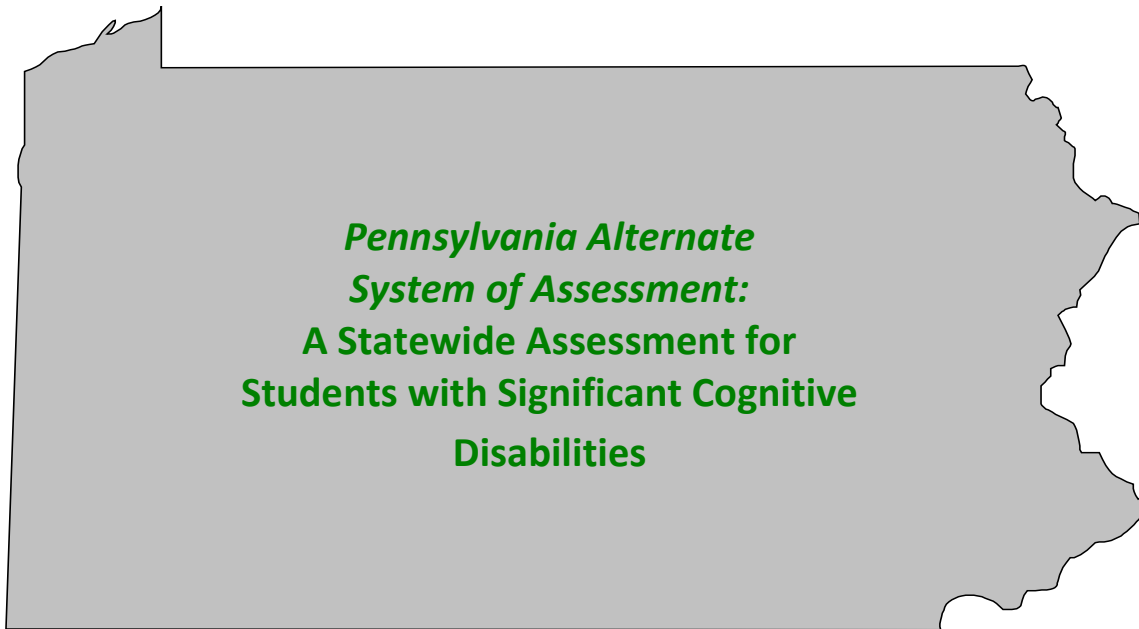


# State Report Card 2015-2016



**2016 Pennsylvania Alternate System of Assessment (PASA)  
(Reading and Math)**

***Statewide Results***



**pennsylvania**  
DEPARTMENT OF EDUCATION

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Bureau of Special Education  
Pennsylvania Alternate System of Assessment

## Executive Summary

This report summarizes results of the 2016 *Pennsylvania Alternate System of Assessment (PASA)* reading and math assessments. The report is divided into two major sections: Section 1 presents demographic information about students assessed and Section 2 presents the assessment outcomes. Statewide summary data are provided first, followed by detailed data disaggregated by grade level and level of the test administered.

Overall, a total of 18,264 students were assessed in reading and math. The majority of the students assessed were male, white/not Hispanic, with a primary disability being intellectual disability, or autism. There were, however, significant numbers of students who were African American and economically disadvantaged. Outcome data presented include the numbers of items assessed, mean rubric scores for categories of items, numbers and percentages of students performing in the four performance categories, and numbers and percentages of students in various demographic categories performing in the four different performance categories. Three-year comparisons for student performance levels are also provided.

## TABLE OF CONTENTS

### SECTION 1- DEMOGRAPHIC INFORMATION ABOUT STUDENTS ASSESSED

Table 1.	Total Number of Students Assessed in Reading and Math at Each Assessment Level.....	7
Table 2.	Number of Students Assessed in Reading and Math at Each Grade Level as Percentage of Tested State Population.....	7
Table 3.	Number and Percentage of Males and Females Assessed in Reading and Math at Each Assessment and Grade Level.....	8
Table 4.	Number and Percentage of Students <i>Within</i> Each (Primary) Disability Category who Participated in Statewide Accountability Assessment Through the <i>PASA</i> in 2015-2016 .....	9
Table 5.	Number and Percentage of Students in Each (Primary) Disability Category Assessed in Reading .....	10
Table 6.	Number and Percentage of Students in Each (Primary) Disability Category Assessed in Math ....	11
Table 7.	Disability Designation for Students taking the <i>PASA</i> for the first time in 2016 .....	12
Table 8.	Counts of Examinees taking the <i>PASA</i> Reading and Math for the first time in 2016 by Test Level Assignment .....	13
Table 9.	Number and Percentage of Students in Each Ethnicity Category Assessed in Reading.....	14
Table 10.	Number and Percentage of Students in Each Ethnicity Category Assessed in Math.....	15
Table 11.	Number and Percentage of Students Who are Economically Disadvantaged Assessed in Reading and Math at Each Test Level.....	16

Table 12. Number and Percentage of Students with Limited English Proficiency Assessed in Reading and Math at Each Test Level.....16

Table 13. Number and Percentage of Students with Limited English Proficiency In Each (Primary) Disability Category Assessed in Reading.....17

Table 14. Number and Percentage of Students with Limited English Proficiency In Each (Primary) Disability Category Assessed in Math.....18

Table 15. Number of Students With Whom Accommodated Versions of the 2016 PASA Reading and Math Were Used.....19

**SECTION 2-2016 PASA ASSESSMENT OUTCOMES**

Table 16. Number and Percentage of Students Assessed in Reading and Math at Each Assessment and Grade Level Whose Assessments Were Terminated Prior to Completion.....20

Table 17. Mean Rubric Scores Overall and by Reporting Sub-categories.....22

Table 18. Number and Percentage of Students Performing at Levels *Advanced, Proficient, Novice and Emerging* in Reading and Math.....25

Table 19. Number and Percentage of Male and Female Students Performing at *Advanced, Proficient, Novice and Emerging* Levels in Reading and Math.....26

Table 20. Number and Percentage of Students by Primary Disability Category at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading.....27

Table 21.	Number and Percentage of Students Assessed by (Primary) Disability Category at Performance Levels <i>Advanced, Proficient, Novice</i> and <i>Emerging</i> in Math.....	30
Table 22.	Number and Percentage of Students with Limited English Proficiency by (Primary) Disability Category at Performance Levels <i>Advanced, Proficient, Novice</i> and <i>Emerging</i> in Reading.....	33
Table 23.	Number and Percentage of Students with Limited English Proficiency by (Primary) Disability Category at Performance Levels <i>Advanced, Proficient, Novice</i> and <i>Emerging</i> in Math.....	36
Table 24.	Number and Percentage of Students by Ethnicity Category at Performance Levels <i>Advanced, Proficient, Novice</i> and <i>Emerging</i> in Reading.....	39
Table 25.	Number and Percentage of Students by Ethnicity Category at Performance Levels <i>Advanced, Proficient, Novice</i> and <i>Emerging</i> in Math.....	40
Table 26.	Number and Percentage of Economically Disadvantaged Students at Performance Levels <i>Advanced, Proficient, Novice, and Emerging</i> in Reading and Math.....	42
Table 27.	Number and Percentage of Students with Limited English Proficiency at Performance Levels <i>Advanced, Proficient, Novice, and Emerging</i> in Reading and Math.....	43
Table 28.	Number and Percentage of Students Assessed Using the Tactile Version of the <i>PASA</i> scoring at Performance Levels <i>Advanced, Proficient, Novice, and Emerging</i> in Reading and Math.....	44

