



Arkansas Comprehensive Testing, Assessment, and Accountability Program

REPORT INTERPRETATION GUIDE

Benchmark Examinations Grades 3–8

April 2007 Administration

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INTRODUCTION

The purpose of this *Report Interpretation Guide* is to provide district and school personnel with information on how to interpret and use reports related to the April 2007 administration of the Benchmark Examinations for grades 3–8. This *Report Interpretation Guide* provides general information about the components of the Benchmark Examinations, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information, and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the Benchmark Examinations. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

NOTE: Students with less than one year in a U.S. school whose answer documents had the “LEP student less than one year in the U.S.” bubble filled in will receive individual student reports and will be included on the roster reports but will not be included in any class or school averages or in summary data. Additionally, these students will not be counted in the Adequate Yearly Progress (AYP) calculations for 2007. However, if the “LEP student less than one year in the U.S.” bubble was not properly marked on the answer document, the student’s scores **will be included** in AYP calculations and will appear on all reports.

OVERVIEW OF THE ACTAAP

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** is authorized under Arkansas Legislative Act 35 to promote the development of the Arkansas Curriculum Frameworks as well as the development and use of assessment in accordance with the statewide educational goals. The ACTAAP includes ongoing norm-referenced testing. The ACTAAP also includes criterion-referenced tests specifically developed to measure thinking skills and problem-solving strategies associated with real-life performance expectations for school or work.

The Benchmark Examinations criterion-referenced tests are the result of years of intensive test development efforts. All test questions on the Benchmark Examinations align with the goals and subject-specific competencies described by the Arkansas Curriculum Frameworks. As such, student performance on the Benchmark Examinations is directly aligned with the statewide frameworks and statewide curriculum goals.

The goals for the ACTAAP are to

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

As the ACTAAP continues to evolve, it will offer

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

FREQUENTLY ASKED QUESTIONS

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

1. Who is required to take the Benchmark Examinations?

The Benchmark Examinations should be administered to **all** students enrolled in grades 3–8 who are eligible for testing under standardized conditions, with or without accommodations. If a student’s IEP indicates that testing is inappropriate, that student shall participate in the *Arkansas Alternate Portfolio Assessment System for Students with Disabilities*.

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

The Arkansas Department of Education requires norm-referenced tests and criterion-referenced tests to be administered. A norm-referenced test was administered in 2007, and the Benchmark Examinations were administered in April 2007. The Benchmark Examinations require three partial days of testing. The Benchmark Examinations at grades 5 and 7 will require one additional partial day of Science testing. The Benchmark Examinations are part of the overall plan for education within the state and are to be used to gauge the success of curricular and instructional change. All other tests given at the district level are at the discretion of the district. Research has shown that instruction is actually enhanced if there is focused, content-specific assessment at regular intervals with accurate and timely feedback.

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

The Benchmark Examinations require three days of testing with no more than two hours of testing per day to minimize test fatigue. Grades 5 and 7 require an additional day of Science testing with three hours of testing. The Benchmark Examinations contain open-response items in Mathematics, Reading, and Science (grades 5 and 7), and essay prompts for Writing, all of which require ample time for students to respond as completely as possible. The inclusion of open-response items and writing prompts (topics) in the Benchmark Examinations is directly related to the curricular goals outlined within the *Arkansas Mathematics Curriculum Framework*, *Arkansas English Language Arts Curriculum Framework*, and *Arkansas Science Curriculum Framework*.

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

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

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

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MULTIPLE MEASURES FOR DEVELOPING EDUCATIONAL IMPROVEMENT PLANS

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

Quantitative

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

Qualitative

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

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

USING THE BENCHMARK EXAMINATIONS RESULTS

The reports for the Benchmark Examinations at grades 3–8 provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the Arkansas Curriculum Frameworks. The most important use of these data is to identify students who need remediation in specific areas. The following are suggestions for school and district personnel who are responsible for the assessment and for any school remediation programs:

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

DISSEMINATING THE 2007 BENCHMARK EXAMINATIONS RESULTS AND CONCLUSION

DISSEMINATING THE BENCHMARK EXAMINATIONS RESULTS

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

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

CONCLUSION

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

OVERVIEW OF THE BENCHMARK EXAMINATIONS REPORTS

Reports of results on the Benchmark Examinations for grades 3–8 are sent to districts to provide information on student performance. Samples of the *Student Report*, *Class Roster Report*, *School Roster Report*, *School Summary Report*, *School Profile Report*, and *School Item-By-Item Selections of Correct Answers Report* are provided in this guide. On the *Student Report*, *Class Roster Report*, and *School Roster Report* the results for both Mathematics and Literacy (Reading and Writing) are reported on the same page. On the remaining reports, the results for the two subject areas are reported on separate pages. Reports are also provided separately by grade level. Separate reports for Science are provided for grades 5 and 7. A description of each report immediately precedes the report samples.

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

- **Combined Population**—All students for whom answer documents were returned for the April 2007 administration of the Benchmark Examinations.
- **Combined Population Without Highly Mobile** (appears only on the *School Roster Report*)—All students for whom answer documents were returned for the April 2007 administration of the Benchmark Examinations excluding those students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2006.
- **General Population**—Students who were **not** identified on their answer documents with an ESI code (IEP students) or as LEP and/or Highly Mobile. Students coded as Gifted and Talented and/or as receiving Free and/or Reduced Lunch are included in the General Population report, unless they have also been coded with an ESI code (IEP students), as LEP, and/or Highly Mobile.
- **IEP Students**—Students whose answer documents were marked with an ESI code (see page 22 for a listing of the ESI categories) identifying them as participating in a specific education program. Students for whom more than one ESI code was marked are reported in the “Multiple Disabilities” category.
- **LEP Students**—Limited English Proficient students who were identified as LEP on their answer documents.
- **1st Year LEP Students** (appears only on the *School Roster Report*)—Students who are Limited English Proficient and have been in the U.S. less than one year.
- **Gifted and Talented Students**—Students identified on their answer documents as participating in a gifted and talented program.
- **Highly Mobile Students**—Students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2006.
- **Free and/or Reduced Lunch** (not reported on the *School Roster Report* or on the *School Item-By-Item Selections of Correct Answers Report*)—Students who were identified on their answer documents as being eligible for free and/or reduced lunch.
- **Non-economically Disadvantaged** (not reported on the *School Item-By-Item Selections of Correct Answers Report*).
- **Non-disabled Students** (not reported on the *School Item-By-Item Selections of Correct Answers Report*).

THE 2007 BENCHMARK EXAMINATIONS REPORTS

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

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

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

Results for the Science portion of the Benchmark Examinations at grades 5 and 7 are reported separately from the Mathematics and Literacy scores. An *Individual Student Report*, *Class Roster Report*, *School Roster Report*, and *School Item-By-Item Selections of Correct Answers Report* are provided for grades 5 and 7 Science. Only raw scores for Science are reported at this time.

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

STUDENT REPORT

Each school will receive two copies of the *Student Report*, a Student (Home) copy in color and a School copy in black and white. The *Student Report* is a four-page booklet. Pages 1–3 provide information specific to the student listed. Page 4 provides information on how to help the student to achieve and a description of the additional informational resources that are available. A sample of pages 1–3 of the *Student Report* is provided on the following three pages.

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

Page 1

- Student information reflecting what was coded on the student’s answer document for student name, grade, and birth date.
- A letter from Dr. T. Kenneth James, Commissioner of Education, introduces the report.
- Overall Test Results
 - The overall test results for each subject are shown in separate sections—Mathematics on the left and Literacy on the right. The four performance levels (Advanced, Proficient, Basic, and Below Basic) and the cut scores associated with Mathematics and with Literacy are shown. The general definition of each performance level is provided. These definitions are especially helpful for parents in understanding the level at which their student is performing.
 - The student’s scale score and proficiency level for each subject are shown under the performance levels with an arrow showing where the student falls in the scale score range. The School, District, and State average scores are also provided and can be used for comparative data.

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

Pages 2 and 3

- The Mathematics Results are on page 2 and the Literacy Results are on page 3. On each page, the student’s scale score and performance level for that subject are listed on the top right of the page.
- A table with each strand (Mathematics Results) or skill area (Literacy Results) listed in the left column is provided. The strands and skill areas directly align with the Arkansas *Mathematics* and *English Language Arts Curriculum Frameworks*.
 - The total number of multiple-choice and open-response points for each strand or skill area is shown in the last two columns along with the number of raw score points achieved by the student. This information provides insight into specific areas in which the student may need additional instruction. For example, the number of points attained by the student for specific strands may show that the student had greater difficulty with Measurement concepts than with the other mathematics strands. Also, the list of multiple-choice versus open-response points earned may provide important clues to the student’s needs. For example, a student may have performed adequately on the multiple-choice items but poorly on the open-response items, indicating that the student may be having trouble responding in this format.

STUDENT REPORT (CONTINUED)

- A score of “NA” (No Attempt) for an open-response item indicates that the student did not attempt to answer the item and is assigned a score of “0.”
- A definition and information for scale scores are provided under the Mathematics and Literacy Results.
- The Pathway to Proficiency graphs show the student’s current and past scale scores on the Benchmark Examinations. The Mathematics Pathway to Proficiency graph is on page 2 and the Literacy Pathway to Proficiency graph is on page 3. The top of each graph lists the Proficient Scale Score range for each grade level. The graph itself identifies the scale score that the student received at each grade level as well as indicates what score the student will need to reach in the future to be Proficient.

NOTE: A separate *Student Report* will be provided for grades 5 and 7 Science.

