4-1-1 | 3 | 12 | 4 | 3-3-1-1 |
| 3 | 14 | 4 | 4-3-2-1 | 3 | 12 | 4 | 3-2-2-1 |
| 3 | 14 | 4 | 4-2-2-2 | 3 | 12 | 3 | 4-3-1-1 |
| 3 | 14 | 4 | 3-3-3-1 | 3 | 12 | 3 | 3-3-2-1 |
| 3 | 14 | 4 | 3-3-2-2 | 3 | 12 | 3 | 3-2-2-2 |
| 3 | 14 | 3 | 4-3-3-1 | 3 | 12 | 2 | 4-4-1-1 |
| 3 | 14 | 3 | 4-3-2-2 | 3 | 12 | 2 | 4-3-2-1 |
| 3 | 14 | 3 | 3-3-3-2 | 3 | 12 | 2 | 4-2-2-2 |
| 3 | 14 | 2 | 4-4-3-1 | 3 | 12 | 2 | 3-3-3-1 |
| 3 | 14 | 2 | 4-4-2-2 | 3 | 12 | 2 | 3-3-2-2 |

| Performance Level | Total Score | Part I | Part II | Performance Level | Total Score | Part I | Part II |
|-------------------|-------------|--------|---------|-------------------|-------------|--------|---------|
| 2 | 17 | 1 | 4-4-4-4 | 2 | 11 | 1 | 3-3-2-2 |
| 2 | 16 | 1 | 4-4-4-3 | 2 | 10 | 4 | 3-1-1-1 |
| 2 | 15 | 1 | 4-4-4-2 | 2 | 10 | 4 | 2-2-1-1 |
| 2 | 15 | 1 | 4-4-3-3 | 2 | 10 | 3 | 4-1-1-1 |
| 2 | 14 | 1 | 4-4-4-1 | 2 | 10 | 3 | 3-2-1-1 |
| 2 | 14 | 1 | 4-4-3-2 | 2 | 10 | 3 | 2-2-2-1 |
| 2 | 14 | 1 | 4-3-3-3 | 2 | 10 | 2 | 4-2-1-1 |
| 2 | 13 | 1 | 4-4-3-1 | 2 | 10 | 2 | 3-3-1-1 |
| 2 | 13 | 1 | 4-4-2-2 | 2 | 10 | 2 | 3-2-2-1 |
| 2 | 13 | 1 | 4-3-3-2 | 2 | 10 | 1 | 4-3-1-1 |
| 2 | 13 | 1 | 3-3-3-3 | 2 | 10 | 1 | 3-3-2-1 |
| 2 | 12 | 1 | 4-4-2-1 | 2 | 10 | 1 | 3-2-2-2 |
| 2 | 12 | 1 | 4-3-3-1 | 2 | 9 | 4 | 2-1-1-1 |
| 2 | 12 | 1 | 4-3-2-2 | 2 | 9 | 3 | 3-1-1-1 |

| Performance Level | Total Score | Part I | Part II | Performance Level | Total Score | Part I | Part II |
|-------------------|-------------|--------|---------|-------------------|-------------|--------|---------|
| 2 | 12 | 1 | 3-3-3-2 | 2 | 9 | 3 | 2-2-1-1 |
| 2 | 11 | 4 | 4-1-1-1 | 2 | 9 | 2 | 4-1-1-1 |
| 2 | 11 | 4 | 3-2-1-1 | 2 | 9 | 2 | 3-2-1-1 |
| 2 | 11 | 4 | 2-2-2-1 | 2 | 9 | 2 | 2-2-2-1 |
| 2 | 11 | 3 | 4-2-1-1 | 2 | 9 | 1 | 4-2-1-1 |
| 2 | 11 | 3 | 3-3-1-1 | 2 | 9 | 1 | 3-3-1-1 |
| 2 | 11 | 3 | 3-2-2-1 | 2 | 9 | 1 | 3-2-2-1 |
| 2 | 11 | 2 | 4-3-1-1 | 2 | 8 | 4 | 1-1-1-1 |
| 2 | 11 | 2 | 3-3-2-1 | 2 | 8 | 3 | 2-1-1-1 |
| 2 | 11 | 2 | 3-2-2-2 | 2 | 8 | 2 | 3-1-1-1 |
| 2 | 11 | 1 | 4-4-1-1 | 2 | 8 | 2 | 2-2-1-1 |
| 2 | 11 | 1 | 4-3-2-1 | 2 | 8 | 1 | 4-1-1-1 |
| 2 | 11 | 1 | 4-2-2-2 | 2 | 8 | 1 | 3-2-1-1 |
| 2 | 11 | 1 | 3-3-3-1 | 2 | 8 | 1 | 2-2-2-1 |

| Performance Level | Total Score | Part I | Part II | Performance Level | Total Score | Part I | Part II |
|-------------------|-------------|--------|---------|-------------------|-------------|--------|---------|
| 1 | 7 | 3 | 1-1-1-1 | 1 | 6 | 2 | 1-1-1-1 |
| 1 | 7 | 2 | 2-1-1-1 | 1 | 6 | 1 | 2-1-1-1 |
| 1 | 7 | 1 | 3-1-1-1 | 1 | 5 | 1 | 1-1-1-1 |
| 1 | 7 | 1 | 2-2-1-1 | | | | |

Note: Part II scores can be in any order on the Portfolio Summary Sheet. For example, 3-3-2-1 could also be 3-3-1-2 or 3-2-3-1 or 3-2-1-3 or 3-1-3-2 or 3-1-2-3.