Table 29. Number and Percentage of Students Assessed Using the Deaf and Hard of Hearing (D/HOH) Version of the *PASA* scoring at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading .....45

Table 30. Number and Percentage of Students Whose Assessment was Captured Using Video/Digital Recording vs. Narrative Notes Scoring at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading and Math .....46

**COMPARISON OF PASA RESULTS FOR 2013-2014, 2014-2015 and 2015-16**

Table 31. Percentage of Students Assessed as Proficient (or Advanced) Level in Reading and Math Levels A, B, and C in 2013-2014, 2014-2015, and 2015-2016 ... 47

Table 32. *PASA* Results in Reading 2013-2014, 2014-2015, and 2015-16 for Students Whose Assessments Were Not Terminated .....48

Table 33. *PASA* Results in Math 2013-2014, 2014-2015, and 2015-16 For Students Whose Assessments Were Not Terminated .....49

**2016 Pennsylvania Alternate System of Assessment (PASA)  
Results:  
(Reading and Math)**

**SECTION 1- DEMOGRAPHIC INFORMATION ABOUT STUDENTS ASSESSED**

**Table 1. Total Number of Students Assessed in Reading and Math at Each Assessment Level**

<i>PASA Test</i>	<i>Level A</i>	<i>Level B</i>	<i>Level C</i>	<i>Totals</i>
<i>Reading</i>	7648	7145	3471	18264
<i>Math</i>	7957	6737	3570	18264

**Table 2. Number of Students Assessed in Reading and Math at Each Grade Level as Percentage of Tested State Population**

<i>Grade</i>	<i>Reading</i>			<i>Math</i>		
	<i>#</i>	<i>% taking PASA</i>	<i>% taking annual statewide assessment</i>	<i>#</i>	<i>% taking PASA</i>	<i>% taking annual statewide assessment</i>
<b>3</b>	2630	14.4	2.1	2630	14.4	2.1
<b>4</b>	2711	14.8	2.1	2711	14.8	2.2
<b>5</b>	2681	14.7	2.1	2681	14.7	2.1
<b>6</b>	2623	14.4	2.1	2623	14.4	2.1
<b>7</b>	2610	14.3	2.0	2610	14.3	2.0
<b>8</b>	2667	14.6	2.1	2667	14.6	2.1
<b>11</b>	2342	12.8	1.9	2342	12.8	1.9

**PARTICIPATION BY GENDER**

**Table 3. Number and Percentage of Males and Females Assessed in Reading and Math at Each Assessment and Grade Level**

	<i>Males</i>			<i>Females</i>			<i>Total</i>
	#	% within Reading Level	% within Gender	#	% within Reading Level	% within Gender	
<b>Reading A</b>	5160	42.3%	67.5%	2488	41.1%	32.5%	7648
<b>Reading B</b>	4782	39.2	66.9	2363	39.0	33.1	7145
<b>Reading C</b>	2269	18.6	65.4	1202	19.9	34.6	3471
<b>Total</b>	12211	100.0		6053	100.0		18264
<b>Math A</b>	5297	43.4	66.6	2660	43.9	33.4	7957
<b>Math B</b>	4484	36.7	66.6	2253	37.2	33.4	6737
<b>Math C</b>	2430	19.9	68.1	1140	18.8	31.9	3570
<b>Total</b>	12211			6053			



**PARTICIPATION BY PRIMARY DISABILITY**

**Table 4. Number and Percentage of Students *Within* Each Primary Disability Category who Participated in Statewide Accountability Assessment Through the PASA in 2015-2016**

	<i># Participated through PASA</i>	<i>Total # Participated State-wide</i>	<i>% of Disability Group Participating in PASA</i>
<i>Autism</i>	5802	28447	20.4%
<i>Deaf-Blind</i>	22	22	100.0
<i>Deafness / Hearing Impairment</i>	105	2761	3.8
<i>Emotional Disturbance</i>	342	23475	1.5
<i>Intellectual Disability</i>	7299	17952	40.7
<i>Learning Disability</i>	1804	117654	1.5
<i>Multiple Disabilities</i>	1249	3038	41.1
<i>Orthopedic Impairment</i>	111	828	13.4
<i>Other Health Impairment</i>	1174	38942	3.0
<i>Speech / Language Impairment</i>	128	41427	0.3
<i>Traumatic Brain Injury</i>	88	552	15.9
<i>Visual Impairment</i>	140	1104	12.7
<b><i>Total</i></b>	18264	276202	

**Table 5. Number and Percentage of Students in Each (Primary) Disability Category Assessed in Reading**

	<i>Reading</i>							
	<i>Total Participating</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<b><i>Autism</i></b>	5802	31.8%	2672	34.9%	2117	29.6%	1013	29.2%
<b><i>Deaf-Blind</i></b>	22	0.1	18	0.2	4	0.1	0	0.0
<b><i>Deafness / Hearing Impairment</i></b>	105	0.6	46	0.6	37	0.5	22	0.6
<b><i>Emotional Disturbance</i></b>	342	1.9	92	1.2	156	2.2	94	2.7
<b><i>Intellectual Disability</i></b>	7299	40.0	2993	39.1	3089	43.2	1217	35.1
<b><i>Learning Disability</i></b>	1804	9.9	265	3.5	865	12.1	674	19.4
<b><i>Multiple Disabilities</i></b>	1249	6.8	1055	13.8	153	2.1	41	1.2
<b><i>Orthopedic Impairment</i></b>	111	0.6	46	0.6	44	0.6	21	0.6
<b><i>Other Health Impairment</i></b>	1174	6.4	288	3.8	558	7.8	328	9.4
<b><i>Speech / Language Impairment</i></b>	128	0.7	33	0.4	61	0.9	34	1.0
<b><i>Traumatic Brain Injury</i></b>	88	0.5	36	0.5	33	0.5	19	0.5
<b><i>Visual Impairment</i></b>	140	0.8	104	1.4	28	0.4	8	0.2

**Table 6. Number and Percentage of Students in Each (Primary) Disability Category Assessed in Math**

	<i>Math</i>							
	<i>Total Participating</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<b><i>Autism</i></b>	5802	31.8%	2719	34.2%	2023	30.0%	1060	29.7%
<b><i>Deaf-Blind</i></b>	22	0.1	18	0.2	4	0.1	0	0.0
<b><i>Deafness / Hearing Impairment</i></b>	105	0.6	42	0.5	36	0.5	27	0.8
<b><i>Emotional Disturbance</i></b>	342	1.9	91	1.1	155	2.3	96	2.7
<b><i>Intellectual Disability</i></b>	7299	40.0	3206	40.3	2906	43.1	1187	33.2
<b><i>Learning Disability</i></b>	1804	9.9	261	3.3	779	11.6	764	21.4
<b><i>Multiple Disabilities</i></b>	1249	6.8	1082	13.6	135	2.0	32	0.9
<b><i>Orthopedic Impairment</i></b>	111	0.6	50	0.6	41	0.6	20	0.6
<b><i>Other Health Impairment</i></b>	1174	6.4	309	3.9	541	8.0	324	9.1
<b><i>Speech / Language Impairment</i></b>	128	0.7	33	0.4	60	0.9	35	1.0
<b><i>Traumatic Brain Injury</i></b>	88	0.5	35	0.4	33	0.5	20	0.6
<b><i>Visual Impairment</i></b>	140	0.8	111	1.4	24	0.4	5	0.1