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Grade 4 - Benchmark Examination
STUDENT REPORT

For the Family of
ASHLEY ADAMS

Test Date: April 2007
Birthdate: 07-21-1997
School Name: Arkansas Elementary School (99-99-999)
District Name: Arkansas School District (99-99)

Dear Family,

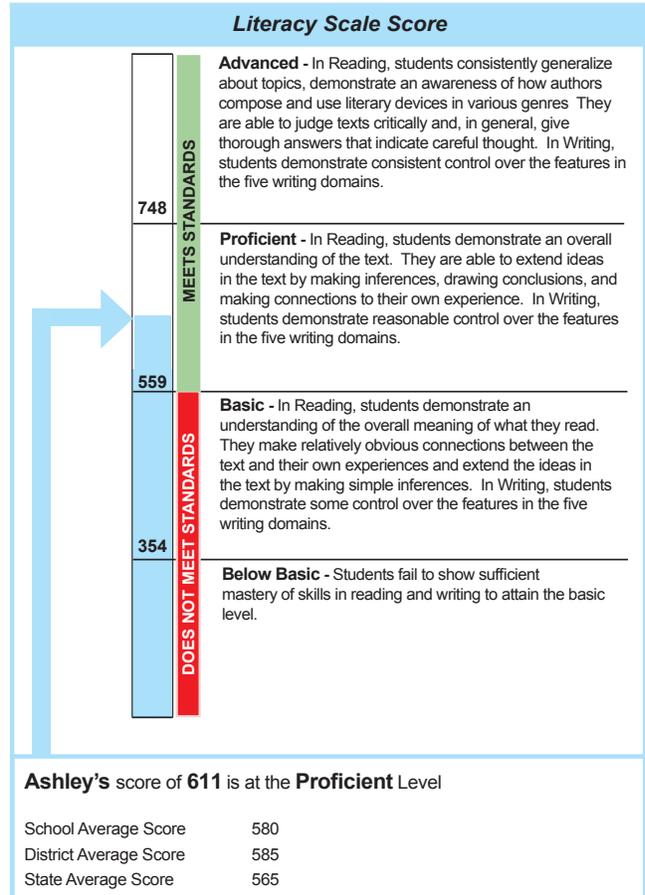
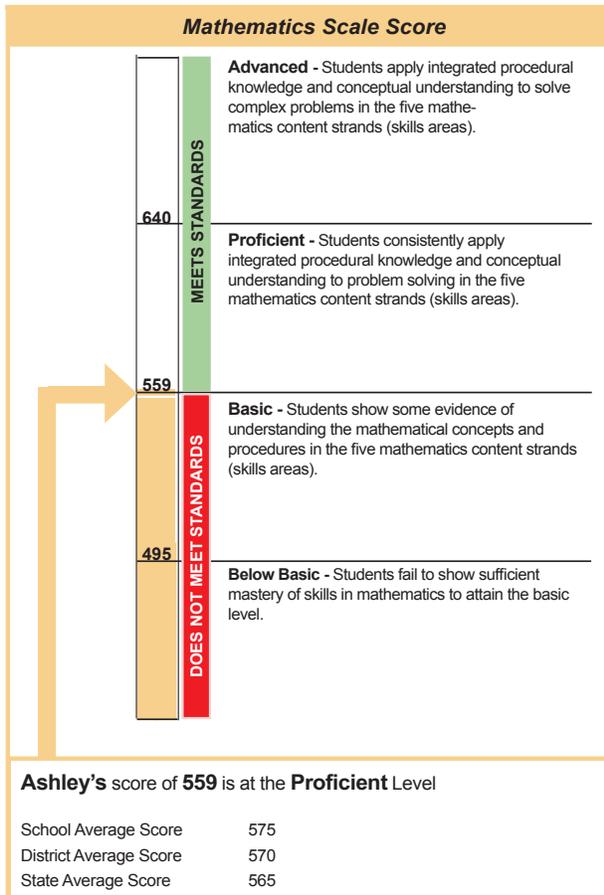
Recently, Ashley participated in the Arkansas Benchmark Examination for Mathematics and Literacy (Reading and Writing). Skills assessed on these tests are based on the Arkansas Curriculum Frameworks and are required to be part of any Arkansas instructional program. The Curriculum Frameworks describe what Ashley is expected to know and be able to do at each grade level. The Benchmark Examinations include multiple-choice questions as well as open-response questions that require the student to construct a handwritten answer.

This report summarizes Ashley's test results. These results are used by the school to make important educational decisions for Ashley. **Please review these results with Ashley and Ashley's teachers.** Using these test results to guide Ashley in the right academic direction is an important step for ensuring future success.

Sincerely,

T. Kenneth James, Ed.D.
Commissioner of Education

Ashley's Overall Test Results



REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS

STUDENT REPORT

MATHEMATICS RESULTS

Ashley's Score = 559 (Proficient Level)

MATHEMATICS STRANDS

| The table below shows the number of points Ashley scored in each of the Mathematics skill areas. | | Multiple-Choice | Open-Response |
|---|---|---|---------------|
| Number and Operations Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems; understand meanings of operations and how they relate to one another; and compute fluently and make reasonable estimates. |  6 of 7 |  4 of 8 | |
| Algebra Students shall recognize, describe and develop patterns, relations and functions; represent and analyze mathematical situations and structures using algebraic symbols; develop and apply mathematical models to represent and understand quantitative relationships; and analyze change in various contexts. |  5 of 9 |  4 of 8 | |
| Geometry Students shall analyze characteristics and properties of two and three dimensional geometric shapes and develop mathematical arguments about geometric relationships; apply transformations and the use of symmetry to analyze mathematical situations; specify locations and describe spatial relationships using coordinate geometry and other representational systems; and use visualization, spatial reasoning and geometry modeling. |  5 of 8 |  4 of 8 | |
| Measurement Students shall use attributes of measurement to describe and compare mathematical and real-world objects; and identify and use units, systems and processes of measurement. |  3 of 7 |  4 of 8 | |
| Data Analysis and Probability Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability. |  4 of 8 |  NA | |

NA = The student did not attempt to answer the item. A score of "0" (zero) is assigned.

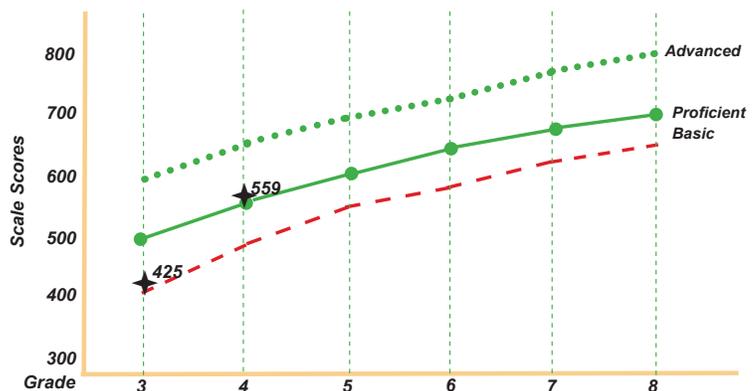
Ashley's total scores reported for Mathematics are scale scores. Scale scores are transformed raw scores. When multiple forms of a test are used, or when results are compared from year to year, scale scores are needed to adjust for possible differences in test form length or difficulty. They are used in numerous national testing programs, including the ACT and SAT examinations, and are routinely used in many other statewide testing programs, providing the basis for long-term, meaningful comparisons of student results across different test administrations. For more information about converting raw scores to scale scores, see the Raw to Scale Score Conversion Tables posted on the ADE web site at the Testing link.

Pathway to Proficiency

| | | | | | | |
|------------------------|---------|---------|---------|---------|---------|---------|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 |
| Proficient Score Range | 500–585 | 559–639 | 604–696 | 641–721 | 673–763 | 700–801 |

Mathematics Growth

This graph represents Ashley's scale score and performance level on previous Mathematics tests. It also shows the scale score ranges going forward for each of the performance levels and is an indication of the scores needed to either attain the Proficient level in Mathematics or to maintain the current performance level.



| | | |
|------------------|--------------|-------------------|
| ◆ Ashley's Score | 425 Basic | 559 Proficient |
|------------------|--------------|-------------------|

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS

STUDENT REPORT

LITERACY RESULTS

Ashley's Score = 611 (Proficient Level)

| The table below shows the number of points Ashley scored on each of the Literacy (Reading and Writing) skill areas. | | Multiple-Choice | Open-Response |
|---|--|-------------------|--|
| READING | Literary Passage – A selection such as a short story, poem, or an excerpt from a novel or essay. | ■■■■■□□ 6 of 8 | ■■■■□□□□ 4 of 8 |
| | Content Passage – A prose selection, usually nonfiction, that provides informational content about people, places, events, or situations. | ■■■■■□□ 5 of 8 | ■■■■■□□□ 5 of 8 |
| | Practical Passage – A selection that provides useful information, such as a brochure, recipe, handbook, manual, or “how to” directions. | ■■■■■□□ 6 of 8 | ■■■■■□□□ 5 of 8 |
| WRITING DOMAINS | Multiple-Choice | ■■■■■□□ 5 of 8 | |
| | Content The Content domain reflects the writer’s ability to focus and elaborate on a central idea in a unified, organized text. | | Prompt 1 ■■■■ 3.5 of 4.0 Prompt 2 ■■■■ 3.5 of 4.0 |
| | Style The Style domain reflects the writer’s ability to purposefully shape and control language to affect readers. Style includes the use of vocabulary, selected information, sentence variety, tone and voice. | | Prompt 1 ■■■■ 3.5 of 4.0 Prompt 2 ■■■□ 3.0 of 4.0 |
| | Sentence Formation The Sentence Formation domain reflects the writer’s ability to form competent, appropriately mature sentences to express his/her thoughts. Features of sentence formation include completeness and the grammatical arrangement of words (syntax). | | Prompt 1 ■■■■ 3.0 of 4.0 Prompt 2 ■■■■ 3.5 of 4.0 |
| | Usage The Usage domain reflects the writer’s ability to follow the conventions of standard written usage. This includes proper use of noun and verbs, subject/verb agreement, pronoun case, and appropriate word usage. | | Prompt 1 ■■■■ 3.0 of 4.0 Prompt 2 ■■■□ 2.0 of 4.0 |
| | Mechanics The Mechanics domain demonstrates the writer’s use of capitalization, punctuation, spelling, and paragraph formatting. | | Prompt 1 ■■■■ 2.5 of 4.0 Prompt 2 ■■■■ 2.5 of 4.0 |

NA = The student did not attempt to answer the item. A score of “0” (zero) is assigned.

