

Performance Levels Validation Report



**PENNSYLVANIA
SYSTEM OF SCHOOL ASSESSMENT**

**2005 PSSA
READING AND MATHEMATICS**

DATA RECOGNITION CORPORATION

NOVEMBER 2005

Table of Contents

1	Introduction	2
1.1	Background	2
1.2	Purpose and Objectives	2
2	Methodology	
2.1	Modified Bookmark	2
2.2	Training	2
2.3	Performance Levels Validation versus Standard Setting	4
3	Composition of Panel	4
3.1	Demographic Distribution	5
3.2	Breakout of Panelist Groups	6
4	Cutpoints and Standards Errors	6
4.1	Establishment of Initial Cutpoints	6
4.2	Computation of Standard Errors	7
4.3	Use of Standard Errors	9
5	Results	10
6	Synthesis of Results	14
7	Scaling and Transformations	14
8	Panelists' Survey Evaluation Results Summary	15
	Appendix A: Agenda	19
	Appendix B: Standard Errors by Round	21

1. Introduction

1.1 Background

The initial standard setting for the Pennsylvania System of School Assessment (PSSA) was held in Grantville, Pennsylvania in the spring of 2001. It included grades 5, 8, and 11 in reading and mathematics. Cutpoints were established for placing students in four performance levels: Advanced, Proficient, Basic, and Below Basic. In addition, performance level descriptions were established at the end, written by the panelists, and subsequently used in score reports and other state materials. The meeting was conducted by CTB/McGraw-Hill and utilized the Bookmark procedure (see Lewis, Mitzel, & Green, 1996).

1.2 Purpose and Objectives

Panelists were introduced to the following pre-existing conditions that contributed to the purpose for the meeting:

- Existing cutpoints had been in place since 2001
- New assessment anchors were just adopted
- New assessments in grades 3, 4, 6, and 7 that did not have cutpoints
- Refinements to the assessment were made based on a HumRRO content validity study
- Performance Level Descriptors (PLDs) were rewritten
- Reporting categories were reduced for math from 11 to 5 and Reading from 5 to 2
- State Board regulations require periodic review

The stated purpose and objective of the meeting was to either validate or realign the already established cutpoints that defined the placement of students into the four performance levels for grades 3, 5, 8 and 11. It was further stated that the results from this meeting would be presented to the State Board for review and possible adoption for application to student data in Spring 2005.

2. Methodology

2.1 Modified Bookmark

DRC utilized a modified Bookmark procedure to coincide as closely as possible to the methodology used in 2001 for setting the previous cutpoints. Bookmark is one in a broad category of methods commonly referred to as item mapping that focuses on items rather than examinees. To begin the process, participants were asked to visualize the knowledge and skills of a student who is at the borderline between two Performance Levels based on the performance level descriptors. Thereafter, participants were given an ordered item booklet (from the easiest item to the most difficult) and asked to assess whether this borderline student had a reasonably high probability of answering each item. For multiple-choice (MC) items, reasonably high was set at 2/3 or .67. For constructed-response (CR) items, the level was set such that a student displayed just enough knowledge to achieve the given score point (e.g., 3 of 4). CR items were preceded by an example of student work associated with the item scale point. In addition, an item map was presented which contained the response key, the PLD, and item difficulty (in the logit metric). Panelists were given a rating sheet to record their individual placements for all performance levels by round. They were also given rubrics for the CR items, passage booklets for reading, and a formula page for math.

2.2 Training

Training was conducted the morning of the meetings by subject. They were told that they were:

- To be responsible for all secure materials
- To verify their individual placements for each round of judgments, and
- To participate in a discussion as a large group

Training materials included:

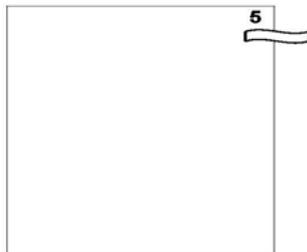
- General Performance Level Descriptors (PLD)
- Subject specific PLDs
- OIB
- Item Map

Panelists were told that the process would include iterations (rounds) of individual judgments, small group discussions and large group discussions, and opportunities to revise judgments. In addition, impacts would be presented (% of students in each performance level) based on the large groups, and when appropriate, in the other grades.

A copy of the training sample is displayed below:

Bookmark Placement Method Training

If you placed the bookmark on OIB page 5 this means that Item 5 is the first item that you believe a borderline student, that is, a student not quite at the higher proficiency level, is likely to get **incorrect**. Correspondingly, you believe Item 4 is the last item this hypothetical student would most likely get **correct** (with 67 percent probability).



Bookmark Information	
OIB Page	Scale Score
1	232
2	267
3	275
4	301
5	326
6	356
7	371
8	384
9	404
10	418

Note the 25 point difference between Items 4 & 5. A borderline student could actually begin answering items correctly anywhere in this 25 point range. This means that the suggested cutpoint likely falls somewhere between 301 and 325. Therefore, the precision of your placement depends somewhat on this interval.

To determine the impact of placing the bookmark on Item 5, draw a line on the Person Raw to Scale Score Table at the location of the cut score (i.e., 301 falls between a raw score of 5 and 6). This indicates that, if implemented, 69% of examinees would fall into the lower proficiency level.

Person Raw to Scale Score Table			
Raw Score	Scale Score	Percent	Cum. Percent
10	515	3	100
9	461	4	97
8	401	5	93
7	362	8	88
6	330	11	80
5	300	12	69
4	270	14	57
3	238	12	43
2	199	11	31
1	139	8	20
0	85	12	12

A copy of the agenda for the meeting is provided in Appendix A.

2.3 Performance Levels Validation versus Standards Setting

There are key differences between establishing standards from scratch (i.e., determining cutpoints that define the border between two proficiency levels) versus revisiting cutpoints that have been previously established. The former is an example of Standard Setting and the latter is an example (using Pennsylvania language) of Performance Levels Validation. As the reader continues in this document, recognizing and understanding these differences is critical to ensure the accurate review and evaluation of its contents. As a convention, this report will use SS for Standard Setting and PLV for Performance Levels Validation. Note that the below comparison is based on common use of the methods and will not necessarily match every instance of either method in terms of process.

The formal process for SS is to have the panelists evaluate the items at the beginning, in this case the first item being the easiest item. In PLV, the panelists are presented with items that represent the current cutpoints. As part of their judgments, they begin reviewing the item that represents the border between Proficient and Basic. Thereafter, they are asked to review the cutpoint separating Advanced and Proficient, then the cutpoint separating Basic and Below Basic.

Another important distinction is how the standard errors are computed and when they are utilized. The formal process for Bookmark SS is to use the cluster sample standard error based on the median judgments at the table level. In addition to the variability across tables, this computation contains an effect due to the interdependencies of the panelists' judgments within tables. The computation is computed for each round, with the results (that is, recommendations of the panel) generally being based on the final round of judgments. In PLV, in this application, standard errors of the median were also used. However, how they were computed and how they were utilized differed in three significant ways: 1) the computation of the standard error of the median did not include the within table effect and 2) medians were calculated by panelist groups rather than by table, and 3) the standard errors for the results (synthesis) were based on Round 1 (before discussion) rather than the final round. The impact of these three differences comes into play most significantly in the synthesis part of the process and is explained in detail in section 6.

3. Composition of Panel

There were twenty seven panelists for mathematics and 28 panelists for reading for a total of 55. The demographics of the panelists are displayed in the following section. They include: gender, role (e.g., teacher, educator/non-teacher, or other), region of residence in the state, and years of teaching experience.