**Table 7. Disability Designation for Students taking the PASA for the first time in 2016 (excluding 3<sup>rd</sup> graders)**

<i>Primary Disability</i>	<i>Taking PASA for first time in 2016</i>		<i>All students taking PASA in 2016</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Autism</i>	348	20.3	5802	31.8
<i>Deaf-Blind</i>	4	0.2	22	0.1
<i>Deafness / Hearing Impairment</i>	16	0.9	105	0.6
<i>Emotional Disturbance</i>	88	5.1	342	1.9
<i>Intellectual Disability</i>	646	37.6	7299	40.0
<i>Learning Disability</i>	372	21.7	1804	9.9
<i>Multiple Disabilities</i>	49	2.9	1249	6.8
<i>Orthopedic Impairment</i>	1	0.1	111	0.6
<i>Other Health Impairment</i>	161	9.4	1174	6.4
<i>Speech / Language Impairment</i>	18	1.0	128	0.7
<i>Traumatic Brain Injury</i>	9	0.5	88	0.5
<i>Visual Impairment</i>	5	0.3	140	0.8

**Table 8. Counts of Examinees taking the *PASA* Reading and Math for the first time in 2016 by Test Level Assignment**

<b><i>Reading</i></b>		
<b><i>Level A</i></b>	455	26.5
<b><i>Level B</i></b>	694	40.4
<b><i>Level C</i></b>	568	33.1
<b><i>Math</i></b>		
<b><i>Level A</i></b>	465	27.1
<b><i>Level B</i></b>	694	40.4
<b><i>Level C</i></b>	558	32.5

**PARTICIPATION BY ETHNICITY**

**Table 9. Number and Percentage of Students in Each Ethnicity Category Assessed in Reading**

	<i>Reading</i>							
	<i>Total</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<b><i>African American/Black</i></b>	4025	22.0%	1674	21.9%	1653	23.1%	698	20.1%
<b><i>Asian/Pacific Islander</i></b>	464	2.5	247	3.2	139	1.9	78	2.2
<b><i>Latino/Hispanic – American</i></b>	2142	11.7	1010	13.2	824	11.5	308	8.9
<b><i>Multi-Racial/Ethnic</i></b>	738	4.0	357	4.7	259	3.6	122	3.5
<b><i>Native American/Alaskan</i></b>	20	0.1	6	0.1	11	0.2	3	0.1
<b><i>White / Not Hispanic</i></b>	10875	59.5	4354	56.9	4259	59.6	2262	65.2

**Table 10. Number and Percentage of Students in Each Ethnicity Category Assessed in Math**

	<b>Math</b>							
	<i>Total</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<b><i>African American/Black</i></b>	4025	22.0%	1764	22.2%	1579	23.4%	682	19.1%
<b><i>Asian /Pacific Islander</i></b>	464	2.5	245	3.1	135	2.0	84	2.4
<b><i>Latino/Hispanic - American</i></b>	2142	11.7	1018	12.8	789	11.7	335	9.4
<b><i>Multi-Racial/Ethnic</i></b>	738	4.0	358	4.5	252	3.7	128	3.6
<b><i>Native American/Alaskan</i></b>	20	0.1	7	0.1	8	0.1	5	0.1
<b><i>White / Not Hispanic</i></b>	10875	59.5	4565	57.4	3974	59.0	2336	65.4

**PARTICIPATION BY ECONOMIC STATUS**

**Table 11. Number and Percentage of Students Who are Economically Disadvantaged Assessed in Reading and Math at Each Test Level**

	<i>Total</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<b>Reading</b>	10917	59.8%	4262	55.7%	4551	63.7%	2104	60.6%
<b>Math</b>	10917	59.8	4436	55.7	4308	63.9	2173	60.9

**Table 12. Number and Percentage of Students with Limited English Proficiency Assessed in Reading and Math at Each Test Level**

	<i>Total</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<b>Reading</b>	1014	5.6%	427	5.6%	418	5.9%	169	4.9%
<b>Math</b>	1014	5.6	420	5.3	405	6.0	189	5.3



**Table 13. Number and Percentage of Students with Limited English Proficiency in Each (Primary) Disability Category Assessed in Reading**

	<i>Reading</i>							
	<i>Total Participating</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<b><i>Autism</i></b>	216	21.3%	99	23.2%	74	17.7%	43	25.4%
<b><i>Deaf-Blind</i></b>	1	0.1	1	0.2	0	0.0	0	0.0
<b><i>Deafness / Hearing Impairment</i></b>	11	1.1	5	1.2	5	1.2	1	0.6
<b><i>Emotional Disturbance</i></b>	11	1.1	6	1.4	4	1.0	1	0.6
<b><i>Intellectual Disability</i></b>	428	42.2	199	46.6	178	42.6	51	30.2
<b><i>Learning Disability</i></b>	198	19.5	45	10.5	101	24.2	52	30.8
<b><i>Multiple Disabilities</i></b>	44	4.3	36	8.4	7	1.7	1	0.6
<b><i>Orthopedic Impairment</i></b>	5	0.5	1	0.2	2	0.5	2	1.2
<b><i>Other Health Impairment</i></b>	68	6.7	27	6.3	29	6.9	12	7.1
<b><i>Speech / Language Impairment</i></b>	21	2.1	4	0.9	12	2.9	5	3.0
<b><i>Traumatic Brain Injury</i></b>	5	0.5	2	0.5	3	0.7	0	0.0
<b><i>Visual Impairment</i></b>	6	0.6	2	0.5	3	0.7	1	0.6

**Table 14. Number and Percentage of Students with Limited English Proficiency in Each (Primary) Disability Category Assessed in Math**

	<b>Math</b>								
	<i>Total Participating</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>		
<b>Autism</b>	216	21.3%	100	23.8%	68	16.8%	48	25.4%	
<b>Deaf-Blind</b>	1	0.1	1	0.2	0	0.0	0	0.0	
<b>Deafness / Hearing Impairment</b>	11	1.1	5	1.2	5	1.2	1	0.5	
<b>Emotional Disturbance</b>	11	1.1	5	1.2	4	1.0	2	1.1	
<b>Intellectual Disability</b>	428	42.2	196	46.7	173	42.7	59	31.2	
<b>Learning Disability</b>	198	19.5	43	10.2	97	24.0	58	30.7	
<b>Multiple Disabilities</b>	44	4.3	36	8.6	8	2.0	0	0.0	
<b>Orthopedic Impairment</b>	5	0.5	1	0.2	2	0.5	2	1.1	
<b>Other Health Impairment</b>	68	6.7	26	6.2	30	7.4	12	6.3	
<b>Speech / Language Impairment</b>	21	2.1	3	0.7	12	3.0	6	3.2	
<b>Traumatic Brain Injury</b>	5	0.5	2	0.5	3	0.7	0	0.0	
<b>Visual Impairment</b>	6	0.6	2	0.5	3	0.7	1	0.5	