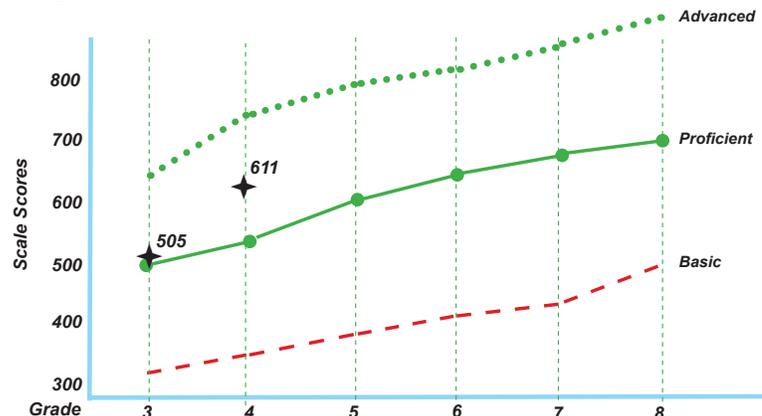
Ashley’s total scores reported for Literacy are scale scores. Scale scores are transformed raw scores. When multiple forms of a test are used, or when results are compared from year to year, scale scores are needed to adjust for possible differences in test form length or difficulty. They are used in numerous national testing programs, including the ACT and SAT examinations, and are routinely used in many other statewide testing programs, providing the basis for long-term, meaningful comparisons of student results across different test administrations. For more information about converting raw scores to scale scores, see the Raw to Scale Score Conversion Tables posted on the ADE web site at the Testing link.

Pathway to Proficiency

| | | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|---------|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 |
| Proficient Score Range | 500–653 | 559–747 | 604–798 | 641–822 | 673–866 | 700–913 |

Literacy Growth

This graph represents Ashley’s scale score and performance level on previous Literacy tests. It also shows the scale score ranges going forward for each of the performance levels and is an indication of the scores needed to either attain the Proficient level in Literacy or to maintain the current performance level.



| | | |
|------------------|------------|------------|
| ◆ Ashley's Score | 505 | 611 |
| | Proficient | Proficient |

CLASS ROSTER REPORT

Two copies of the *Class Roster Report* will be produced—one copy for the school and one copy for the district. The *Class Roster Report* is a one-sided, single-page or multi-page report, depending on the number of students, which provides a list of students and the results for those students. The class information printed on the report reflects what was coded on the Classroom/Group Information Sheet for classroom/group name. The *Class Roster Report* is divided into three sections. In the first section, students are listed alphabetically by last name. The second and third sections list the students in rank order by scale score for Mathematics and for Literacy. A sample of the first section (listing students in alphabetical order by last name) of this report is provided on the opposite page. Samples of the pages listing students in rank order by school are not included.

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

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

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

NOTE: A separate *Class Roster Report* will be provided for grades 5 and 7 Science.

SCHOOL ROSTER REPORT

Two copies of the *School Roster Report* will be produced—one copy for the school and one copy for the district. The *School Roster Report* is a one-sided, multi-page report providing a list of students for whom answer documents were returned for the Benchmark Examination and the results for those students. The school information printed on the report reflects what was coded on the School/Grade Header Sheet for district name, school name, and district/school LEA number. The *School Roster Report* is divided into three sections. In the first section, students are listed alphabetically by last name. The second and third sections list the students in rank order by scale score for Mathematics and for Literacy. A sample of the first section (listing students in alphabetical order by last name) of this report is provided on the opposite page. Samples of the pages listing students in rank order by school are not included.

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

- The four performance levels (Below Basic, Basic, Proficient, and Advanced) are shown to the right of the school information with the associated range of scale scores for Mathematics and for Literacy (Reading and Writing).
- Results for students are reported separately by group. See page 5 for a listing and definitions of the groups.
- All students in the school are listed in alphabetical order by last name (with their respective birth dates) in the left column and the Benchmark Examination results for each student for Mathematics and for Literacy are provided in the columns that follow. All of the information provided on the individual *Student Report* is also provided for each student on the *School Roster Report* (e.g., performance levels, scale scores, strand information).
- Students who did not attain the Proficient or Advanced level in Mathematics and/or Literacy are indicated with an asterisk next to their names.
- A First Year in a School in the U.S. LEP Student is designated with an “L” following the student’s birth date.
- On the *School Roster Report*, the Writing domain scores are the sum of the scores the student received for Prompt 1 and for Prompt 2. To see the domain score the student received for each prompt, refer to the *Student Report*. A score of “NA” (No Attempt) on the *Student Report* translates into a score of “0” when the Writing domain scores are summed for the *School Roster Report*. For Writing domain scores, the only time “NA” will appear on the *School Roster Report* is when a student received an “NA” for each of the Writing prompts.
- Following the listing of students within each group, the school average for each strand, passage type, and skill area for that group is provided. School averages do not include First Year LEP student scores.
- The Mean Scale Scores for Mathematics and for Literacy are broken out by group for the school, district, region, and state. This information appears on the last page of the *School Roster Report*.

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

NOTE: A separate *School Roster Report* will be provided for grades 5 and 7 Science.

Grade 4 Benchmark Examination
SCHOOL ROSTER REPORT

Date of Test: April 2007
Page: 1



District Number: 99-99
District Name: Arkansas School District
School Number: 99-99-999
School Name: Arkansas School

Performance Level Scale Scores
Below Basic (BEL) 494 and below
Basic (BAS) 495-558
Proficient (PRO) 559-639
Advance (ADV) 640 and above
Mathematics Literacy 353 and below 354-558 559-747 748 and above

| Student Information | MATHEMATICS | | | | | | | | | | LITERACY | | | | | | | | |
|--|-------------------|-------------------------|-----------------------|---------|----------|-------------|-------------------------------|-------------------|----------------------|----------|----------|-----------|-----------------|---------|-------|--------------------|-------|-----------|--|
| | PERFORMANCE LEVEL | MATHEMATICS SCALE SCORE | Number and Operations | Algebra | Geometry | Measurement | Data Analysis and Probability | PERFORMANCE LEVEL | LITERACY SCALE SCORE | READING | | | WRITING | | | | | | |
| | | | | | | | | | | Literacy | Content | Practical | Multiple-Choice | Content | Style | Sentence Formation | Usage | Mechanics | |
| COMBINED POPULATION | | | | | | | | | | | | | | | | | | | |
| SCHOOL AVERAGE | | | | | | | | | | | | | | | | | | | |
| COMBINED POPULATION WITHOUT HIGHLY MOBILE | | | | | | | | | | | | | | | | | | | |
| SCHOOL AVERAGE | | | | | | | | | | | | | | | | | | | |
| GENERAL POPULATION | | | | | | | | | | | | | | | | | | | |
| ADCOCK, VICKY | PRO | 627 | 5/2 | 6/4 | 6/4 | 6/8 | 8/4 | ADV | 949 | 8/4 | 8/8 | 8/6 | 8 | 7.0 | 8.0 | 7.5 | 8.0 | 7.5 | |
| ADDLER, SUSAN | PRO | 617 | 4/2 | 6/4 | 6/4 | 5/8 | 8/4 | ADV | 880 | 8/4 | 8/7 | 7/6 | 8 | 7.5 | 7.0 | 7.5 | 7.5 | 7.5 | |
| AMWAY, JOHN Q | ADV | 681 | 6/8 | 7/2 | 8/4 | 4/8 | 7/8 | PRO | 719 | 6/4 | 7/7 | 6/6 | 8 | 6.0 | 6.5 | 5.5 | 6.5 | 6.5 | |
| BANCROUN, MARV * | BEL | 223 | 2/NA | 0/NA | 0/NA | 0/NA | 0/NA | BEL | 221 | 4/1 | 4/1 | 2/2 | 4 | 1.0 | 2.0 | 2.5 | 1.5 | 2.5 | |
| BESTER, CODY | ADV | 674 | 6/2 | 7/8 | 7/7 | 5/6 | 8/5 | PRO | 662 | 6/6 | 7/8 | 6/6 | 7 | 4.0 | 5.5 | 6.0 | 5.0 | 4.0 | |
| BIYDREAM, JEAN * | PRO | 583 | 2/NA | 5/7 | 6/6 | 0/3 | 7/8 | BEL | 164 | 4/NA | 4/0 | 8/3 | 3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| BYRD, ROBERT * | PRO | 579 | 2/NA | 4/7 | 6/6 | 0/3 | 7/8 | BEL | 130 | 4/NA | 4/0 | 5/3 | 3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| CANTREN, MARK * | BEL | 223 | 2/NA | 0/NA | 0/NA | 0/NA | 0/NA | BEL | 180 | 3/2 | 2/3 | 2/2 | 1 | 1.5 | 2.0 | 2.0 | 1.0 | 2.0 | |
| DREAMY, SARA * | PRO | 583 | 2/NA | 5/7 | 6/6 | 0/3 | 7/8 | BEL | 221 | 4/1 | 4/1 | 2/2 | 4 | 1.0 | 2.0 | 2.5 | 1.5 | 2.5 | |
| DUNKIRK, BLINEY * | ADV | 689 | 5/8 | 7/2 | 7/5 | 6/8 | 7/8 | BEL | 262 | 2/3 | 2/0 | 0/NA | 5 | 4.5 | 4.5 | 3.5 | 4.5 | 2.5 | |
| JAMWAY, ADAM | ADV | 668 | 5/8 | 6/2 | 7/4 | 5/8 | 7/8 | PRO | 573 | 6/3 | 6/6 | 5/5 | 6 | 6.5 | 4.0 | 5.0 | 6.0 | 4.0 | |
| KIRKLEY, ANGELA R * | ADV | 689 | 5/8 | 6/2 | 7/5 | 7/8 | 7/8 | BEL | 282 | 5/5 | 2/0 | 0/NA | 4 | 4.0 | 4.0 | 3.0 | 4.0 | 2.5 | |

Averages do not include the following groups: 1) 1st Year LEP Students

L: 1st Year LEP Student



Grade 4 Benchmark Examination
SCHOOL ROSTER REPORT

Date of Test: April 2007

Page: 2

District Number: 99-99
District Name: Arkansas School District
School Number: 99-99-999
School Name: Arkansas School

Performance Level Scale Scores
Below Basic (BEL) 494 and below
Basic (BAS) 495-558
Proficient (PRO) 559-639
Advance (ADV) 640 and above