3.1 Demographic Distribution

Figure 1

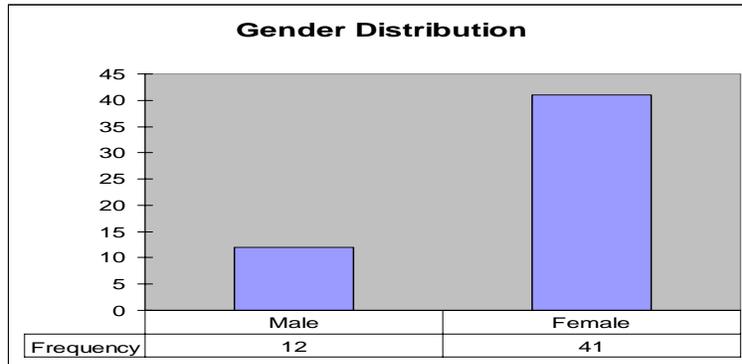


Figure 2

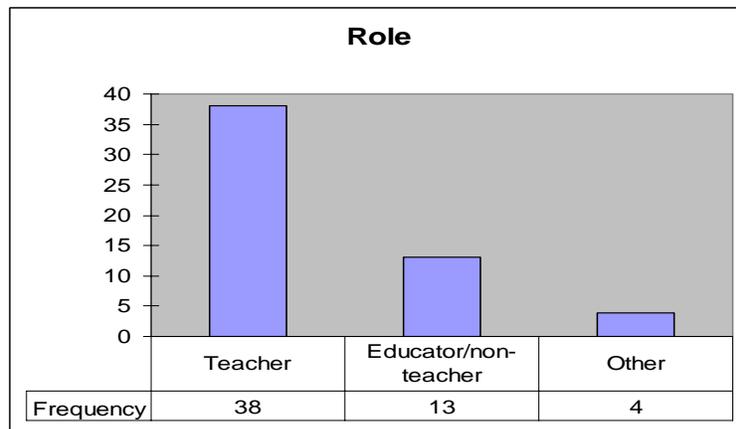


Figure 3

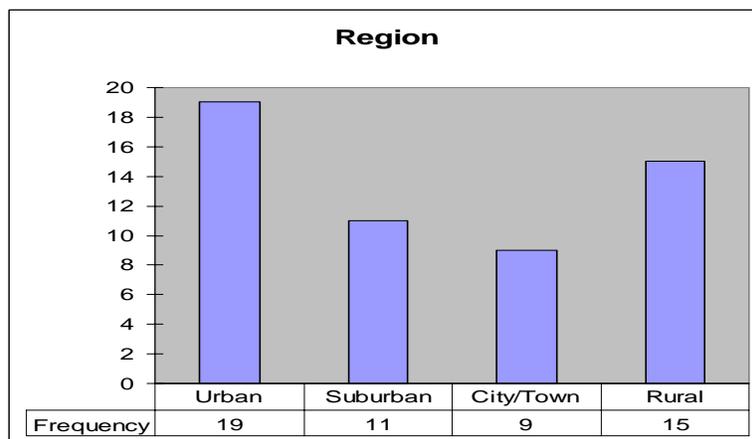
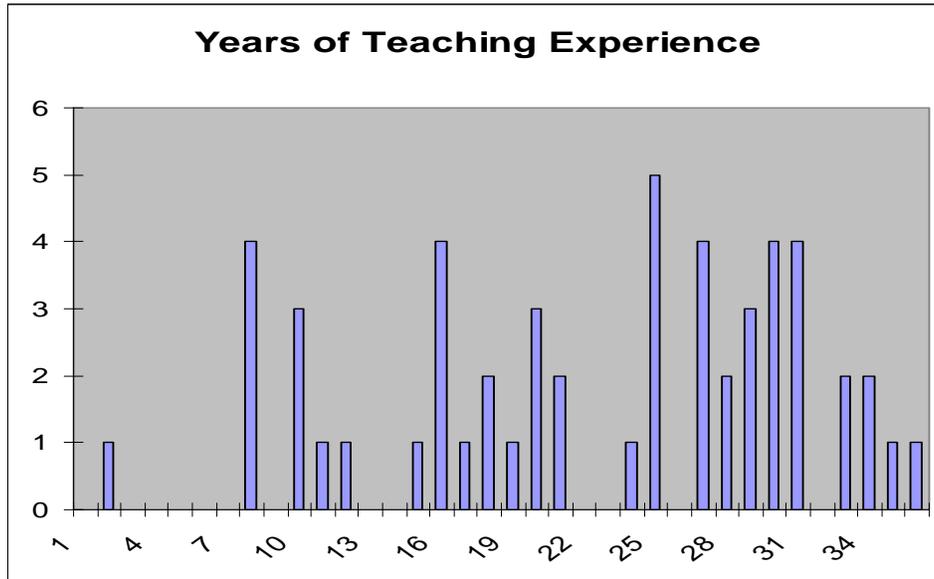


Figure 4



3.2 Breakout of Panelist Groups

Approximately half of the participants in each subject reviewed grade 5 and the other half reviewed grade 8. Thereafter, the same two groups (by subject) reviewed grades 3 and 11, respectively. Results were shown to each group (by subject) as they became available. In addition, a checkpoint at the end of the final round, across all grades within subject, was added to the process. As part of this step, panelists were asked to assess whether they were confident in the resulting articulation of cutpoints across all grades.

4. Cutpoints and Standard Errors

4.1 Establishment of Initial Cutpoints (aka Starting Values)

The formal calculations for placement of the initial cutpoints utilized a pre-smoothing procedure. For grades 5, 8 and 11, starting values were determined by applying an exponential growth function to the across-grade 2005 data (after equating). Thus, performance levels validation was used to set the new cutpoints while incorporating any possible growth or decline from the previous year.

While linear and various degrees of polynomials were considered for the pre-smoothing, the exponential growth curve created more reasonable results in terms of a compromise between fitting the data too much and not enough. The above process was applied to the logits for grades 5, 8, and 11 and extrapolated for grade 3. The pre-smoothing, in total, provided neither growth nor decline. However, by grade, some of the starting cutpoints went up and some went down.

Starting values were presented to the panelists at the beginning of the meeting. Panelists were instructed to place a post-it note in their ordered item booklet to indicate the location of the cutpoints based on the starting values they were provided for their subject and grade.

These starting values (converted to the percentage of students in each of the four levels) are shown below, across grades, for each subject:

Figure 5

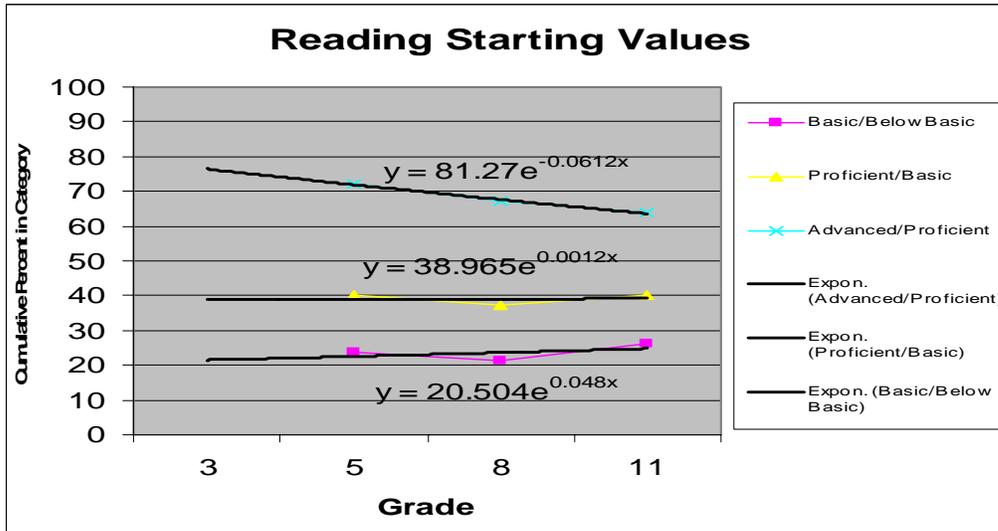
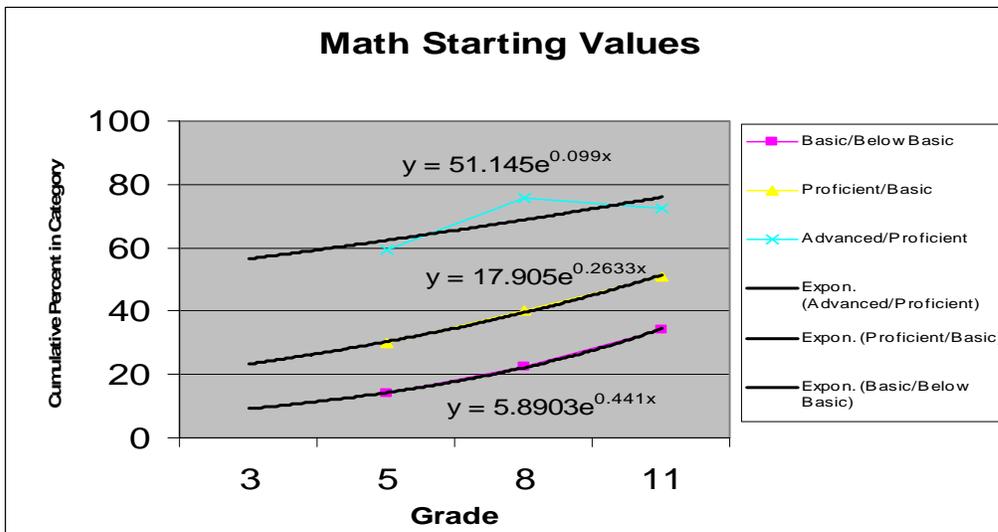


Figure 6



4.2 Computation of Standard Errors

Standard errors associated with this process represent the likely range of recommendations that might result had the panels of educators conducted the same process, under the same conditions. Note that the groups of 28 for each subject were split into two groups that worked on grades 3 and 5, or 8 and 11. Therefore, the sample sizes for each group were approximately 14.

It is important to note that the calculations were based on the standard error of the median. The standard error of the median, given a normal distribution or large samples, is approximately 25 percent larger than the standard error of the means. Thus, multiplying the standard error of the means by a factor of 1.25 was a reasonable approximation to use.

Note that the standard errors of a performance levels validation would be expected to be smaller than those for an independent standards setting. This is due to the fact that the panelists were given starting values (initial cutpoints) rather than beginning without any prior information. Recall that the participants were instructed to either validate or suggest new cutpoints. In effect, they went into the process with the goal of articulating the cutpoints across grades in a reasonable manner and were not asked to treat this as independent of the existing cutpoints. Therefore, it was determined that the appropriate standard error of the performance levels validation should be based on the calculations after round one judgments, before group discussion. Lastly, to coincide with the goal to achieve the articulation of cutpoints across grades, the standard errors were pooled across grades within subject and cutpoint.

Table 1 shows the standard errors in the logit (Rasch) metric for each cutpoint, by grade, within subject, before and after pooling. Table 2 shows the same information, but in the scale score metric. Note that the complete set of standard errors by subject and grade for each round may be found in Appendix B.

Table 1

Grade	Reading			Mathematics		
	BB/B	B/P	P/A	BB/B	B/P	P/A
3	0.0361	0.0856	0.1226	0.0516	0.0704	0.0459
5	0.0421	0.0859	0.1168	0.0372	0.0084	0.0629
8	0.0657	0.0654	0.1011	0.0601	0.0773	0.1036
11	0.0485	0.0866	0.1138	0.0709	0.0536	0.1316
Pooled	0.0481	0.0808	0.1136	0.0550	0.0524	0.0860

Table 2

Grade	Reading			Mathematics		
	BB/B	B/P	P/A	BB/B	B/P	P/A
3	8	18	26	10	14	9
5	8	17	23	7	2	12
8	15	15	24	11	14	18
11	12	20	28	15	11	27

BB- Below Basic
B- Basic
P- Proficient
A- Advanced

4.3 Use of Standard Errors

Standard error bands are commonly used to set reasonable boundaries around point estimates. If replicated, a one standard error band would be expected to contain the point estimate 68 percent of the time. A two standard errors band would be expected to contain the point estimate 95 percent of the time.

Plots of the one standard error bands in the scale score metric, *centered at the starting value*, across grades for each subject are shown below. Given its relative importance in arriving at the recommendations to the State Board, it is presented here as a precursor to its use in section 6.

Figure 6

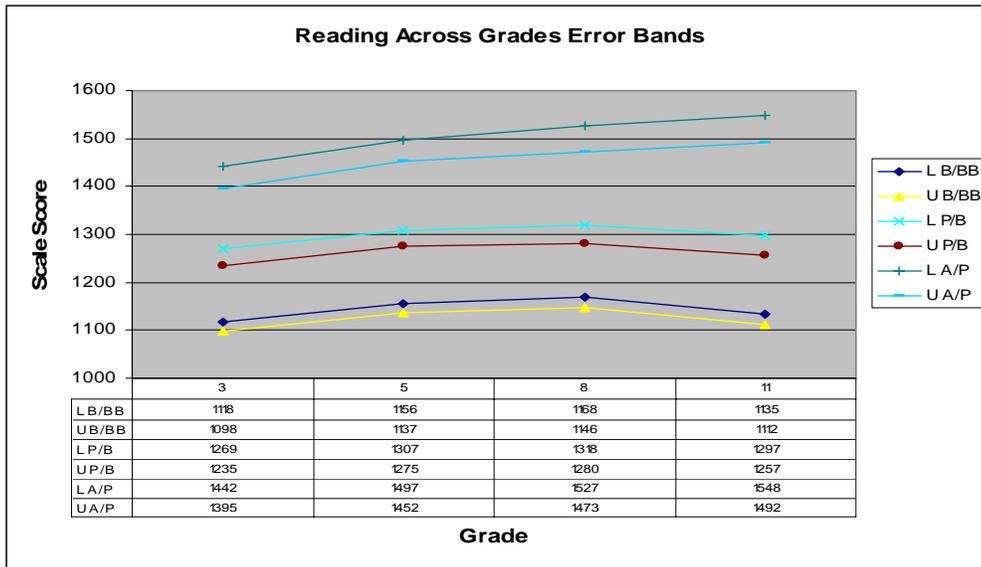
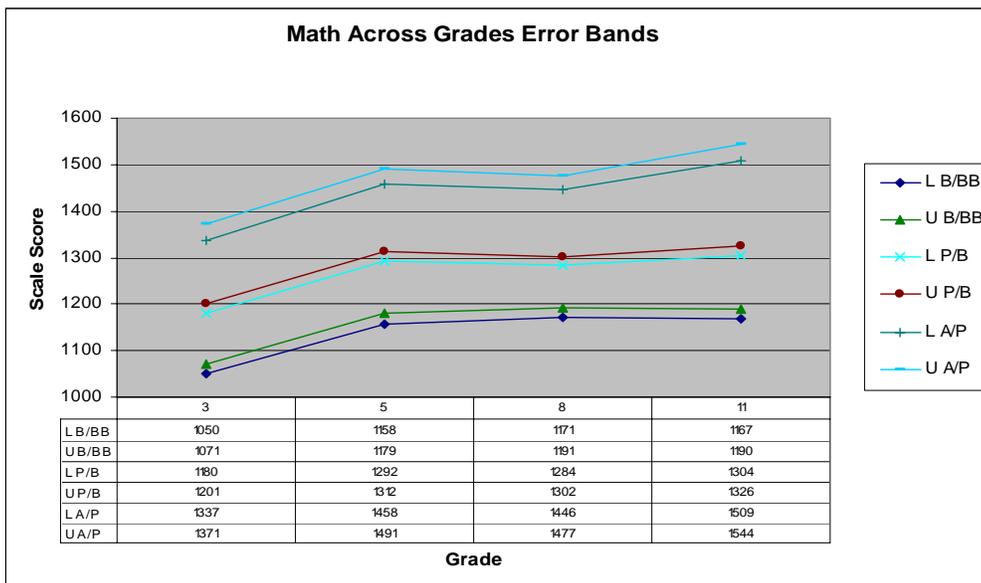