**Table 15. Number of Students with Whom Accommodated Versions of the 2016 PASA Reading and Math Were Used**

	<i>Reading</i>			<i>Math</i>		
	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>
	<i>A</i>	<i>B</i>	<i>C</i>	<i>A</i>	<i>B</i>	<i>C</i>
<b>Grade 3</b>						
<i>Tactile Version</i>	42	1	0	42	1	0
<i>Deaf &amp; Hard of Hearing Version</i>	16	4	1	0	0	0
<b>Grade 4</b>						
<i>Tactile Version</i>	29	1	0	29	1	0
<i>Deaf &amp; Hard of Hearing Version</i>	26	8	0	0	0	0
<b>Grade 5</b>						
<i>Tactile Version</i>	29	4	1	29	4	1
<i>Deaf &amp; Hard of Hearing Version</i>	10	9	8	0	0	0
<b>Grade 6</b>						
<i>Tactile Version</i>	20	2	0	20	2	0
<i>Deaf &amp; Hard of Hearing Version</i>	13	10	4	0	0	0
<b>Grade 7</b>						
<i>Tactile Version</i>	16	2	2	16	2	2
<i>Deaf &amp; Hard of Hearing Version</i>	17	13	5	0	0	0
<b>Grade 8</b>						
<i>Tactile Version</i>	22	3	1	22	2	2
<i>Deaf &amp; Hard of Hearing Version</i>	18	8	6	0	0	0
<b>Grade 11</b>						
<i>Tactile Version</i>	19	2	1	19	3	0
<i>Deaf &amp; Hard of Hearing Version</i>	13	8	2	0	0	0
<b>Totals</b>						
<i>Tactile Version</i>	177	15	5	177	15	5
<i>Deaf &amp; Hard of Hearing Version</i>	114	60	26	0	0	0

**2016 Pennsylvania Alternate System of Assessment (PASA)  
Results:  
(Reading and Math)**

**SECTION 2-2016 PASA ASSESSMENT OUTCOMES**

**TESTING TERMINATED**

**Table 16. Number and Percentage of Students Assessed in Reading and Math at Each Assessment and Grade Level Whose Assessments Were Terminated Prior to Completion<sup>1</sup>**

	<i># Terminated</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<i>Reading</i>	746	4.1%	724	9.5%	17	0.2%	5	0.1%
<i>Math</i>	787	4.3	773	9.7	13	0.2	1	0.0

<sup>1</sup> “If the student is unable to participate meaningfully in the Reading and Math tests despite the accommodations and modifications provided, discontinue the test. This lack of meaningful participation is demonstrated to the scorers by **three consecutive skills in which the student is only passively participating**. The attempts to complete the three skills must be captured on video or narrative notes and must occur within the first four skills of the test for the given subject. **Do not discontinue testing just because three consecutive incorrect responses occur in the middle of the test**; discontinue if you believe the student is unable to participate meaningfully. When you discontinue the test, the student will earn the lowest performance level (emerging) in that subject area, but he or she will be included in the accountability process.” (2015 Administrator Manual, p. 15)

# SCORING RUBRIC

## Scoring Rubric

Correct and Independent (C)	Correct but with Support (S)	Not correct (N)	Omitted (O)
Formerly 5/4	4/3	2/1	0
<p><b>Response</b> (or all responses for multi-step test item) <b>was performed correctly and independently on first attempt</b> with only one or more repetitions of request for student to respond and, if needed, repetitions of words of encouragement (Additional request or encouragement was provided <b>prior to student making a response</b> or between responses on multi-step test items)</p> <p>As long as <b>no additional information</b> is provided, it is permissible for assessors to...</p> <ul style="list-style-type: none"> <li>• <b>redirect</b> student to the test item</li> <li>• <b>encourage</b> student to start or to continue</li> <li>• <b>clarify</b> directions in response to a student's request</li> </ul>	<p><b>Response was eventually correct, after student gave an incorrect response and additional prompt(s) were provided</b></p> <ul style="list-style-type: none"> <li>• assessor continued to prompt student for correct response</li> <li>• assessor did not acknowledge incorrect response and student tried again (silent prompt)</li> </ul> <p style="text-align: center;"><b>and/or</b></p> <p><b>Test item was made easier because</b></p> <p>Assessor</p> <ul style="list-style-type: none"> <li>• reduced the array of answer choices (with at least 2 choices remaining)</li> <li>• gave hints or strategies</li> <li>• pointed while student read</li> <li>• named item that was not supposed to be named</li> <li>• helped student read text</li> </ul> <p>Student</p> <ul style="list-style-type: none"> <li>• demonstrated a modified version of the skill (easier, not completely different)</li> <li>• correctly completed some, but not all, steps of a multi-step test item (e.g., student was supposed to provide 4 facts but only gave 3; was to count individual objects/bills aloud, but only counted some items or named total)</li> </ul> <p style="text-align: center;"><b>or</b></p> <p><b>Response was correct, but beginning prompt could not be seen nor heard due to recording</b> (Does not pertain to situations in which student seemed to know what to do and did not need a prompt to respond)</p>	<p><b>Response was incorrect or student did not respond and assessor accepted it and moved on to next test item</b></p> <p style="text-align: center;"><b>or</b></p> <p><b>Response was ensured because assessor</b></p> <ul style="list-style-type: none"> <li>• reduced array to one choice</li> <li>• gave answer; student repeated answer</li> <li>• demonstrated correct response; student imitated response</li> <li>• pointed to correct answer; student pointed where assessor pointed</li> <li>• led student's hand to correct choice</li> </ul> <p style="text-align: center;"><b>or</b></p> <p><b>Response demonstrated was completely different</b> from the targeted skill (e.g. student matched words instead of read words)</p> <p style="text-align: center;"><b>or</b></p> <p><b>Response was not recorded or cannot be discerned</b></p> <p>Test materials and/or directions were presented, but scorer is unable to tell if student's response was correct or incorrect because it was not recorded or very hard to see or hear</p>	<p><b>No part of the test item was video recorded</b> (Test item skipped entirely – neither assessor nor student could be seen nor heard)</p> <p>All three criteria below were met:</p> <ol style="list-style-type: none"> <li>1. No materials were presented,</li> <li>2. No request was made of the student, <b>and</b></li> <li>3. No student response could be seen nor heard</li> </ol>

Figure 1. Four-Point Rubric for Scoring the 2016 PASA

## MEAN RUBRIC SCORES BY “REPORTING CATEGORY”

Although the *PASA* tests are short, each test has items representing sub-categories. In Reading, there are two subcategories: Reading Literature and Reading Informational Text. In Math, there are five subcategories: Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data and Probability. Within each subcategory there are different numbers of test items by grade level and by level of the assessment. Only total scores (not subcategory scores) are reported for the *PASA* to ensure a more reliable reporting of scores. However, the tables that follow present the mean rubric scores assigned statewide for each subcategory of items assessed in reading and math.