Mathematics 494 and below
Literacy 353 and below

Multiple-Choice 495-558
Open-Response 354-558

| Student Information | MATHEMATICS | | | | | | | LITERACY | | | | | | | | | | | |
|---|-------------------|-------------------------|-----------------------|---------|----------|-------------|-------------------------------|-------------------|----------------------|----------|---------|-----------|-------------------------|---------|-------|--------------------|-------|-----------|-----|
| | PERFORMANCE LEVEL | MATHEMATICS SCALE SCORE | Number and Operations | Algebra | Geometry | Measurement | Data Analysis and Probability | PERFORMANCE LEVEL | LITERACY SCALE SCORE | Literary | Content | Practical | Multiple-Choice Writing | Content | Style | Sentence Formation | Usage | Mechanics | |
| Multiple-Choice/Open-Response Points Possible | | | 7/8 | 9/8 | 8/8 | 7/8 | 8/8 | | | 8/8 | 8/8 | 8/8 | 8 | 8.0 | 8.0 | 8.0 | 8.0 | 8.0 | 8.0 |
| SMITHLY, DIANE 09-30-1997 | PRO | 612 | 3/2 | 6/4 | 6/4 | 5/8 | 8/4 | ADV | 949 | 8/8 | 8/7 | 7/7 | 8 | 7.5 | 6.5 | 7.0 | 8.0 | 6.0 | |
| VEST, LISA 02-07-1997 | ADV | 668 | 5/2 | 7/8 | 7/7 | 5/6 | 8/5 | PRO | 712 | 6/5 | 6/6 | 5/5 | 7 | 7.0 | 6.5 | 7.0 | 8.0 | 6.0 | |
| WAYLAN, MATTHEW 05-24-1997 | ADV | 697 | 7/8 | 7/2 | 8/4 | 5/8 | 7/8 | PRO | 732 | 6/5 | 5/5 | 6/6 | 8 | 7.0 | 6.0 | 7.5 | 8.0 | 6.5 | |
| SCHOOL AVERAGE: | | | 4/3 | 5/4 | 6/4 | 4/6 | 6/6 | | | 5/3 | 5/4 | 5/4 | 6 | 4.3 | 4.3 | 4.4 | 4.6 | 4 | |
| <u>IEP STUDENTS</u> | | | | | | | | | | | | | | | | | | | |
| BANKS, LLOYD * 11-24-1997 | BEL | 452 | 5/2 | 1/NA | 0/3 | 1/2 | 4/NA | BAS | 440 | 3/4 | 3/5 | 2/4 | 5 | 4.0 | 4.0 | 5.0 | 5.0 | 5.5 | |
| CASE, LORRIE * 03-17-1997 | BEL | 262 | 3/NA | 0/NA | 0/NA | 0/NA | 0/NA | BEL | 31 | 0/NA | 0/NA | 0/NA | 0 | 0(NA) | 0(NA) | 0(NA) | 0(NA) | 0(NA) | |
| ROBINSON, TOM * 09-02-1997 | BAS | 547 | 3/5 | 4/3 | 4/5 | 3/4 | 5/NA | PRO | 706 | 5/6 | 7/6 | 7/8 | 6 | 6.0 | 6.5 | 5.0 | 5.0 | 6.5 | |
| SCHOOL AVERAGE: | | | 4/2 | 2/1 | 1/3 | 1/2 | 3/0 | | | 3/3 | 3/4 | 3/4 | 4 | 3.3 | 3.5 | 3.3 | 3.3 | 4.0 | |
| <u>LEP STUDENTS</u> | | | | | | | | | | | | | | | | | | | |
| CAMPOS, JOSE * 01-16-1997 (L) | ADV | 643 | 6/8 | 6/4 | 5/6 | 6/5 | 6/4 | BAS | 410 | 4/5 | 5/3 | 4/4 | 3 | 4.5 | 4.0 | 3.5 | 3.5 | 3.0 | |
| SCHOOL AVERAGE: | | | 6/8 | 6/4 | 5/6 | 6/5 | 6/4 | | | 4/5 | 5/3 | 4/4 | 3 | 4.5 | 4.0 | 3.5 | 3.5 | 3.0 | |

Averages do not include the following groups: 1) 1st Year LEP Students

L: 1st Year LEP Student



Grade 4 Benchmark Examination
SCHOOL ROSTER REPORT

Date of Test: April 2007

Page: 3

District Number: **99-99**
 District Name: **Arkansas School District**
 School Number: **99-99-999**
 School Name: **Arkansas School**

Performance Level Scale Scores
 Below Basic (BEL) 494 and below
 Basic (BAS) 495-558
 Proficient (PRO) 559-639
 Advance (ADV) 640 and above
 Mathematics 353 and below
 Literacy 354-558
 Proficient (PRO) 559-747
 Advance (ADV) 748 and above

| Student Information | MATHEMATICS | | | | | | | LITERACY | | | | | | | | | | | |
|---|-------------------|-------------------------|-----------------------|---------|----------|-------------|-------------------------------|-------------------|----------------------|----------|---------|-----------|-------------------------|---------|-------|--------------------|-------|-----------|-----|
| | PERFORMANCE LEVEL | MATHEMATICS SCALE SCORE | Number and Operations | Algebra | Geometry | Measurement | Data Analysis and Probability | PERFORMANCE LEVEL | LITERACY SCALE SCORE | Literacy | Content | Practical | Multiple-Choice Writing | Content | Style | Sentence Formation | Usage | Mechanics | |
| Multiple-Choice/Open-Response Points Possible | | | 7/8 | 9/8 | 8/8 | 7/8 | 8/8 | | | 8/8 | 8/8 | 8/8 | 8 | 8.0 | 8.0 | 8.0 | 8.0 | 8.0 | 8.0 |
| GIFTED AND TALENTED STUDENTS | | | | | | | | | | | | | | | | | | | |
| ADCOCK, VICKY 02-13-1997 | PRO | 627 | 5/2 | 6/4 | 6/4 | 6/8 | 8/4 | ADV | 949 | 8/4 | 8/8 | 8/6 | 8 | 7.0 | 8.0 | 7.5 | 8.0 | 7.5 | |
| SMITHLY, DIANE 09-30-1997 | PRO | 612 | 3/2 | 6/4 | 6/4 | 5/8 | 8/4 | ADV | 949 | 8/8 | 8/7 | 7/7 | 8 | 7.5 | 6.5 | 7.0 | 8.0 | 6.0 | |
| SCHOOL AVERAGE | | | 4/2 | 6/4 | 6/4 | 6/8 | 8/4 | | | 8/6 | 8/8 | 8/7 | 8 | 7.3 | 7.3 | 7.3 | 8.0 | 6.8 | |
| HIGHLY MOBILE STUDENTS | | | | | | | | | | | | | | | | | | | |
| WESTLEY, CODY 07-21-1997 | ADV | 655 | 8/2 | 6/8 | 5/7 | 5/6 | 6/5 | PRO | 739 | 8/6 | 6/6 | 7/7 | 7 | 5.5 | 6.0 | 5.5 | 6.5 | 6.0 | |
| SCHOOL AVERAGE | | | 8/2 | 6/8 | 5/7 | 5/6 | 6/5 | | | 8/6 | 6/6 | 7/7 | 7 | 5.5 | 6.0 | 5.5 | 6.5 | 6.0 | |

Averages do not include the following groups: 1) 1st Year LEP Students

L: 1st Year LEP Student

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS

SCHOOL SUMMARY REPORT—OVERVIEW

Each school will receive two copies of the *School Summary Report* and each district will receive one copy of the *School Summary Report* for the schools in the district. The Arkansas Department of Education will also receive one copy of the *School Summary Report*. The *School Summary Report* is a one-sided, multi-page report providing student results aggregated to the school level. Seven groups are reported independently from one another. See page 5 for additional information. Mathematics and Literacy (Reading and Writing) results are reported on separate pages. The school information printed on the report reflects what was coded on the School/Grade Header Sheet for district name, school name, and district/school LEA number.

SCHOOL SUMMARY REPORT: COMBINED POPULATION

The *Combined Population Report* gives the results for **all** students* for whom answer documents were returned for the April 2007 administration of the Benchmark Examination. The report for the Combined Population is found on pages 1 and 2 of the *School Summary Report*. A sample of page 1 is provided on the opposite page.

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

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

* First Year in a School in the U.S. LEP Student scores are not included in this report.

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

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS



Grade 4 Benchmark Examination SCHOOL SUMMARY REPORT COMBINED POPULATION

Date of Test: April 2007
Page 1

District Number: **99-99**
District Name: **Arkansas School District**
Total Number of Students Tested: **71**