Figure 7



5. Results

This section presents plots that show the recommendations taken to the State Board and the following additional information for comparison (a description of the labels is described just below, in bold, as they are presented on the subsequent plots):

- **2004:** Results from 2004 (not including for grade 3, given it was not administered in 2004).
- **Existing:** Results from 2005 after equating using the previous cutpoints (save for grade 3).
- **Starting values:** As described above.
- **Upper band:** One standard error above the starting value.
- **Lower band:** One standard error below the starting value.
- **Panelist:** Panelists' final recommendations.
- **SE One:** One standard error applied to the panelist's recommendations (presented to the State Board for approval). A detailed description of how these values were determined is in section 6.

The results shown below are based on the percentage of students in each performance level.

Figure 8

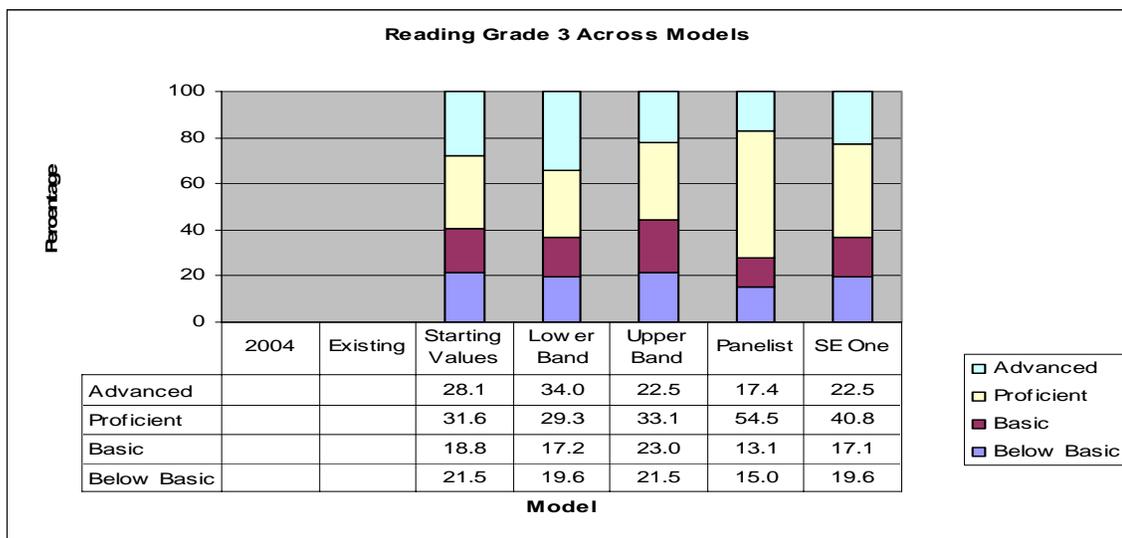


Figure 9

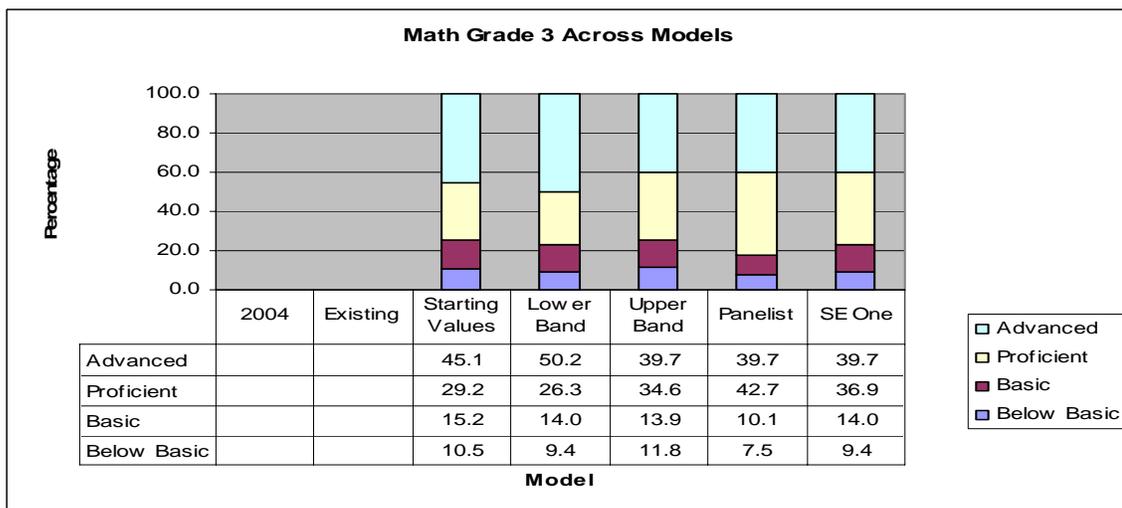


Figure 10

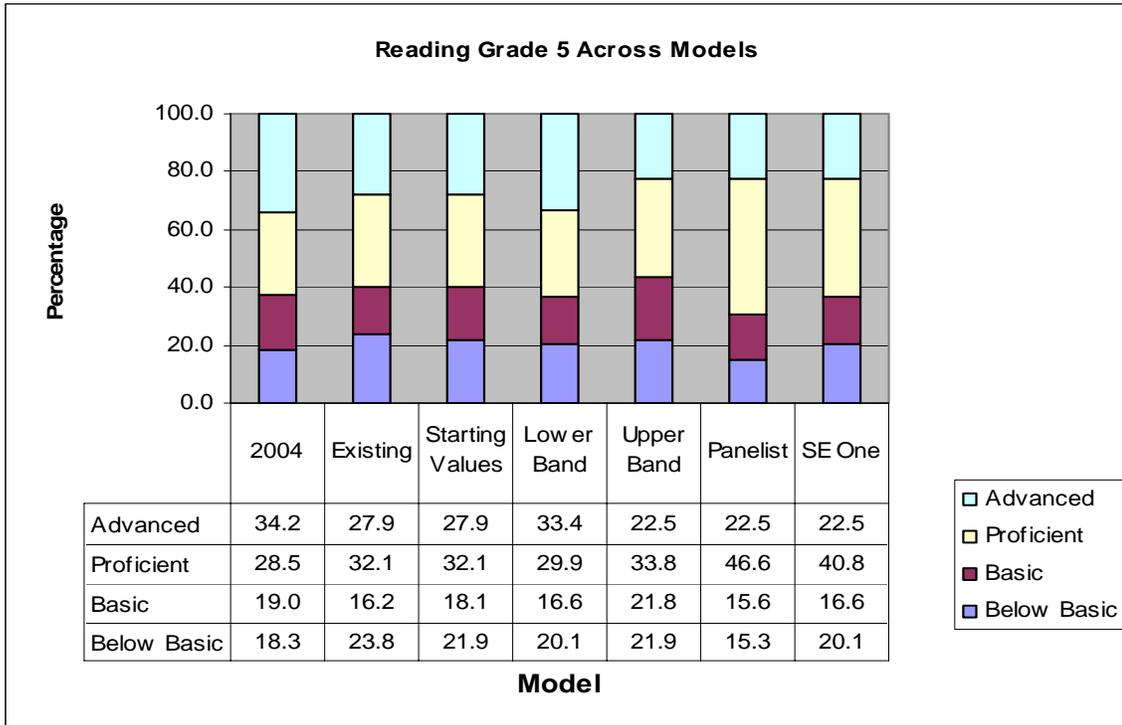


Figure 11

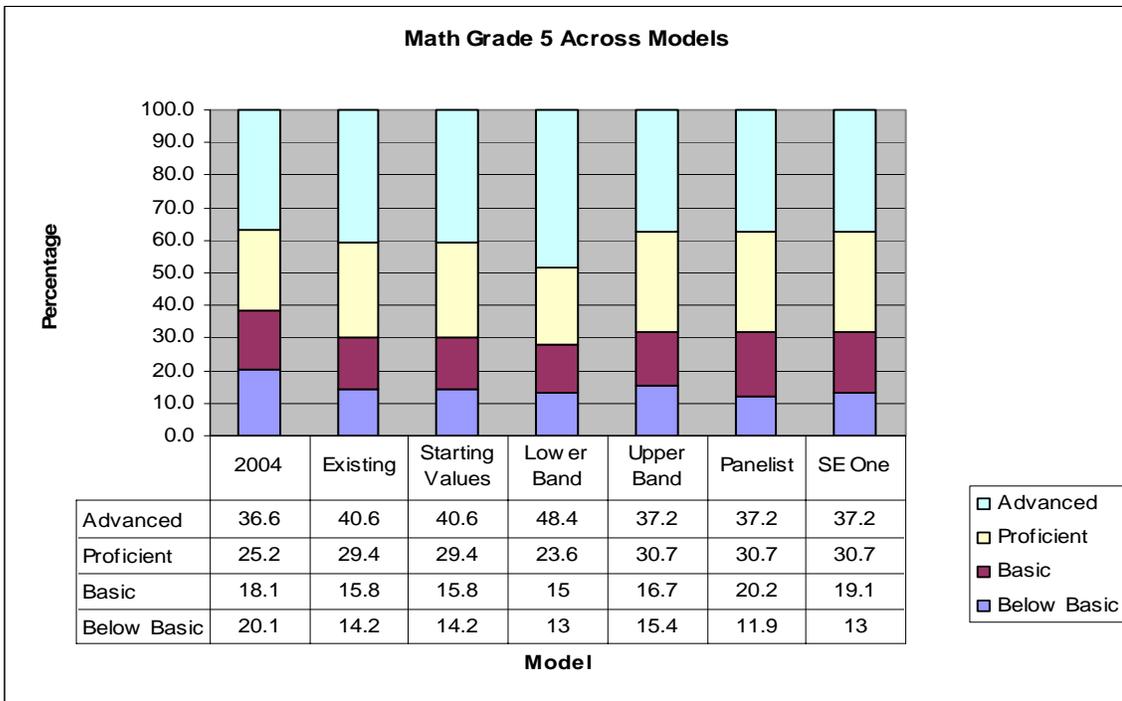


Figure 12

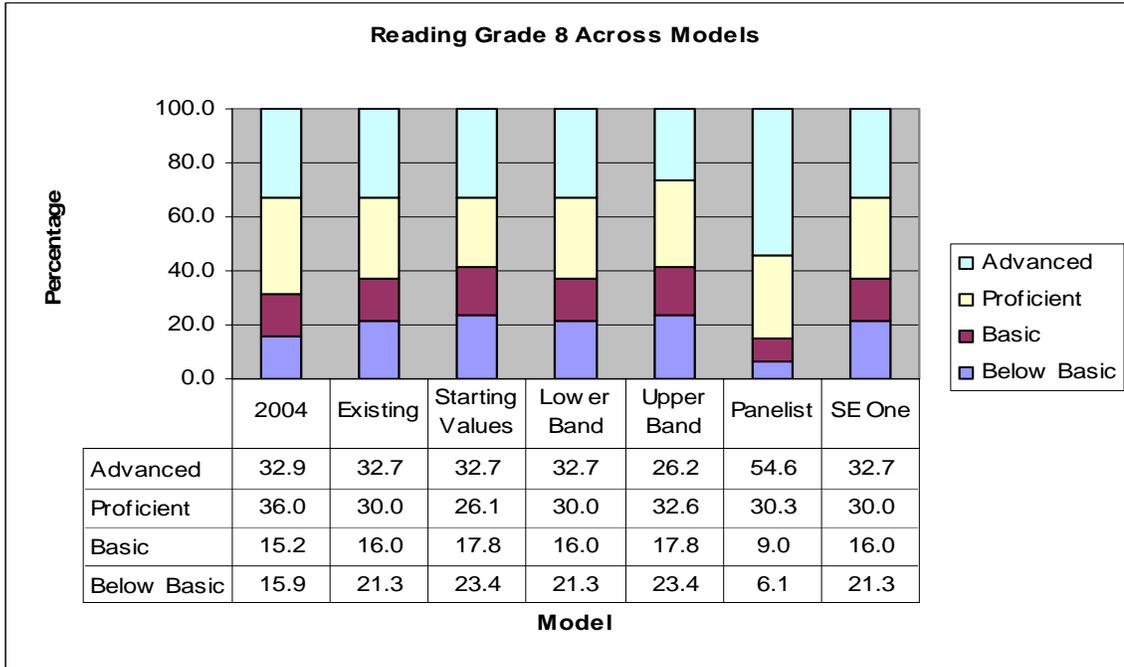


Figure 13

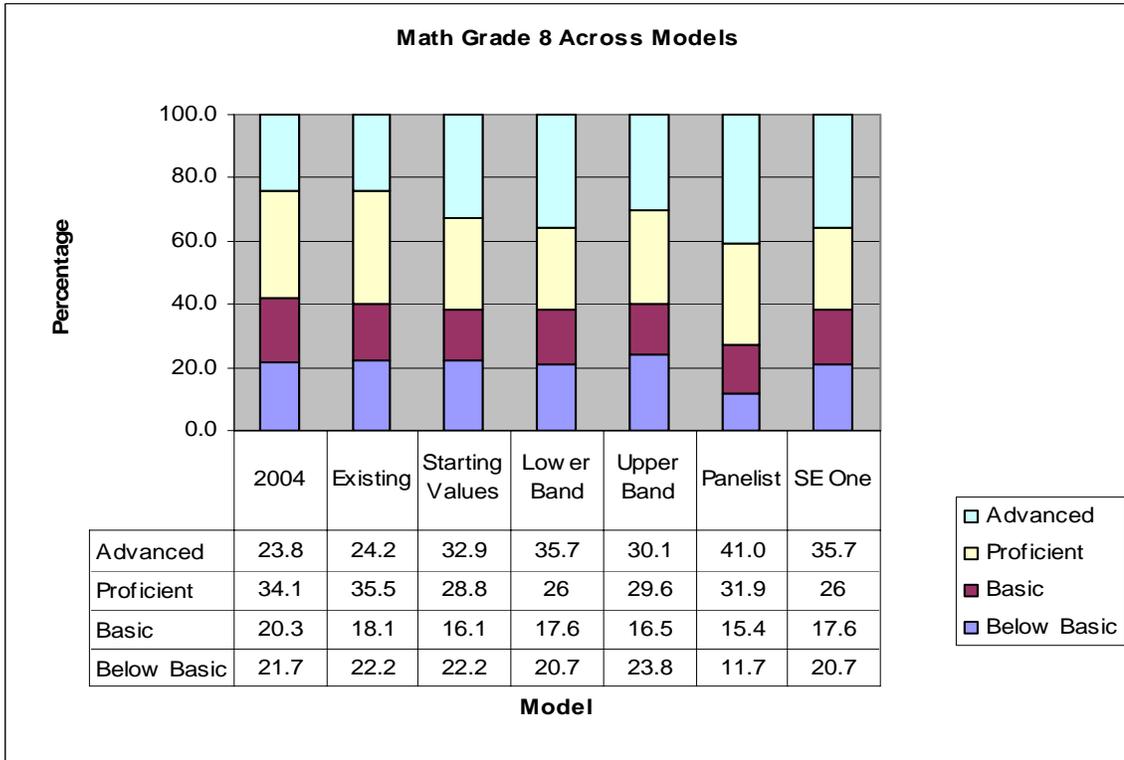


Figure 14

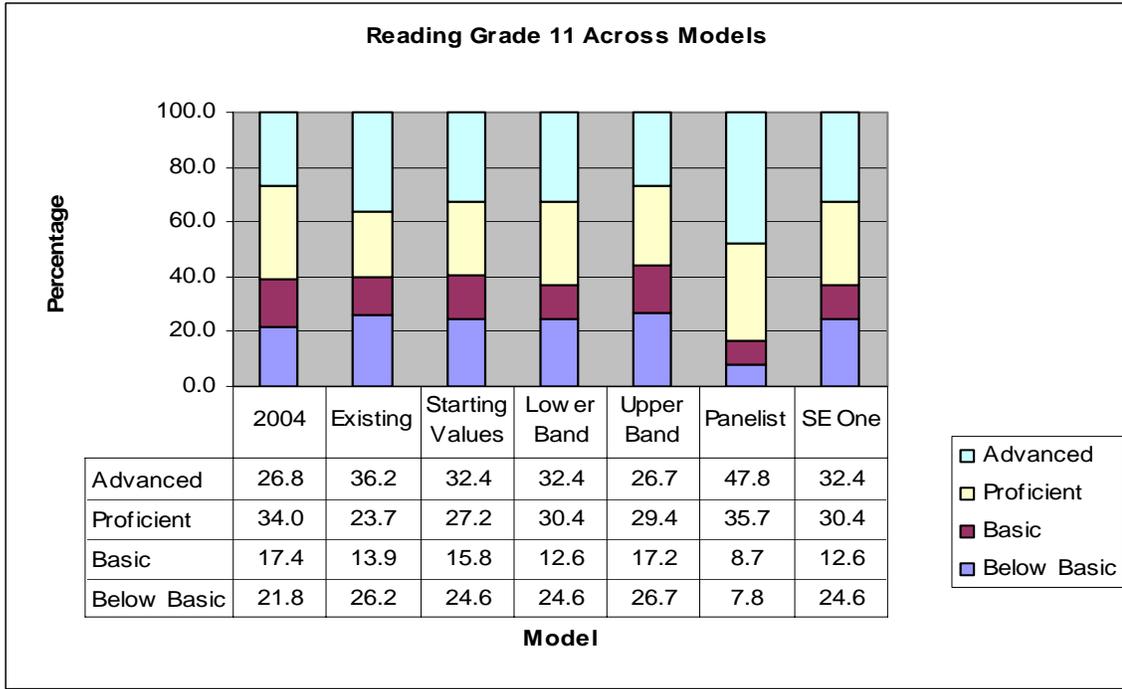
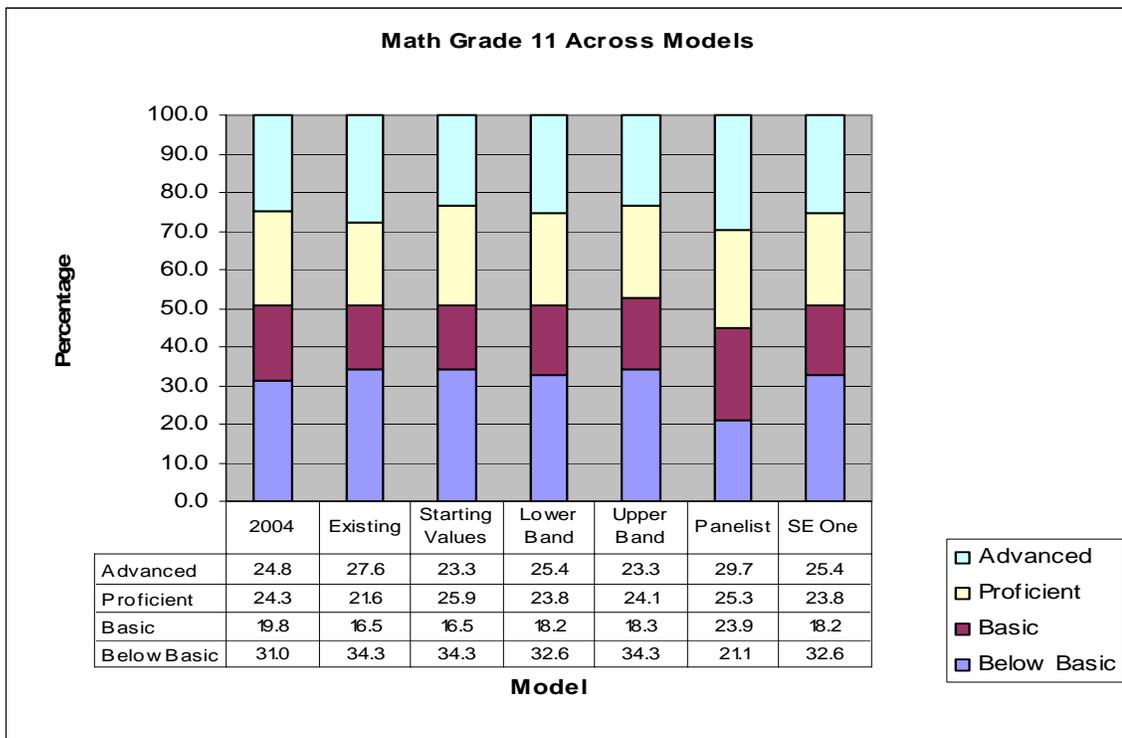


Figure 15



6. Synthesis of Results

In the cases where the panelists' recommendation fell within a one standard band around the starting values, they were used as the presented value to the State Board. In cases where their recommendations fell outside the error band, the presented value to the State Board was the nearest value. That is, if the panelists' recommendation was above the upper band, it was converted to the value at the upper band. In like manner, if the panelists' recommendation was below the lower band, it was converted to the value at the lower band. In this way, the direction of the panelists' recommendations was maintained, if not always the magnitude.