**Table 17. Mean Rubric Scores Overall and by Reporting Sub-categories**

<i>Reading: Mean Rubric Score</i>			
	<i>Level A</i>	<i>Level B</i>	<i>Level C</i>
<i>Literature Text</i>	3.2	3.9	4.2
<i>Informational Text</i>	3.2	3.9	4.2
<i>Total Test</i>	3.2	3.9	4.2
<i>Math: Mean Rubric Score</i>			
	<i>Level A</i>	<i>Level B</i>	<i>Level C</i>
<i>Numbers and Operations in Base Ten</i>	2.9	3.7	4.1
<i>Numbers and Operations – Fractions</i>	2.9	3.4	3.6
<i>The Number System</i>	2.8	3.5	3.8
<i>Number and Quantity</i>	2.7	3.3	3.4
<i>Operations and Algebraic Thinking</i>	3.1	3.6	3.7
<i>Ratios and Proportional Relationships</i>	2.8	3.5	3.3
<i>Expressions and Equations</i>	2.8	3.5	3.6
<i>Functions</i>	3.0	3.7	4.1
<i>Geometry</i>	3.2	3.9	3.6
<i>Measurement and Data</i>	3.3	3.8	3.8
<i>Statistics and Probability</i>	2.6	3.6	3.7
<i>Total Test</i>	3.0	3.6	3.7

**CUT SCORES FOR 2016**

**2016 Outcomes Using Estimated Cut Scores for Reading  
(Score Range = 0 to 100)**

	<b>Emerging</b>	<b>Novice</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Grade 3 Reading</b>				
A	0 – 62	63 – 76	77 – 99	100
B	0 – 59	60 – 79	80 – 99	100
C	0 – 63	64 – 75	76 – 82	83 – 100
<b>Grade 4 Reading</b>				
A	0 – 63	64 – 76	77 – 99	100
B	0 – 59	60 – 78	79 – 99	100
C	0 – 67	68 – 80	81 – 89	90 – 100
<b>Grade 5 Reading</b>				
A	0 – 60	61 – 76	77 – 99	100
B	0 – 66	67 – 80	81 – 99	100
C	0 – 69	70 – 82	83 – 91	92 – 100
<b>Grade 6 Reading</b>				
A	0 – 60	61 – 76	77 – 99	100
B	0 – 61	62 – 77	78 – 99	100
C	0 – 69	70 – 80	81 – 89	90 – 100
<b>Grade 7 Reading</b>				
A	0 – 61	62 – 77	78 – 99	100
B	0 – 60	61 – 78	79 – 99	100
C	0 – 69	70 – 84	85 – 95	96 – 100
<b>Grade 8 Reading</b>				
A	0 – 60	61 – 76	77 – 99	100
B	0 – 60	61 – 81	82 – 99	100
C	0 – 69	70 – 84	85 – 95	96 – 100
<b>Grade 11 Reading</b>				
A	0 – 59	60 – 72	73 – 99	100
B	0 – 66	67 – 82	83 – 99	100
C	0 – 67	68 – 91	92 – 97	98 – 100

**2016 Outcomes Using Estimated Cut Scores for Math  
(Score Range = 0 to 100)**

	<b>Emerging</b>	<b>Novice</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Grade 3 Math</b>				
A	0 – 66	67 – 79	80 – 99	100
B	0 – 68	69 – 78	79 – 99	100
C	0 – 68	69 – 79	80 – 91	92 – 100
<b>Grade 4 Math</b>				
A	0 – 63	64 – 77	78 – 99	100
B	0 – 68	69 – 78	79 – 99	100
C	0 – 66	67 – 78	79 – 89	90 – 100
<b>Grade 5 Math</b>				
A	0 – 61	62 – 73	74 – 99	100
B	0 – 61	62 – 74	75 – 99	100
C	0 – 64	65 – 77	78 – 84	85 – 100
<b>Grade 6 Math</b>				
A	0 – 63	64 – 74	75 – 99	100
B	0 – 61	62 – 73	74 – 99	100
C	0 – 68	69 – 77	78 – 84	85 – 100
<b>Grade 7 Math</b>				
A	0 – 59	60 – 72	73 – 99	100
B	0 – 69	70 – 81	82 – 99	100
C	0 – 67	68 – 80	81 – 88	89 – 100
<b>Grade 8 Math</b>				
A	0 – 57	58 – 74	75 – 99	100
B	0 – 68	69 – 78	79 – 99	100
C	0 – 61	62 – 78	79 – 88	89 – 100
<b>Grade 11 Math</b>				
A	0 – 58	59 – 72	73 – 99	100
B	0 – 65	66 – 78	79 – 99	100
C	0 – 68	69 – 81	82 – 87	88 – 100



**PERFORMANCE LEVELS OVERALL BY SUBJECT AND TEST LEVEL**

**Table 18. Number and Percentage of Students Performing at Levels  
Advanced, Proficient, Novice and Emerging in Reading and Math**

	<i>Advanced</i>		<i>Proficient</i>		<i>Novice</i>		<i>Emerging</i>	
	<b>Level A</b>							
<i>Reading</i>	41	0.5%	3040	39.7%	2108	27.6%	2459	32.2%
<i>Math</i>	8	0.1	2381	29.9	2314	29.1	3254	40.9
	<b>Level B</b>							
<i>Reading</i>	77	1.1	37.2	51.8	2631	36.8	735	10.3
<i>Math</i>	16	0.2	2764	41.0	2281	33.9	1676	24.9
	<b>Level C</b>							
<i>Reading</i>	789	22.7	1298	37.4	1004	28.9	380	10.9
<i>Math</i>	537	15.0	1124	31.5	1191	33.4	718	20.1

**PERFORMANCE LEVELS OVERALL BY GENDER**

**Table 19. Number and Percentage of Male and Female Students Performing at *Advanced, Proficient, Novice and Emerging* Levels in Reading and Math**

<b>Males</b>					
	<i># Tested</i>	<i>% Advanced</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>
<b>Level A</b>					
<i>Reading</i>	5160	0.6%	40.0%	27.3%	32.1%
<i>Math</i>	5297	0.1	29.9	28.3	41.6
<b>Level B</b>					
<i>Reading</i>	4782	1.0	51.5	37.0	10.6
<i>Math</i>	4484	0.2	41.5	33.1	25.2
<b>Level C</b>					
<i>Reading</i>	2269	24.1	36.3	28.3	11.3
<i>Math</i>	2430	15.8	31.2	34.1	18.9

<b>Females</b>					
	<i># Tested</i>	<i>% Advanced</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>
<b>Level A</b>					
<i>Reading</i>	2488	0.5%	39.2%	28.1%	32.2%
<i>Math</i>	2660	0.1	29.9	30.6	39.4
<b>Level B</b>					
<i>Reading</i>	2363	1.3	52.5	36.4	9.7
<i>Math</i>	2253	0.3	40.1	35.3	24.3
<b>Level C</b>					
<i>Reading</i>	1202	20.2	39.5	30.0	10.2
<i>Math</i>	1140	13.4	32.1	31.8	22.7

**PERFORMANCE LEVELS OVERALL BY PRIMARY DISABILITY**

**Table 20. Number and Percentage of Students by Primary Disability Category at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading**