District Number: **99-99-999**
School Name: **Arkansas School**

| | Number & Percentage of Students Below Basic (BEL) 494 and below | | | | Number & Percentage of Students Basic (BAS) 495-558 | | | | Number & Percentage of Students Proficient (PRO) 559-639 | | | | Number & Percentage of Students Advanced (ADV) 640 and above | | | |
|---------------------------|---|----------|--------|-------|---|----------|--------|-------|--|----------|--------|-------|--|----------|--------|-------|
| | School | District | Region | State | School | District | Region | State | School | District | Region | State | School | District | Region | State |
| MATHEMATICS | | | | | | | | | | | | | | | | |
| All Students | 14 | 14 | 799 | 17% | 17 | 17 | 450 | 14% | 16 | 16 | 471 | 20% | 24 | 24 | 631 | 27% |
| Gender | | | | | | | | | | | | | | | | |
| Female | 3 | 3 | 374 | 34% | 8 | 8 | 223 | 19% | 7 | 7 | 226 | 20% | 12 | 12 | 342 | 24% |
| Male | 11 | 11 | 424 | 17% | 9 | 9 | 227 | 14% | 9 | 9 | 245 | 20% | 12 | 12 | 288 | 27% |
| Ethnicity | | | | | | | | | | | | | | | | |
| Asian/Pacific Islander | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 2 | 0% |
| African American | 2 | 2 | 555 | 34% | 4 | 4 | 249 | 19% | 1 | 1 | 202 | 17% | 1 | 1 | 186 | 13% |
| Hispanic | 0 | 0 | 19 | 0% | 0 | 0 | 13 | 0% | 0 | 0 | 11 | 0% | 0 | 0 | 14 | 0% |
| Native American | 0 | 0 | 4 | 0% | 0 | 0 | 1 | 0% | 0 | 0 | 2 | 0% | 0 | 0 | 3 | 0% |
| Caucasian | 12 | 12 | 216 | 30% | 13 | 13 | 184 | 13% | 15 | 15 | 252 | 20% | 23 | 23 | 419 | 29% |
| Not Indicated | 0 | 0 | 27 | 0% | 0 | 0 | 1 | 0% | 0 | 0 | 3 | 0% | 0 | 0 | 2 | 0% |
| Gender/Ethnicity - Female | | | | | | | | | | | | | | | | |
| Asian/Pacific Islander | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% |
| African American | 0 | 0 | 257 | 36% | 0 | 0 | 121 | 9% | 0 | 0 | 101 | 8% | 0 | 0 | 117 | 8% |
| Hispanic | 0 | 0 | 12 | 0% | 0 | 0 | 8 | 0% | 0 | 0 | 6 | 0% | 0 | 0 | 7 | 0% |
| Native American | 0 | 0 | 4 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 1 | 0% | 0 | 0 | 1 | 0% |
| Caucasian | 3 | 3 | 101 | 14% | 8 | 8 | 93 | 7% | 7 | 7 | 116 | 9% | 12 | 12 | 213 | 15% |
| Not Indicated | 0 | 0 | 16 | 0% | 0 | 0 | 1 | 0% | 0 | 0 | 2 | 0% | 0 | 0 | 1 | 0% |
| Gender/Ethnicity - Male | | | | | | | | | | | | | | | | |
| Asian/Pacific Islander | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 2 | 0% |
| African American | 2 | 2 | 297 | 42% | 4 | 4 | 128 | 9% | 1 | 1 | 101 | 8% | 1 | 1 | 69 | 5% |
| Hispanic | 0 | 0 | 7 | 0% | 0 | 0 | 5 | 0% | 0 | 0 | 5 | 0% | 0 | 0 | 7 | 0% |
| Native American | 0 | 0 | 0 | 0% | 0 | 0 | 1 | 0% | 0 | 0 | 1 | 0% | 0 | 0 | 2 | 0% |
| Caucasian | 9 | 9 | 115 | 16% | 5 | 5 | 91 | 7% | 8 | 8 | 136 | 10% | 11 | 11 | 206 | 15% |
| Not Indicated | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 1 | 0% | 0 | 0 | 1 | 0% |
| Migrant | 0 | 0 | 5 | 0% | 0 | 0 | 6 | 0% | 0 | 0 | 9 | 0% | 0 | 0 | 4 | 0% |

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT: GENERAL POPULATION

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

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

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

* First Year in a School in the U.S. LEP Student scores are not included in this report.

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS



Grade 4 Benchmark Examination SCHOOL SUMMARY REPORT GENERAL POPULATION

Date of Test: April 2007
Page 3

School Number: 99-99-999
School Name: Arkansas School

District Number: 99-99
District Name: Arkansas School District
Total Number of Students Tested: 71

| | Number & Percentage of Students Below Basic (BEL) 494 and below | | | | Number & Percentage of Students Basic (BAS) 495-558 | | | | Number & Percentage of Students Proficient (PRO) 559-639 | | | | Number & Percentage of Students Advanced (ADV) 640 and above | | | |
|---------------------------------|---|----------|--------|-------|---|----------|--------|-------|--|----------|--------|-------|--|----------|--------|--------|
| | School | District | Region | State | School | District | Region | State | School | District | Region | State | School | District | Region | State |
| MATHEMATICS | | | | | | | | | | | | | | | | |
| All Students | 14 | 14 | 799 | 7,167 | 17 | 17 | 450 | 4,782 | 16 | 16 | 471 | 6,671 | 24 | 24 | 631 | 14,653 |
| Gender | 20% | 20% | 34% | 17% | 24% | 24% | 19% | 14% | 23% | 23% | 20% | 20% | 34% | 34% | 27% | 44% |
| Female | 3 | 3 | 374 | 3,279 | 8 | 8 | 223 | 2,456 | 7 | 7 | 226 | 3,249 | 12 | 12 | 342 | 7,239 |
| Male | 10% | 10% | 32% | 20% | 27% | 27% | 19% | 15% | 23% | 23% | 19% | 20% | 40% | 40% | 29% | 45% |
| Ethnicity | 11 | 11 | 424 | 3,876 | 9 | 9 | 227 | 2,319 | 9 | 9 | 245 | 3,417 | 12 | 12 | 288 | 7,404 |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 0 | 0 | 0 | 61 | 0 | 0 | 2 | 181 |
| African American | 0% | 0% | 0% | 11% | 0% | 0% | 0% | 15% | 0% | 0% | 0% | 0% | 0% | 0% | 100% | 55% |
| Hispanic | 2 | 2 | 555 | 3,332 | 4 | 4 | 249 | 1,480 | 1 | 1 | 202 | 1,386 | 1 | 1 | 186 | 1,556 |
| Native American | 25% | 25% | 47% | 43% | 50% | 50% | 21% | 19% | 13% | 13% | 17% | 18% | 13% | 13% | 16% | 20% |
| Caucasian | 0 | 0 | 19 | 409 | 0 | 0 | 13 | 303 | 0 | 0 | 11 | 381 | 0 | 0 | 14 | 539 |
| Not Indicated | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gender/Ethnicity - Female | 0 | 0 | 4 | 41 | 0 | 0 | 1 | 21 | 0 | 0 | 2 | 57 | 0 | 0 | 3 | 100 |
| Asian/Pacific Islander | 0% | 0% | 40% | 19% | 0% | 0% | 10% | 10% | 0% | 0% | 20% | 26% | 0% | 0% | 30% | 46% |
| African American | 12 | 12 | 216 | 3,253 | 13 | 13 | 184 | 2,875 | 15 | 15 | 252 | 4,711 | 23 | 23 | 419 | 101 |
| Hispanic | 19% | 19% | 20% | 14% | 21% | 21% | 17% | 13% | 24% | 24% | 21% | 21% | 37% | 37% | 39% | 53% |
| Native American | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 15 | 0 | 0 | 3 | 23 | 0 | 0 | 2 | 74 |
| Caucasian | 0% | 0% | 0% | 19% | 0% | 0% | 17% | 11% | 0% | 0% | 50% | 17% | 0% | 0% | 33% | 53% |
| Not Indicated | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gender/Ethnicity - Male | 0 | 0 | 19 | 12 | 0 | 0 | 0 | 19 | 0 | 0 | 0 | 28 | 0 | 0 | 0 | 91 |
| Asian/Pacific Islander | 0% | 0% | 0% | 12% | 0% | 0% | 0% | 12% | 0% | 0% | 0% | 18% | 0% | 0% | 0% | 58% |
| African American | 0 | 0 | 257 | 1,509 | 0 | 0 | 121 | 766 | 0 | 0 | 101 | 740 | 0 | 0 | 117 | 876 |
| Hispanic | 0% | 0% | 43% | 39% | 0% | 0% | 20% | 20% | 0% | 0% | 17% | 19% | 0% | 0% | 20% | 23% |
| Native American | 0 | 0 | 12 | 191 | 0 | 0 | 8 | 159 | 0 | 0 | 6 | 188 | 0 | 0 | 7 | 261 |
| Caucasian | 0% | 0% | 36% | 24% | 0% | 0% | 24% | 20% | 0% | 0% | 18% | 24% | 0% | 0% | 21% | 33% |
| Not Indicated | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 29 | 0 | 0 | 1 | 49 |
| Gender/Ethnicity - Migrant | 0% | 0% | 0% | 22% | 0% | 0% | 25% | 12% | 0% | 0% | 50% | 19% | 0% | 0% | 25% | 47% |
| Asian/Pacific Islander | 0 | 0 | 0 | 18 | 0 | 0 | 0 | 29 | 0 | 0 | 0 | 33 | 0 | 0 | 2 | 90 |
| African American | 0% | 0% | 0% | 11% | 0% | 0% | 0% | 17% | 0% | 0% | 0% | 19% | 0% | 0% | 100% | 53% |
| Hispanic | 2 | 2 | 297 | 1,822 | 4 | 4 | 128 | 714 | 1 | 1 | 101 | 646 | 1 | 1 | 69 | 680 |
| Native American | 25% | 25% | 50% | 47% | 50% | 50% | 22% | 18% | 13% | 13% | 17% | 17% | 13% | 13% | 12% | 18% |
| Caucasian | 0 | 0 | 7 | 218 | 0 | 0 | 5 | 144 | 0 | 0 | 5 | 193 | 0 | 0 | 7 | 277 |
| Not Indicated | 0% | 0% | 29% | 26% | 0% | 0% | 21% | 17% | 0% | 0% | 21% | 23% | 0% | 0% | 29% | 33% |
| Gender/Ethnicity - 1st Year LEP | 0 | 0 | 0 | 22 | 0 | 0 | 1 | 9 | 0 | 0 | 1 | 28 | 0 | 0 | 2 | 51 |
| Asian/Pacific Islander | 0% | 0% | 0% | 20% | 0% | 0% | 25% | 8% | 0% | 0% | 25% | 25% | 0% | 0% | 50% | 46% |
| African American | 9 | 9 | 115 | 1,742 | 5 | 5 | 91 | 1,401 | 8 | 8 | 136 | 2,478 | 11 | 11 | 206 | 6,217 |
| Hispanic | 27% | 27% | 21% | 15% | 15% | 15% | 17% | 12% | 24% | 24% | 25% | 21% | 33% | 33% | 38% | 53% |
| Native American | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 6 | 0 | 0 | 1 | 9 | 0 | 0 | 1 | 38 |
| Caucasian | 0% | 0% | 0% | 17% | 0% | 0% | 0% | 9% | 0% | 0% | 50% | 14% | 0% | 0% | 50% | 59% |
| Not Indicated | 0 | 0 | 5 | 162 | 0 | 0 | 6 | 108 | 0 | 0 | 9 | 134 | 0 | 0 | 4 | 148 |
| Migrant | 0% | 0% | 21% | 29% | 0% | 0% | 25% | 20% | 0% | 0% | 38% | 24% | 0% | 0% | 17% | 27% |

The following groups are not included in this report: 1) 1st Year LEP students

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS

SCHOOL SUMMARY REPORT: IEP STUDENTS

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

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

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

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

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

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

* First Year in a School in the U.S. LEP Student scores for students who are also special education students are not included in this report.