7. Scaling and Transformations

Table 3 shows the linear equations used to convert student scores from the logit metric to the scale score metric and Table 4 shows the scale score cutpoints for each grade and subject.

Table 3

Grade	Subject	Conversion Equation
3	Reading	$Y = 210.0X + 1320.6$
3	Math	$Y = 198.5X + 1355.2$
5	Reading	$Y = 198.8X + 1094.6$
5	Math	$Y = 189.8X + 1134.1$
8	Reading	$Y = 234.82X + 1113.7$
8	Math	$Y = 177.53X + 1182.3$
11	Reading	$Y = 245.45X + 1115.2$
11	Math	$Y = 206.42X + 1203.1$

Table 4

Reading				
Performance Level	Grade 3	Grade 5	Grade 8	Grade 11
Advanced	1442 and up	1497 and up	1473 and up	1492 and up
Proficient	1235-1441	1275-1496	1280-1472	1257-1491
Basic	1098-1234	1137-1274	1146-1279	1112-1256
Below Basic	1097 and below	1136 and below	1145 and below	1111 and below
Math				
Performance Level	Grade 3	Grade 5	Grade 8	Grade 11
Advanced	1370 and up	1483 and up	1446 and up	1509 and up
Proficient	1180-1369	1312-1482	1284-1445	1304-1508
Basic	1050-1179	1158-1311	1171-1283	1167-1303
Below Basic	1049 and below	1157 and below	1170 and below	1166 and below

8. Panelists' Survey Evaluation Results Summary

Pennsylvania Performance Levels Validation June 22-23, 2005

Evaluation Form Results Reading

The purpose of this Evaluation Form is to obtain your opinions about the performance levels validation. Your opinions will provide a basis for evaluating both the materials and the training. We request that you **not** put your name on this form. We want your opinions to remain anonymous.

1. Check the column that most accurately reflects your opinion regarding the usefulness of the following materials used in the performance levels validation:

Materials	Not Useful	Partially Useful	Useful	Very Useful
Performance Level Descriptors N=24	0%	0%	37.5%	62.5%
Item Map N=24	0%	8.3%	20.8%	70.8%
Items N=24	0%	0%	4.2%	95.8%
Samples of Student Responses N=24	0%	0%	16.7%	79.2%
Rubrics N=24	0%	20.8%	45.8%	25.0%

2. Indicate the importance of the following factors in your classifications:

Factor	Not Important	Somewhat Important	Important	Very Important
Descriptions of Below Basic, Basic, Proficient and Advanced N=24	0%	0%	25.0%	75.0%
Your perceptions of the difficulty of the items N=24	0%	4.2%	29.2%	66.7%
Your own classroom experience N=24	0%	12.5%	25.0%	58.3%
Initial cut point placement N=24	0%	16.7%	50.0%	33.3%
Panel discussions N=24	0%	4.2%	16.7%	79.2%
The initial cut point placement of the other panelists N=24	0%	12.5%	45.8%	41.7%

3. Check the column that reflects your confidence in your final judgment for the four achievement levels:

Achievement Level	Not Confident	Partially Confident	Confident	Very Confident
Below Basic/Basic N=24	0%	0%	62.5%	33.3%
Basic/Proficient N=24	0%	4.2%	41.7%	50.0%
Proficient/Advanced N=24	0%	0%	41.7%	54.2%

3. How adequate was the training provided on the ordered item booklet and tasks to prepare you for your subsequent judgments? N=24

- a. Not Adequate 0%
- b. Partially Adequate 8.3%
- c. Adequate 37.5%
- d. Very Adequate 50.0%**

4. How would you rate the amount of time used for training? N=24

- a. Too little time 4.2%
- b. About right 91.7%**
- c. Too much time 4.2%

5. How would you rate the amount of time allotted for your judgements **after** the training? N=24

- a. Too little time 0%
- b. About right 87.5%**
- c. Too much time 12.5%

6. How confident are you that the processes and methods used for the performance levels validation will produce a reliable and valid result? N=24

- a. Not Confident 0%
- b. Partially Confident 4.2%
- c. Confident 50.0%**
- d. Very Confident 45.8%

7. How would you rate the facilities? N=24

- a. Not Suitable 0%
- b. Somewhat Suitable 50.0%**
- c. Highly Suitable 50.0%**

**Pennsylvania Performance Levels Validation
June 23-24, 2005**

**Evaluation Form
Math**

The purpose of this Evaluation Form is to obtain your opinions about the performance levels validation. Your opinions will provide a basis for evaluating both the materials and the training. We request that you **not** put your name on this form. We want your opinions to remain anonymous.

8. Check the column that most accurately reflects your opinion regarding the usefulness of the following materials used in the performance levels validation:

Materials	Not Useful	Partially Useful	Useful	Very Useful
Performance Level Descriptors N=24	0%	12.5%	33.3%	54.2%
Item Map N=24	0%	0%	16.7%	83.3%
Items N=24	0%	0%	8.3%	91.7%
Samples of Student Responses N=24	4.2%	8.3%	37.5%	50.0%
Rubrics N=24	4.2%	29.2%	16.7%	50.0%

9. Indicate the importance of the following factors in your classifications:

Factor	Not Important	Somewhat Important	Important	Very Important
Descriptions of Below Basic, Basic, Proficient and Advanced N=23	0%	12.5%	20.8%	62.5%
Your perceptions of the difficulty of the items N=24	0%	0%	37.5%	62.5%
Your own classroom experience N=24	0%	0%	29.2%	70.8%
Initial cut point placement N=24	4.2%	8.3%	37.5%	50.0%
Panel discussions N=24	0%	0%	20.8%	75.0%
The initial cut point placement of the other panelists N=24	0%	8.3%	41.7%	50.0%

3. Check the column that reflects your confidence in your final judgment for the four achievement levels:

Achievement Level	Not Confident	Partially Confident	Confident	Very Confident
Below Basic/Basic N=23	0%	8.3%	20.8%	66.7%
Basic/Proficient N=23	0%	0%	33.3%	62.5%
Proficient/Advanced N=23	0%	0%	29.2%	66.7%

10. How adequate was the training provided on the ordered item booklet and tasks to prepare you for your subsequent judgments? N=24

- e. Not Adequate 0%
- f. Partially Adequate 0%
- g. Adequate 45.8%
- h. Very Adequate 54.2%**

11. How would you rate the amount of time used for training? N=24

- d. Too little time 0%
- e. About right 100%**
- f. Too much time 0%

12. How would you rate the amount of time allotted for your judgements **after** the training? N=24

- d. Too little time 0%
- e. About right 100%**
- f. Too much time 0%

13. How confident are you that the processes and methods used for the performance levels validation will produce a reliable and valid result? N=24

- e. Not Confident 0%
- f. Partially Confident 0%
- g. Confident 29.2%
- h. Very Confident 70.8%**

14. How would you rate the facilities? N=24

- d. Not Suitable 0%
- e. Somewhat Suitable 25.0%
- f. Highly Suitable 75.0%**

Appendix A: Agenda

Pennsylvania Reading Performance Levels Validation Meeting June 22 – 23, 2005 Harrisburg, Pennsylvania