<b>Reading – Level A</b>					
	<b>#</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
	<b>Tested</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Novice</b>	<b>Emerging</b>
<b>Autism</b>	2672	0.5%	32.7%	32.8%	34.1%
<b>Deaf-Blind</b>	18	0.0	22.2	27.8	50.0
<b>Deafness / Hearing Impairment</b>	46	0.0	32.6	47.8	19.6
<b>Emotional Disturbance</b>	92	4.3	76.1	10.9	8.7
<b>Intellectual Disability</b>	2993	0.4	48.5	28.4	22.7
<b>Learning Disability</b>	265	4.2	85.3	7.9	2.6
<b>Multiple Disabilities</b>	1055	0.1	14.3	20.8	64.8
<b>Orthopedic Impairment</b>	46	0.0	43.5	19.6	37.0
<b>Other Health Impairment</b>	288	0.3	62.5	23.6	13.5
<b>Speech / Language Impairment</b>	33	0.0	66.7	21.2	12.1
<b>Traumatic Brain Injury</b>	36	0.0	44.4	19.4	36.1
<b>Visual Impairment</b>	104	0.0	9.6	12.5	77.9

**Table 20, continued**

<b>Reading – Level B</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	2117	0.8%	41.8%	42.6%	14.8%
<b>Deaf-Blind</b>	4	0.0	50.0	50.0	0.0
<b>Deafness / Hearing Impairment</b>	37	5.4	35.1	37.8	21.6
<b>Emotional Disturbance</b>	156	3.2	59.0	26.3	11.5
<b>Intellectual Disability</b>	3089	0.8	50.5	39.0	9.6
<b>Learning Disability</b>	865	1.7	72.7	22.2	3.4
<b>Multiple Disabilities</b>	153	0.7	41.2	41.8	16.3
<b>Orthopedic Impairment</b>	44	0.0	65.9	27.3	6.8
<b>Other Health Impairment</b>	558	1.8	64.0	28.3	5.9
<b>Speech / Language Impairment</b>	61	1.6	59.0	32.8	6.6
<b>Traumatic Brain Injury</b>	33	0.0	69.7	21.2	9.1
<b>Visual Impairment</b>	28	0.0	53.6	46.4	0.0

**Table 20, continued**

<b>Reading – Level C</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	1013	23.8%	32.8%	31.5%	11.9%
<b>Deaf-Blind</b>	0	0.0	0.0	0.0	0.0
<b>Deafness / Hearing Impairment</b>	22	9.1	31.8	36.4	22.7
<b>Emotional Disturbance</b>	94	30.9	30.9	26.6	11.7
<b>Intellectual Disability</b>	1217	17.5	40.8	30.6	11.2
<b>Learning Disability</b>	674	29.1	38.3	23.7	8.9
<b>Multiple Disabilities</b>	41	22.0	34.1	34.1	9.8
<b>Orthopedic Impairment</b>	21	19.0	47.6	19.0	14.3
<b>Other Health Impairment</b>	328	25.6	40.5	25.6	8.2
<b>Speech / Language Impairment</b>	34	11.8	32.4	32.4	23.5
<b>Traumatic Brain Injury</b>	19	21.1	31.6	26.3	21.1
<b>Visual Impairment</b>	8	37.5	25.0	25.0	12.5

**Table 21. Number and Percentage of Students Assessed by Primary Disability Category at Performance Levels *Advanced, Proficient, Novice and Emerging* in Math**

<b>Math –Level A</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	2719	0.1%	26.0%	31.2%	42.7%
<b>Deaf-Blind</b>	18	0.0	11.1	33.3	55.6
<b>Deafness / Hearing Impairment</b>	42	0.0	38.1	26.2	35.7
<b>Emotional Disturbance</b>	91	0.0	63.7	18.7	17.6
<b>Intellectual Disability</b>	3206	0.1	34.8	32.6	32.5
<b>Learning Disability</b>	261	0.8	76.2	17.6	5.4
<b>Multiple Disabilities</b>	1082	0.1	8.3	19.1	72.5
<b>Orthopedic Impairment</b>	50	0.0	20.0	30.0	50.0
<b>Other Health Impairment</b>	309	0.0	49.2	28.5	22.3
<b>Speech / Language Impairment</b>	33	0.0	45.5	27.3	27.3
<b>Traumatic Brain Injury</b>	35	0.0	34.3	22.9	42.9
<b>Visual Impairment</b>	111	0.0	4.5	12.6	82.9

**Table 21. Continued**

<b>Math –Level B</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	2023	0.2%	39.6%	32.7%	27.4%
<b>Deaf-Blind</b>	4	0.0	75.0	0.0	25.0
<b>Deafness / Hearing Impairment</b>	36	0.0	44.4	27.8	27.8
<b>Emotional Disturbance</b>	155	0.0	38.1	36.8	25.2
<b>Intellectual Disability</b>	2906	0.2	36.4	37.3	26.1
<b>Learning Disability</b>	779	0.5	58.9	25.4	15.1
<b>Multiple Disabilities</b>	135	0.0	29.6	37.0	33.3
<b>Orthopedic Impairment</b>	41	2.4	48.8	29.3	19.5
<b>Other Health Impairment</b>	541	0.2	47.9	30.9	21.1
<b>Speech / Language Impairment</b>	60	0.0	43.3	36.7	20.0
<b>Traumatic Brain Injury</b>	33	0.0	36.4	33.3	30.3
<b>Visual Impairment</b>	24	0.0	41.7	37.5	20.8

**Table 21. Continued**

<b>Math –Level C</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	1060	14.2%	31.8%	33.5%	20.5%
<b>Deaf-Blind</b>	0	0.0	0.0	0.0	0.0
<b>Deafness / Hearing Impairment</b>	27	11.1	18.5	48.1	22.2
<b>Emotional Disturbance</b>	96	7.3	29.2	41.7	21.9
<b>Intellectual Disability</b>	1187	13.0	27.5	36.5	23.0
<b>Learning Disability</b>	764	20.9	37.7	26.6	14.8
<b>Multiple Disabilities</b>	32	18.8	12.5	34.4	34.4
<b>Orthopedic Impairment</b>	20	20.0	40.0	20.0	20.0
<b>Other Health Impairment</b>	324	14.5	32.4	33.6	19.4
<b>Speech / Language Impairment</b>	35	11.4	40.0	34.3	14.3
<b>Traumatic Brain Injury</b>	20	5.0	35.0	40.0	20.0
<b>Visual Impairment</b>	5	0.0	20.0	60.0	20.0



**Table 22. Number and Percentage of Students with Limited English Proficiency by Primary Disability Category at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading**

<b>Reading – Level A</b>					
	<b>#</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
	<b>Tested</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Novice</b>	<b>Emerging</b>
<b>Autism</b>	99	1.0%	35.4%	27.3%	36.4%
<b>Deaf-Blind</b>	1	0.0	100.0	0.0	0.0
<b>Deafness / Hearing Impairment</b>	5	0.0	20.0	40.0	40.0
<b>Emotional Disturbance</b>	6	0.0	66.7	33.3	0.0
<b>Intellectual Disability</b>	199	1.0	50.8	29.1	19.1
<b>Learning Disability</b>	45	6.7	73.3	13.3	6.7
<b>Multiple Disabilities</b>	36	0.0	16.7	27.8	55.6
<b>Orthopedic Impairment</b>	1	0.0	100.0	0.0	0.0
<b>Other Health Impairment</b>	27	0.0	74.1	22.2	3.7
<b>Speech / Language Impairment</b>	4	0.0	75.0	0.0	25.0
<b>Traumatic Brain Injury</b>	2	0.0	50.0	0.0	50.0
<b>Visual Impairment</b>	2	0.0	0.0	0.0	100.0