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS



Grade 4 Benchmark Examination SCHOOL SUMMARY REPORT IEP STUDENTS

Date of Test: April 2007
Page 5

District Number: **99-99**
District Name: **Arkansas School District**
Total Number of Students Tested: **4**

School Number: **99-99-999**
School Name: **Arkansas School**

| ESL Categories | Number & Percentage of Students Below Basic (BEL) 494 and below | | | Number & Percentage of Students Basic (BAS) 495-558 | | | Number & Percentage of Students Proficient (PRO) 559-639 | | | Number & Percentage of Students Advanced (ADV) 640 and above | | | | | | | | |
|-------------------------------|---|----------|--------|---|----------|--------|--|----------|--------|--|----------|--------|--------|----------|--------|--------|----------|--------|
| | School | District | Region | School | District | Region | School | District | Region | School | District | Region | School | District | Region | School | District | Region |
| All IEP Students | 4 | 168 | 100% | 2,296 | 0 | 23 | 543 | 0 | 23 | 543 | 0 | 47 | 0 | 0 | 434 | 0 | 0 | 12% |
| | 100% | 100% | 79% | 0% | 0% | 11% | 15% | 0% | 0% | 7% | 13% | 0% | 0% | 0% | 3% | 0% | 0% | 3% |
| Autism | 0 | 1 | 100% | 29 | 0 | 0 | 10 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 0% |
| Deaf-Blindness | 1 | 0 | 0% | 33% | 0 | 0 | 18% | 0 | 0 | 7% | 0 | 0 | 0 | 0 | 25% | 0 | 0 | 0% |
| Hearing Impairment | 1 | 0 | 0% | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 100% |
| Mental Retardation | 1 | 1 | 100% | 29 | 0 | 2 | 5 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0% |
| Multiple Disabilities | 0 | 74 | 90% | 503 | 0 | 5 | 33 | 0 | 2 | 16 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0% |
| Orthopedic Impairment | 0 | 34 | 100% | 34 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1% |
| Other Health Impairment | 0 | 5 | 100% | 85% | 0 | 0 | 3% | 0 | 0 | 8% | 0 | 0 | 0 | 0 | 5% | 0 | 0 | 0% |
| Serious Emotional Disturbance | 0 | 0 | 0% | 8 | 0 | 0 | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0% |
| Speech or Language Impaired | 0 | 13 | 87% | 375 | 0 | 1 | 117 | 0 | 1 | 74 | 0 | 0 | 0 | 0 | 50 | 0 | 0 | 14% |
| Specific Learning Disability | 1 | 51 | 72% | 100 | 0 | 9 | 870 | 0 | 6 | 240 | 0 | 0 | 0 | 0 | 175 | 0 | 2 | 17% |
| Speech or Language Impaired | 1 | 18 | 62% | 285 | 0 | 5 | 75 | 0 | 3 | 110 | 0 | 0 | 0 | 0 | 170 | 0 | 3 | 10% |
| Traumatic Brain Injury | 0 | 0 | 0% | 0% | 0 | 0 | 1% | 0 | 0 | 1% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| Visual Impairment | 0 | 5 | 83% | 14 | 0 | 1 | 5 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0% |
| | 0% | 0% | 60% | 0% | 0% | 17% | 21% | 0% | 0% | 4% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 17% |
| Non-disabled | 10 | 631 | 15% | 4,800 | 20 | 420 | 4,100 | 16 | 450 | 6,100 | 25 | 600 | 14,000 | 25 | 36% | 28% | 50% | |
| | 100% | 100% | 15% | 15% | 26% | 18% | 14% | 24% | 21% | 21% | 36% | 36% | 36% | 36% | 28% | 36% | 28% | 50% |
| Migrant | 0 | 0 | 0% | 62 | 0 | 0 | 17 | 0 | 0 | 12 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0% |
| | 0% | 0% | 66% | 0% | 0% | 18% | 18% | 0% | 0% | 13% | 0% | 0% | 3% | 0% | 0% | 0% | 0% | 3% |

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT: LEP STUDENTS

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

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

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

* First Year in a School in the U.S. LEP Student scores are not included in this report.

Grade 4 Benchmark Examination
SCHOOL SUMMARY REPORT
LEP STUDENTS

Date of Test: April 2007
 Page 7

District Number: **99-99** School Number: **99-99-999**
 District Name: **Arkansas School District** School Name: **Arkansas School**
 Total Number of Students Tested: **0**

| | Number & Percentage of Students Below Basic (BEL) 494 and below | | | Number & Percentage of Students Basic (BAS) 495-558 | | | Number & Percentage of Students Proficient (PRO) 559-639 | | | Number & Percentage of Students Advanced (ADY) 640 and above | | | | | |
|----------------------------|---|----------|--------|---|----------|--------|--|----------|--------|--|----------|--------|--------|----------|--------|
| | School | District | Region | School | District | Region | School | District | Region | School | District | Region | School | District | Region |
| MATHEMATICS | | | | | | | | | | | | | | | |
| Limited English Proficient | 0 | 0 | 15 | 0 | 0 | 7 | 0 | 0 | 5 | 0 | 0 | 6 | 0 | 0 | 237 |
| | 0% | 0% | 45% | 0% | 0% | 21% | 0% | 0% | 15% | 0% | 0% | 18% | 0% | 0% | 25% |
| Migrant | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 3 | 0 | 0 | 2 | 0 | 0 | 36 |
| | 0% | 0% | 31% | 0% | 0% | 31% | 0% | 0% | 23% | 0% | 0% | 15% | 0% | 0% | 22% |

The following groups are not included in this report: 1) 1st Year LEP students

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS

SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS

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

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

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

* First Year in a School in the U.S. LEP Student scores are not included in this report.

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS



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

Date of Test: April 2007
Page 9

District Number: **99-99** School Number: **99-99-999**
 District Name: **Arkansas School District** School Name: **Arkansas School**
 Total Number of Students Tested: **10**

| | Number & Percentage of Students Below Basic (BEL) 494 and below | | | Number & Percentage of Students Basic (BAS) 495-558 | | | Number & Percentage of Students Proficient (PRO) 559-639 | | | Number & Percentage of Students Advanced (ADV) 640 and above | | | | |
|---------------------|---|----------|--------|---|----------|--------|--|----------|--------|--|----------|--------|-------|------|
| | School | District | Region | School | District | Region | School | District | Region | School | District | Region | State | |
| MATHEMATICS | | | | | | | | | | | | | | |
| Gifted and Talented | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 10 | 100% |
| Migrant | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 2 | 100% |
| | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 20 | 100% |
| | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 3,237 | 89% |

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

The results in this section of the *School Summary Report* are for students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2006. The report for Highly Mobile students is found on pages 11 and 12 of the *School Summary Report*. Highly Mobile students are included as part of the *Combined Population Report* but are not included in the *General Population Report*. A sample of page 11 is provided on the opposite page.

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

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

* First Year in a School in the U.S. LEP Student scores are not included in this report.

Grade 4 Benchmark Examination
SCHOOL SUMMARY REPORT
HIGHLY MOBILE STUDENTS

Date of Test: April 2007
 Page 11

District Number: **99-99** School Number: **99-99-999**
 District Name: **Arkansas School District** School Name: **Arkansas School**
 Total Number of Students Tested: **3**

| | Number & Percentage of Students Below Basic (BEL) 494 and below | | | Number & Percentage of Students Basic (BAS) 495-558 | | | Number & Percentage of Students Proficient (PRO) 559-639 | | | Number & Percentage of Students Advanced (ADV) 640 and above | | | | | | |
|--------------------|---|----------|--------|---|----------|--------|--|----------|--------|--|----------|--------|--------|----------|--------|-------|
| | School | District | Region | School | District | Region | School | District | Region | School | District | Region | School | District | Region | State |
| MATHEMATICS | | | | | | | | | | | | | | | | |
| Highly Mobile | 0 | 0 | 0 | 1 | 1 | 22 | 0 | 0 | 0 | 2 | 2 | 36 | 2 | 2 | 2 | 20 |
| | 0% | 0% | 24% | 33% | 33% | 19% | 0% | 0% | 0% | 67% | 67% | 32% | 0% | 0% | 0% | 31% |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100% |
| | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 100% |

The following groups are not included in this report: 1) 1st Year LEP students

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS

SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS

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

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

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

* First Year in a School in the U.S. LEP Student scores are not included in this report.

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS

Grade 4 Benchmark Examination
SCHOOL SUMMARY REPORT
FREE AND/OR REDUCED LUNCH STUDENTS

Date of Test: April 2007
Page 13

District Number: **99-99** School Number: **99-99-999**
District Name: **Arkansas School District** School Name: **Arkansas School**
Total Number of Students Tested: **39**

| | Number & Percentage of Students Below Basic (BEL) 494 and below | | | Number & Percentage of Students Basic (BAS) 495-558 | | | Number & Percentage of Students Proficient (PRO) 559-639 | | | Number & Percentage of Students Advanced (ADV) 640 and above | | | |
|---|---|----------|------------|---|-----------|------------|--|-----------|------------|--|----------|------------|--------------|
| | School | District | Region | School | District | Region | School | District | Region | School | District | Region | State |
| MATHEMATICS | | | | | | | | | | | | | |
| Free and/or Reduced Lunch | 7 24% | 7 24% | 685 41% | 5 17% | 5 17% | 338 20% | 8 28% | 8 28% | 328 20% | 9 24% | 7 24% | 328 20% | 5,500 31% |
| Non-economically Disadvantaged Students | 9 21% | 9 21% | 114 17% | 11 26% | 11 26% | 146 22% | 17 40% | 17 40% | 293 44% | 5 12% | 5 12% | 107 16% | 1,555 11% |
| Migrant | 0 0% | 0 0% | 5 23% | 0 0% | 0 0% | 6 23% | 0 0% | 0 0% | 9 41% | 0 0% | 0 0% | 3 14% | 134 26% |

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL PROFILE REPORT

The *School Profile Report* provides school and district staff with summary information on how students in the school performed on the Benchmark Examinations.

Each school will receive two copies per subject (Mathematics and Literacy) of the *School Profile Report*, and each district will receive one copy per subject of the *School Profile Report*. The *School Profile Report* is a four-page booklet providing an overview of the school's results for the April 2007 Benchmark Examination. District- and state-level data are also included so that student performance within the school can be compared with the performance of students at the district and state levels. A sample of the report is provided on pages 34–37.

The following information is provided on the *School Profile Report*:

- District and school information reflects what was coded on the School/Course Header Sheet
- Overall Results (Combined Population)
 - The “Overall Results (Combined Population)” table is located on page 1 of the *School Profile Report*.
 - The “Percent of Student Scores: Proficient and Advanced” bar graph shows the percent of students in the school who scored at Proficient and Advanced performance levels.
 - The “Percent of Student Scores in Performance Levels” bar graph shows the percent of students who scored at each of the four performance levels (Below Basic, Basic, Proficient, and Advanced) at the school, district, region, and state levels. The associated scale score range for each performance level is also provided.
- Results by Population Group and Results by Gender and Ethnicity
 - The “Results by Population Group” table is located on page 1, and the “Results by Gender and Ethnicity” table is located on page 2 of the *School Profile Report*.
 - The first column in the “Results by Population Group” table indicates the specific student population that is being reported on that particular line (row). With the exception of “Migrant Students,” these groups can also be found on the *School Roster Report*. In the “Results by Gender and Ethnicity” table, information is provided by gender and by ethnicity.
 - The columns in the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide data for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). Results are provided in terms of the numbers and percents of students performing at each performance level. The first column in the table indicates the specific student population that is being reported on that particular line (row).
 - The columns on the right side of the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide the Mean Scale Scores, which are broken out by group for the school, district, and state.

SCHOOL PROFILE REPORT (CONTINUED)

- Proficient and Advanced Performance History
 - The “Proficient and Advanced Performance History” bar graph is located on page 2 of the *School Profile Report*.
 - The “Proficient and Advanced Performance History” bar graph shows the number and percent of students in the school who scored at the Proficient and Advanced performance levels on the Benchmark Examination since March 2006.
- Performance on Multiple-Choice Items
 - The “Performance on Multiple-Choice Items” table is located on page 3 of the *School Profile Report*.
 - Each line (row) provides the strand name or skill area and description, the number of multiple-choice points possible, and data on the average number of items students answer correctly. The results are provided in terms of numbers and percents at the school, district, and state levels.
- Performance on Open-Response Items
 - The “Performance on Open-Response Items” table is located on page 3 of the *School Profile Report*.
 - Each line (row) provides the strand name or skill area and description, the number of open-response points possible, and data on the average number of items students answer correctly. The results are provided at the school, district, and state levels.
- Performance Level Descriptors
 - The “Performance Level Descriptors” table is located on page 4 of the *School Profile Report*.
 - Each line (row) provides the performance level, the associated scale score range, and the performance level description.

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS



SCHOOL PROFILE – MATHEMATICS

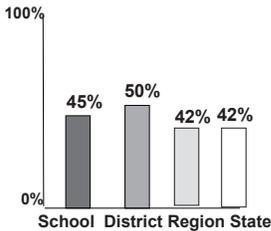
District: **Arkansas School District (99-99)**
 School: **Arkansas School (99-99-999)**
 Test Date: **April 2007**

BENCHMARK EXAMINATION GRADE 4

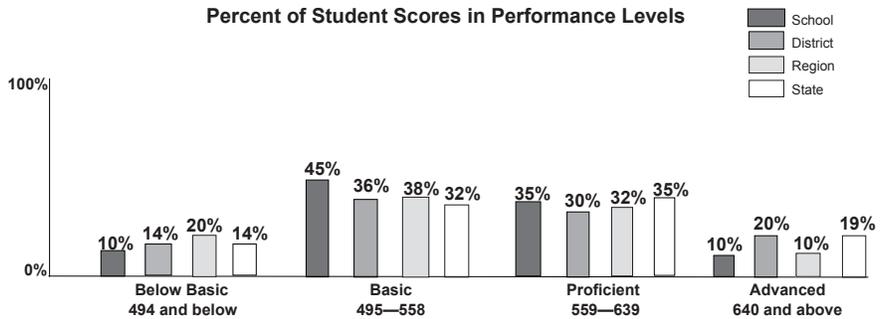
The *Arkansas Benchmark Examinations* were administered in April to Grade 4 students. This School Profile provides a summary of your School's overall Grade 4 performance in Mathematics on this examination. Additional detail is provided in the accompanying School Level reports (Rosters, Item-by-Item Reports, and Summary Reports).

Overall Results (Combined Population)

Percent of Student Scores Proficient and Advanced



Percent of Student Scores in Performance Levels



Results by Population Group

The following table shows the number and percent at each Performance Level and the mean scale scores for students in each population group for your School, District, and the State. This Mean Scale Score information was previously summarized on the last page of the School Roster.

| Population Group | Below Basic | | Basic | | Proficient | | Advanced | | Mean Scale Scores | | |
|--|-------------|---------|--------|---------|------------|---------|----------|---------|-------------------|----------|-------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | School | District | State |
| Combined Population ¹ | 14 | 20% | 17 | 24% | 16 | 23% | 24 | 34% | 173 | 189 | 184 |
| Combined Population without Highly Mobile ² | 12 | 18% | 16 | 24% | 16 | 24% | 24 | 35% | 176 | 171 | 191 |
| General Population ³ | 10 | 16% | 15 | 25% | 14 | 23% | 22 | 36% | 188 | 173 | 189 |
| Students with Disabilities | 4 | 57% | 3 | 43% | 0 | 0% | 0 | 0% | 115 | 110 | 123 |
| Non-Disabled Students | 10 | 16% | 14 | 22% | 16 | 25% | 24 | 38% | 176 | 171 | 203 |
| Limited English Proficient Students | 0 | 0% | 1 | 33% | 2 | 66% | 0 | 0% | 194 | 196 | 144 |
| 1st Year LEP Students | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 173 | 154 | 151 |
| Economically Disadvantaged Students ⁴ | 7 | 47% | 5 | 33% | 2 | 13% | 1 | 7% | 184 | 165 | 179 |
| Non-Economically Disadvantaged Students | 7 | 13% | 12 | 21% | 14 | 25% | 23 | 41% | 203 | 176 | 203 |
| Migrant Students | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 166 | 160 | 151 |

Notes:

- ¹ Combined Population includes all students tested except those classified as 1st Year LEP.
- ² Combined Population without Highly Mobile includes all students tested except those classified as 1st Year LEP or Highly Mobile.
- ³ General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
- ⁴ Free and/or Reduced Lunch students.

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS

SCHOOL PROFILE – GRADE 4 MATHEMATICS

Results by Gender and Ethnicity

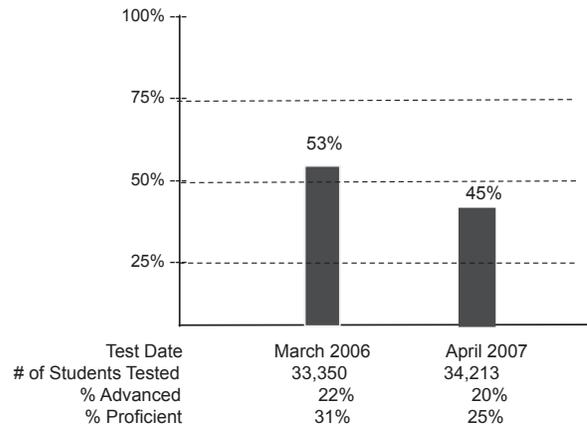
The following table shows the number and percent of students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

| Population Group | Below Basic | | Basic | | Proficient | | Advanced | | Mean Scale Scores | | |
|------------------------|-------------|---------|--------|---------|------------|---------|----------|---------|-------------------|----------|-------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | School | District | State |
| Combined Population | 14 | 20% | 17 | 24% | 16 | 23% | 24 | 34% | 179 | 189 | 184 |
| Gender | | | | | | | | | | | |
| Male | 3 | 10% | 8 | 27% | 7 | 23% | 12 | 40% | 201 | 189 | 189 |
| Female | 11 | 27% | 9 | 22% | 9 | 22% | 12 | 29% | 208 | 171 | 181 |
| Ethnicity | | | | | | | | | | | |
| Asian/Pacific Islander | 1 | 14% | 0 | 0% | 2 | 29% | 4 | 57% | 231 | 203 | 196 |
| African American | 3 | 14% | 4 | 19% | 5 | 24% | 7 | 33% | 203 | 186 | 194 |
| Hispanic | 2 | 20% | 4 | 40% | 3 | 30% | 1 | 10% | 171 | 151 | 201 |
| Native American | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 83 | 154 | 163 |
| Caucasian | 7 | 23% | 5 | 17% | 6 | 20% | 12 | 40% | 200 | 203 | 186 |

Note: 1st Year LEP students are not included in this summary.

Proficient and Advanced Performance History

The following graph displays the number of Grade 4 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the *Arkansas Benchmark Examination* in Mathematics since March 2006.