**Table 22. Continued**

<b>Reading – Level B</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	74	0.0%	47.3%	44.6%	8.1%
<b>Deaf-Blind</b>	0	0.0	0.0	0.0	0.0
<b>Deafness / Hearing Impairment</b>	5	0.0	60.0	40.0	0.0
<b>Emotional Disturbance</b>	4	0.0	100.0	0.0	0.0
<b>Intellectual Disability</b>	178	0.6	46.1	42.7	10.7
<b>Learning Disability</b>	101	0.0	56.4	38.6	5.0
<b>Multiple Disabilities</b>	7	0.0	28.6	57.1	14.3
<b>Orthopedic Impairment</b>	2	0.0	50.0	50.0	0.0
<b>Other Health Impairment</b>	29	0.0	41.4	48.3	10.3
<b>Speech / Language Impairment</b>	12	0.0	58.3	41.7	0.0
<b>Traumatic Brain Injury</b>	3	0.0	33.3	33.3	33.3
<b>Visual Impairment</b>	3	0.0	33.3	66.7	0.0

**Table 22. Continued**

<b>Reading – Level C</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	43	27.9%	27.9%	23.3%	20.9%
<b>Deaf-Blind</b>	0	0.0	0.0	0.0	0.0
<b>Deafness / Hearing Impairment</b>	1	0.0	0.0	100.0	0.0
<b>Emotional Disturbance</b>	1	0.0	100.0	0.0	0.0
<b>Intellectual Disability</b>	51	13.7	35.3	33.3	17.6
<b>Learning Disability</b>	52	17.3	28.8	38.5	15.4
<b>Multiple Disabilities</b>	1	0.0	0.0	0.0	100.0
<b>Orthopedic Impairment</b>	2	0.0	100.0	100.0	0.0
<b>Other Health Impairment</b>	12	8.3	33.3	41.7	16.7
<b>Speech / Language Impairment</b>	5	0.0	20.0	40.0	40.0
<b>Traumatic Brain Injury</b>	0	0.0	0.0	0.0	0.0
<b>Visual Impairment</b>	1	0.0	0.0	100.0	0.0

**Table 23. Number and Percentage of Students with Limited English Proficiency by Primary Disability Category at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Math**

<b>Math – Level A</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	100	1.0%	37.0%	21.0%	41.0%
<b>Deaf-Blind</b>	1	0.0	100.0	0.0	0.0
<b>Deafness / Hearing Impairment</b>	5	0.0	20.0	60.0	20.0
<b>Emotional Disturbance</b>	5	0.0	40.0	40.0	20.0
<b>Intellectual Disability</b>	196	0.0	36.2	38.3	25.5
<b>Learning Disability</b>	43	0.0	74.4	18.6	7.0
<b>Multiple Disabilities</b>	36	0.0	5.6	25.0	69.4
<b>Orthopedic Impairment</b>	1	0.0	100.0	0.0	0.0
<b>Other Health Impairment</b>	26	0.0	61.5	23.1	15.4
<b>Speech / Language Impairment</b>	3	0.0	33.3	33.3	33.3
<b>Traumatic Brain Injury</b>	2	0.0	50.0	0.0	50.0
<b>Visual Impairment</b>	2	0.0	0.0	0.0	100.0

**Table 23. Continued**

<b>Math – Level B</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	68	1.5%	35.3%	30.9%	32.4%
<b>Deaf-Blind</b>	0	0.0	0.0	0.0	0.0
<b>Deafness / Hearing Impairment</b>	5	0.0	100.0	0.0	0.0
<b>Emotional Disturbance</b>	4	0.0	50.0	25.0	25.0
<b>Intellectual Disability</b>	173	0.0	38.2	33.5	28.3
<b>Learning Disability</b>	97	1.0	49.5	23.7	25.8
<b>Multiple Disabilities</b>	8	0.0	50.0	50.0	0.0
<b>Orthopedic Impairment</b>	2	0.0	100.0	0.0	0.0
<b>Other Health Impairment</b>	30	0.0	46.7	26.7	26.7
<b>Speech / Language Impairment</b>	12	0.0	75.0	25.0	0.0
<b>Traumatic Brain Injury</b>	3	0.0	66.7	0.0	33.3
<b>Visual Impairment</b>	3	0.0	33.3	33.3	33.3

**Table 23. Continued**

<b>Math – Level C</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Autism</b>	48	14.6%	25.0%	33.3%	27.1%
<b>Deaf-Blind</b>	0	0.0	0.0	0.0	0.0
<b>Deafness / Hearing Impairment</b>	1	100.0	0.0	0.0	0.0
<b>Emotional Disturbance</b>	2	0.0	0.0	100.0	0.0
<b>Intellectual Disability</b>	59	13.6	28.8	42.4	15.3
<b>Learning Disability</b>	58	19.0	34.5	29.3	17.2
<b>Multiple Disabilities</b>	0	0.0	0.0	0.0	0.0
<b>Orthopedic Impairment</b>	2	50.0	0.0	0.0	50.0
<b>Other Health Impairment</b>	12	8.3	33.3	25.0	33.3
<b>Speech / Language Impairment</b>	6	16.7	66.7	0.0	16.7
<b>Traumatic Brain Injury</b>	0	0.0	0.0	0.0	0.0
<b>Visual Impairment</b>	1	0.0	0.0	0.0	100.0

**PERFORMANCE LEVELS OVERALL BY ETHNICITY**

**Table 24. Number and Percentage of Students by Ethnicity Category at Performance Levels *Advanced, Proficient, Novice* and *Emerging* in Reading**

<b>Reading - Level A</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b><i>African American / Black</i></b>	1674	0.4%	40.6%	28.2%	30.8%
<b><i>Asian /Pacific Islander</i></b>	247	0.0	33.6	29.1	37.2
<b><i>Latino/ Hispanic – American</i></b>	1010	0.9	39.5	28.0	31.6
<b><i>Multi-Racial/Ethnic</i></b>	357	0.0	40.9	24.1	35.0
<b><i>Native American /Alaskan</i></b>	6	0.0	33.3	0.0	66.7
<b><i>White /Not Hispanic</i></b>	4354	0.6	39.7	27.4	32.2

**Table 24. continued**

<b>Reading - Level B</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b><i>African American / Black</i></b>	1653	0.5%	50.0%	36.2%	13.2%
<b><i>Asian /Pacific Islander</i></b>	139	0.7	41.0	44.6	13.7
<b><i>Latino/ Hispanic – American</i></b>	824	1.0	48.5	41.3	9.2
<b><i>Multi-Racial/Ethnic</i></b>	259	1.2	51.4	37.8	9.7
<b><i>Native American /Alaskan</i></b>	11	0.0	45.5	36.4	18.2
<b><i>White /Not Hispanic</i></b>	4259	1.3	53.5	35.9	9.3

**Table 24. Continued**

<b>Reading - Level C</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b><i>African American / Black</i></b>	698	18.9%	38.3%	30.5%	12.3%
<b><i>Asian /Pacific Islander</i></b>	78	14.1	26.9	33.3	25.6
<b><i>Latino/ Hispanic – American</i></b>	308	19.8	37.0	29.9	13.3
<b><i>Multi-Racial/Ethnic</i></b>	122	23.0	39.3	24.6	13.1
<b><i>Native American /Alaskan</i></b>	3	33.3	33.3	33.3	0.0
<b><i>White /Not Hispanic</i></b>	2262	24.6	37.4	28.4	9.6

**Table 25. Number and Percentage of Students by Ethnicity Category at Performance Levels *Advanced, Proficient, Novice* and *Emerging* in Math**

<b>Math - Level A</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b><i>African American / Black</i></b>	1764	0.1%	30.5%	29.2%	40.2%
<b><i>Asian /Pacific Islander</i></b>	245	0.0	23.7	29.0	47.3
<b><i>Latino/ Hispanic – American</i></b>	1018	0.2	32.6	27.1	40.1
<b><i>Multi-Racial/Ethnic</i></b>	358	0.3	27.7	29.3	42.7
<b><i>Native American /Alaskan</i></b>	7	0.0	28.6	28.6	42.9
<b><i>White /Not Hispanic</i></b>	4565	0.1	29.6	29.5	40.8



**Table 25. Continued**

<b>Math - Level B</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>African American / Black</b>	1579	0.2%	37.9%	34.6%	27.4
<b>Asian /Pacific Islander</b>	135	1.5	43.0	29.6	25.9
<b>Latino/ Hispanic – American</b>	789	0.1	41.6	34.5	23.8
<b>Multi-Racial/Ethnic</b>	252	0.4	42.1	31.0	26.6
<b>Native American /Alaskan</b>	8	0.0	62.5	25.0	12.5
<b>White /Not Hispanic</b>	3974	0.2	42.0	33.8	24.0

**Table 25. Continued**

<b>Math - Level C</b>					
	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>African American / Black</b>	682	12.2	28.6	34.3	24.9
<b>Asian /Pacific Islander</b>	84	17.9	27.4	33.3	21.4
<b>Latino/ Hispanic – American</b>	335	16.4	32.2	31.3	20.0
<b>Multi-Racial/Ethnic</b>	128	15.6	31.3	32.0	21.1
<b>Native American /Alaskan</b>	5	20.0	0.0	60.0	20.0
<b>White /Not Hispanic</b>	2336	15.5	32.4	33.4	18.6

**PERFORMANCE LEVELS OVERALL BY ECONOMIC STATUS**

**Table 26. Number and Percentage of Economically Disadvantaged Students at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading and Math**

	<i>Number Tested</i>	<i>% Advanced</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>
<b>Level A</b>					
<i>Reading</i>	4262	0.7	45.3	25.4	28.6
<i>Math</i>	4436	0.1	34.6	28.9	36.4
<b>Level B</b>					
<i>Reading</i>	4551	1.0	55.5	34.0	9.4
<i>Math</i>	4308	0.2	43.0	33.7	23.1
<b>Level C</b>					
<i>Reading</i>	2104	22.8	38.4	28.0	10.8
<i>Math</i>	2173	15.6	31.8	32.8	19.8

**PERFORMANCE LEVELS OVERALL FOR LEP STUDENTS**

**Table 27. Number and Percentage of Students with Limited English Proficiency at Performance Levels *Advanced, Proficient, Novice,* and *Emerging* in Reading and Math**

	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Level A</b>					
<b>Reading</b>	427	1.4	48.2	26.0	24.4
<b>Math</b>	420	0.2	39.3	29.8	30.7
<b>Level B</b>					
<b>Reading</b>	418	0.2	49.0	42.3	8.4
<b>Math</b>	405	0.5	43.7	29.4	26.4
<b>Level C</b>					
<b>Reading</b>	169	17.2	30.8	33.7	18.3
<b>Math</b>	189	15.9	30.2	33.9	20.1

**PERFORMANCE LEVELS OVERALL FOR STUDENTS TAKING  
ADAPTED VERSIONS OF PASA**

**Table 28. Number and Percentage of Students Assessed using the Tactile Version of the PASA scoring at Performance Levels *Advanced*, *Proficient*, *Novice*, and *Emerging* in Reading and Math**

	<b># Tested</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Novice</b>	<b>% Emerging</b>
<b>Level A</b>					
<b>Reading</b>	177	0.0%	10.7%	8.5%	80.8%
<b>Math</b>	177	0.0%	3.0%	12.0%	85.0%
<b>Level B</b>					
<b>Reading</b>	15	0.0%	46.7%	40.0%	13.3%
<b>Math</b>	15	0.0%	33.3%	33.3%	33.3%
<b>Level C</b>					
<b>Reading</b>	5	20.0%	40.0%	0.0%	40.0%
<b>Math</b>	5	0.0%	0.0%	60.0%	40.0%

**Table 29. Number and Percentage of Students assessed using the Deaf and Hard of Hearing (D/HOH) Version of the PASA scoring at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading (D/HOH version not developed for Math)**

	<i># Tested</i>	<i>% Advanced</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>
<b>Level A</b>					
<i>Reading</i>	114	0.0%	32.5%	35.1%	32.5%
<b>Level B</b>					
<i>Reading</i>	60	3.3%	30.0%	46.7%	20.0%
<b>Level C</b>					
<i>Reading</i>	26	15.4%	30.8%	26.9%	26.9%

**PERFORMANCE LEVELS BY RECORDING MEDIUM**

**Table 30. Number and Percentage of Students Whose Assessment was Captured Using Video/Digital Recording vs. Narrative Notes Scoring at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading and Math**

	# Tested	% Advanced	% Proficient	% Novice	% Emerging	# Tested	% Advanced	% Proficient	% Novice	% Emerging
	<b>Level A VIDEO</b>					<b>Level A NARRATIVE NOTES</b>				
<b>Reading</b>	7619	0.5	39.7	27.6	32.1	29	3.4	41.4	13.8	41.4
<b>Math</b>	7927	0.1	29.9	29.1	40.8	30	0.0	26.7	20.0	53.3
	<b>Level B VIDEO</b>					<b>Level B NARRATIVE NOTES</b>				
<b>Reading</b>	7135	1.1	51.8	36.8	10.3	10	10.0	30.0	30.0	30.0
<b>Math</b>	6728	0.2	41.0	33.9	24.9	9	0.0	33.3	33.3	33.3
	<b>Level C VIDEO</b>					<b>Level C NARRATIVE NOTES</b>				
<b>Reading</b>	3466	22.7	37.4	28.9	10.9	5	40.0	20.0	20.0	20.0
<b>Math</b>	3565	15.1	31.5	33.4	20.1	5	0.0	20.0	40.0	40.0

**COMPARISON OF PASA RESULTS FOR 2013-2014, 2014-2015 and 2015-16**

The purpose of this section of the report is to show how students performed on the PASA over the past three years in Reading and Math. The data tables capture the state’s overall performance results by grade level and compare it to the state’s results the previous two years.

**Table 31. Percentage of Students Assessed as Proficient (or Advanced) Level in Reading and Math Levels A, B, and C in 2013-2014, 2014-2015 and 2015-2016**

	<i>Level A</i>			<i>Level B</i>			<i>Level C</i>		
	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
<b>Reading</b>	51.7%	49.5%	40.2%	67.8%	59.0%	52.9%	67.2%	60.3%	60.1%
<b>Math</b>	47.1%	40.2%	30.0%	53.3%	47.9%	41.2%	58.2%	50.7%	46.5%