SCHOOL PROFILE – GRADE 4 MATHEMATICS

Performance on Test Items

Performance on Multiple-Choice Items

The table below indicates the overall skill demonstrated by Grade 4 students in your School on the multiple-choice items for each Mathematics Strand.

| Mathematics Strands | Number of Items | Average Number and Percent Correct | | | | | |
|---|-----------------|------------------------------------|-----|----------|-----|-------|-----|
| | | School | | District | | State | |
| Number and Operations Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems: Understand meanings of operations and how they relate to one another; and compute fluently and make reasonable estimates. | 7 | 6.0 | 86% | 6.2 | 89% | 6.1 | 87% |
| Algebra Students shall recognize, describe and develop patterns, relations and functions; represent and analyze mathematical situations and structures using algebraic symbols; develop and apply mathematical models to represent and understand quantitative relationships; and analyze change in various contexts. | 9 | 6.5 | 72% | 6.5 | 72% | 6.5 | 72% |
| Geometry Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships; apply transformations and the use of symmetry to analyze mathematical situations; specify locations and describe spatial relationships using coordinate geometry and other representational systems; and use visualization, spatial reasoning and geometry modeling | 8 | 7.1 | 89% | 6.2 | 78% | 6.4 | 80% |
| Measurement Students shall use attributes of measurement to describe and compare mathematical and real-world objects and identify and use units, systems and processes of measurement. | 7 | 6.0 | 86% | 6.2 | 89% | 6.1 | 87% |
| Data Analysis and Probability Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability. | 8 | 7.1 | 89% | 6.2 | 78% | 6.4 | 80% |

Performance on Open-Response Items

The table below indicates the overall skill demonstrated by Grade 4 students in your School on the open-response items for each Mathematics Strand. Open-response items require students to write a response to a mathematics item.

| Mathematics Strands | Possible Points | Average Points Scored | | |
|--|-----------------|-----------------------|----------|-------|
| | | School | District | State |
| Number and Operations Item - Determine the number of cups needed and how many packages of cups to buy for water tables at a bike race. | 8 | 6.1 | 5.2 | 5.7 |
| Algebra Item - Complete a table to determine the amount of water needed to fill a fish tank. | 8 | 7.3 | 4.6 | 6.2 |
| Geometry Item - Identify a mystery shape from clues, and draw a rhombus, and give three clues. | 8 | 5.5 | 6.1 | 6.8 |
| Measurement Item - Determine the number of square feet of rooms using grids. | 8 | 5.9 | 6.0 | 5.0 |
| Data Analysis and Probability Item - Use a graph to determine the increase in the frequency and how much was earned for dog walking. | 8 | 4.0 | 5.8 | 6.0 |

SCHOOL PROFILE – GRADE 4 MATHEMATICS

Mathematics Performance Level Descriptions

| Performance Level | Score Range | Description |
|--------------------------|--------------------|---|
| Advanced | 640 and Above | Students apply integrated procedural knowledge and conceptual understanding to solve complex problems in the mathematics content strands. |
| Proficient | 559—639 | Students consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the mathematics content strands. |
| Basic | 495—558 | Students show some evidence of understanding the mathematical concepts and procedures in the mathematics content strands. |
| Below Basic | 494 and Below | Students fail to show sufficient mastery of skills in mathematics to attain the Basic level. |

SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS REPORT

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

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

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

* First Year in a School in the U.S. LEP Student responses are not included in this report.

NOTE: Each district and the Arkansas Department of Education will also receive one copy of the *District Item-By-Item Selections of Correct Answers Report*. The *District Item-By-Item Selections of Correct Answers Report* provides individual item and writing prompt results for the April 2007 Benchmark Examinations at the district and state levels. The *School* and *District Item-By-Item Selections of Correct Answers Reports* are set up identically to one another except that the district report does not include school data.

NOTE: A separate *School Item-By-Item Selections of Correct Answers Report* will be provided for grades 5 and 7 Science.

REPORT DESCRIPTIONS AND SAMPLES FOR THE 2007 BENCHMARK EXAMINATIONS



Arkansas
Comprehensive Testing, Assessment,
& Accountability Program

Grade 4 Benchmark Examination
**SCHOOL ITEM-BY-ITEM SELECTIONS
OF CORRECT ANSWERS
COMBINED POPULATION**

MATHEMATICS TEST ITEMS

Date of Test: April 2007

District Number: **99-99** District Name: **Arkansas School District**
School Number: **99-99-999** School Name: **Arkansas School**

Total Number of Students Tested: 38

| Item # In Test Booklet | Item # In Released Item Booklet | Item Type | Key | School # | Number and Percent Selecting the Correct Answer | | | | |
|------------------------------|---------------------------------------|--------------|-----|-------------|---|---------------|---------------|------------|------------|
| | | | | | School % | District # | District % | State # | State % |
| 02 (Session M1) | 01 | MC | A | 14 | 36.6% | 14 | 36.6% | 14,217 | 42.9% |
| 07 (Session M1) | 02 | MC | C | 20 | 76.7% | 20 | 76.7% | 23,370 | 71.8% |
| 01 (Session M1) | 03 | MC | B | 20 | 76.7% | 20 | 76.7% | 22,164 | 66.9% |
| 08 (Session M1) | 04 | MC | C | 28 | 73.7% | 28 | 73.7% | 25,555 | 77.2% |
| 04 (Session M1) | 05 | MC | A | 31 | 81.6% | 31 | 81.6% | 20,829 | 62.9% |
| 05 (Session M1) | 06 | MC | A | 28 | 73.1% | 28 | 73.1% | 16,627 | 50.2% |
| 06 (Session M1) | 07 | MC | C | 27 | 71.1% | 27 | 71.1% | 16,455 | 49.3% |
| 03 (Session M1) | 08 | MC | A | 26 | 68.4% | 26 | 68.4% | 19,499 | 58.9% |
| 11 (Session M5) | 09 | MC | B | 9 | 23.7% | 9 | 23.7% | 14,630 | 44.2% |
| 12 (Session M5) | 10 | MC | C | 36 | 94.7% | 36 | 94.7% | 22,326 | 68.6% |
| 13 (Session M5) | 11 | MC | D | 16 | 42.1% | 16 | 42.1% | 16,451 | 49.9% |
| 14 (Session M5) | 12 | MC | C | 27 | 71.1% | 27 | 71.1% | 23,888 | 72.1% |
| 15 (Session M5) | 13 | MC | D | 26 | 68.4% | 26 | 68.4% | 21,028 | 68.2% |
| 16 (Session M5) | 14 | MC | B | 23 | 60.5% | 23 | 60.5% | 20,814 | 62.8% |
| 17 (Session M5) | 15 | MC | B | 35 | 92.1% | 35 | 92.1% | 20,324 | 83.7% |
| 18 (Session M5) | 16 | MC | A | 20 | 52.6% | 20 | 52.6% | 14,333 | 43.3% |
| 19 (Session M5) | 17 | MC | B | 35 | 92.1% | 35 | 92.1% | 23,894 | 72.1% |
| 20 (Session M5) | 18 | MC | B | 33 | 86.8% | 33 | 86.8% | 20,270 | 61.2% |
| 21 (Session M5) | 19 | MC | D | 16 | 42.1% | 16 | 42.1% | 14,802 | 44.7% |
| 22 (Session M5) | 20 | MC | A | 19 | 50.0% | 19 | 50.0% | 15,121 | 45.7% |
| 42 (Session M7) | 21 | MC | A | 23 | 80.5% | 23 | 80.5% | 15,311 | 48.2% |
| 47 (Session M7) | 22 | MC | A | 20 | 76.3% | 20 | 76.3% | 20,963 | 63.3% |
| 29 (Session M7) | 23 | MC | A | 33 | 86.9% | 33 | 86.9% | 27,714 | 83.7% |
| 30 (Session M7) | 24 | MC | C | 32 | 84.2% | 32 | 84.2% | 19,454 | 58.7% |
| 31 (Session M7) | 25 | MC | D | 25 | 65.8% | 25 | 65.8% | 20,592 | 62.2% |
| 32 (Session M7) | 26 | MC | C | 34 | 89.5% | 34 | 89.5% | 18,233 | 55.0% |
| 33 (Session M7) | 27 | MC | B | 21 | 55.3% | 21 | 55.3% | 15,470 | 46.7% |
| 34 (Session M7) | 28 | MC | D | 28 | 73.1% | 28 | 73.1% | 24,711 | 74.6% |
| 35 (Session M7) | 29 | MC | A | 25 | 65.9% | 25 | 65.9% | 18,815 | 56.2% |
| 36 (Session M7) | 30 | MC | D | 26 | 68.4% | 26 | 68.4% | 18,200 | 56.0% |
| 37 (Session M7) | 31 | MC | D | 20 | 52.6% | 20 | 52.6% | 15,629 | 47.8% |
| 38 (Session M7) | 32 | MC | B | 33 | 86.9% | 33 | 86.9% | 26,093 | 76.8% |
| 39 (Session M7) | 33 | MC | B | 31 | 81.6% | 31 | 81.6% | 23,267 | 70.2% |
| 40 (Session M7) | 34 | MC | D | 24 | 63.2% | 24 | 63.2% | 13,926 | 42.0% |
| 41 (Session M7) | 35 | MC | C | 27 | 71.1% | 27 | 71.1% | 18,719 | 56.5% |
| 43 (Session M7) | 36 | MC | D | 25 | 65.9% | 25 | 65.9% | 21,325 | 64.4% |
| 44 (Session M7) | 37 | MC | B | 30 | 79.9% | 30 | 79.9% | 18,484 | 55.7% |
| 45 (Session M7) | 38 | MC | D | 35 | 92.1% | 35 | 92.1% | 24,078 | 72.7% |
| 46 (Session M7) | 39 | MC | C | 12 | 31.6% | 12 | 31.6% | 12,093 | 38.6% |

| Item # In Test Booklet | Item # In Released Item Booklet | Item Type | Key | Average Score of All Students | | |
|------------------------------|---------------------------------------|--------------|--------|-------------------------------|----------|-------|
| | | | | School | District | State |
| B (Session M2) | A | OR | Rubric | 4.2 | 4.2 | 3.0 |
| C (Session M3) | B | OR | Rubric | 4.7 | 4.7 | 4.3 |
| D (Session M3) | C | OR | Rubric | 3.7 | 3.7 | 4.1 |
| E (Session M6) | D | OR | Rubric | 3.9 | 3.9 | 3.8 |
| F (Session M6) | E | OR | Rubric | 5.9 | 5.9 | 5.3 |

The following groups are not included in this report: 1) 1st Year LEP Students

Preliminary Draft 2/19/07

PERFORMANCE LEVELS FOR THE 2007 BENCHMARK EXAMINATIONS

DEFINITIONS OF PERFORMANCE LEVELS

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

Advanced

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

Proficient

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

Basic

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

Below Basic

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

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

QAI02795 RIG AR0702