Wednesday, June 22, 2005

7:30 am – 8:30 am	Check-in and breakfast – <i>Pennsylvania Ballroom</i>
8:30 am – 9:00 am	Introduction to Standard Setting. Ray Young – PDE introduction. David Chayer – DRC introduction. Shaundra Sand – Reimbursement and other administrative procedures.
9:00 am – 9:45 am	Bookmark Method Training
9:45 am – 10:15 am	Participants work on sample Bookmark process and materials.
10:15 am – 10:30 am	Morning Break – Participants move to breakout rooms by grade levels (3/5 and 8/11)
10:30 am – 12:00 pm	Round 1 – Individual Placements (grade 5 or 8)
12:00 pm – 1:00 pm	Lunch – <i>Pennsylvania Ballroom</i>
1:00 pm – 2:00 pm	Round 2 – Group Discussion and Revisions (grade 5 or 8)
2:00 pm – 2:30 pm	Break/Analysis
2:30 pm – 3:30 pm	Round 3 – Group Discussion of Impacts and Final Revisions (grade 5 or 8)

Thursday, June 23, 2005

7:30 am – 8:00 am	Check-in and breakfast – <i>Pennsylvania Ballroom</i>
8:00 am – 9:00 am	Round 1 – Individual Placements (grade 3 or 11)
9:00 am – 9:30 am	Break/Analysis
9:30 am – 10:30 am	Round 2 – Group Discussion and Revisions (grade 3 or 11)
10:30 am – 11:00 am	Break/Analysis
11:00 am – 12:00 pm	Round 3 – Group Discussion of Impacts and Final Revisions (grade 3 or 11)
12:00 pm – 1:00 pm	Lunch – <i>Pennsylvania Ballroom</i>
1:00 pm – 2:30 pm	Large Group Discussion (all reading panelists) of Impacts for Grades 3, 5, 8 and 11 – <i>if necessary</i>

Pennsylvania Mathematics Performance Levels Validation Meeting
June 23 – 24, 2005
Harrisburg, Pennsylvania

Thursday, June 23, 2005

7:30 am – 8:30 am	Check-in and breakfast – <i>Pennsylvania Ballroom</i>
8:30 am – 9:00 am	Introduction to Standard Setting. Ray Young – PDE introduction. David Chayer – DRC introduction. Shaundra Sand – Reimbursement and other administrative procedures.
9:00 am – 9:45 am	Bookmark Method Training
9:45 am – 10:15 am	Participants work on sample Bookmark process and materials.
10:15 am – 10:30 am	Morning Break – Participants move to breakout rooms by grade levels (3/5 and 8/11)
10:30 am – 12:00 pm	Round 1 – Individual Placements (grade 5 or 8)
12:00 pm – 1:00 pm	Lunch – <i>Pennsylvania Ballroom</i>
1:00 pm – 2:00 pm	Round 2 – Group Discussion and Revisions (grade 5 or 8)
2:00 pm – 2:30 pm	Break/Analysis
2:30 pm – 3:30 pm	Round 3 – Group Discussion of Impacts and Final Revisions (grade 5 or 8)

Friday, June 24, 2005

7:30 am – 8:00 am	Check-in and breakfast – <i>Pennsylvania Ballroom</i>
8:00 am – 9:00 am	Round 1 – Individual Placements (grade 3 or 11)
9:00 am – 9:30 am	Break/Analysis
9:30 am – 10:30 am	Round 2 – Group Discussion and Revisions (grade 3 or 11)
10:30 am – 11:00 am	Break/Analysis
11:00 am – 12:00 pm	Round 3 – Group Discussion of Impacts and Final Revisions (grade 3 or 11)
12:00 pm – 1:00 pm	Lunch – <i>Pennsylvania Ballroom</i>
1:00 pm – 2:30 pm	Large Group Discussion (all mathematics panelists) of Impacts for Grades 3, 5, 8 and 11 – <i>if necessary</i>

Appendix B: Standard Errors by Round

Reading Grade 3

		<i>Round 1 Levels</i>					
<i>Subject</i>	<i>Grade</i>	<i>Basic</i>	<i>RID</i>	<i>Proficient</i>	<i>RID</i>	<i>Advanced</i>	<i>RID</i>
Reading	3	11	-1.1852	32	-0.4695	40	0.2835
Reading	3	8	-1.3525	21	-0.7576	42	0.7017
Reading	3	12	-1.1015	32	-0.4695	40	0.2835
Reading	3	10	-1.2828	30	-0.5252	38	0.1673
Reading	3	12	-1.1015	39	0.2509	43	0.8505
Reading	3	12	-1.1015	32	-0.4695	39	0.2509
Reading	3	13	-1.0922	31	-0.5252	40	0.2835
Reading	3	10	-1.2828	32	-0.4695	38	0.1673
Reading	3	10	-1.2828	31	-0.5252	43	0.8505
Reading	3	13	-1.0922	29	-0.6089	44	1.2223
Reading	3	8	-1.3525	21	-0.7576	43	0.8505
Reading	3	10	-1.2828	32	-0.4695	43	0.8505
Reading	3	10	-1.2828	28	-0.6275	40	0.2835
Median		10.0	-1.2828	31.0	-0.5252	40.0	0.2835
SE_{Median}			0.0362		0.0858		0.1229
		<i>Round 2 Levels</i>					
<i>Subject</i>	<i>Grade</i>	<i>Basic</i>	<i>RID</i>	<i>Proficient</i>	<i>RID</i>	<i>Advanced</i>	<i>RID</i>
Reading	3	10	-1.2828	28	-0.6275	43	0.8505
Reading	3	10	-1.2828	23	-0.7483	42	0.7017
Reading	3	10	-1.2828	32	-0.4695	43	0.8505
Reading	3	10	-1.2828	25	-0.6832	42	0.7017
Reading	3	8	-1.3525	32	-0.4695	43	0.8505
Reading	3	8	-1.3525	24	-0.7018	43	0.8505
Reading	3	10	-1.2828	31	-0.5252	44	1.2223
Reading	3	8	-1.3525	29	-0.6089	44	1.2223
Reading	3	9	-1.3060	30	-0.5252	44	1.2223
Reading	3	8	-1.3525	29	-0.6089	44	1.2223
Reading	3	8	-1.3525	23	-0.7483	43	0.8505
Reading	3	8	-1.3525	32	-0.4695	43	0.8505
Reading	3	10	-1.2828	23	-0.7483	42	0.7017
Median		9.0	-1.3060	29.0	-0.6089	43.0	0.8505
SE_{Median}			0.0122		0.0382		0.0734
		<i>Round 3 Levels</i>					
<i>Subject</i>	<i>Grade</i>	<i>Basic</i>	<i>RID</i>	<i>Proficient</i>	<i>RID</i>	<i>Advanced</i>	<i>RID</i>
Reading	3	10	-1.2828	28	-0.6275	44	1.2223
Reading	3	8	-1.3525	21	-0.7576	43	0.8505
Reading	3	10	-1.2828	32	-0.4695	43	0.8505
Reading	3	8	-1.3525	23	-0.7483	42	0.7017
Reading	3	8	-1.3525	32	-0.4695	43	0.8505
Reading	3	8	-1.3525	24	-0.7018	43	0.8505
Reading	3	10	-1.2828	31	-0.5252	44	1.2223
Reading	3	8	-1.3525	26	-0.6740	43	0.8505
Reading	3	8	-1.3525	26	-0.6740	44	1.2223
Reading	3	8	-1.3525	21	-0.7576	44	1.2223
Reading	3	8	-1.3525	21	-0.7576	43	0.8505
Reading	3	8	-1.3525	28	-0.6275	43	0.8505
Reading	3	8	-1.3525	23	-0.7483	42	0.7017
Median		8.0	-1.3525	26.0	-0.6740	43.0	0.8505
SE_{Median}			0.0106		0.0374		0.0701

Math Grade 3

		<i>Round 1 Levels</i>					
<i>Subject</i>	<i>Grade</i>	<i>Basic</i>	<i>RID</i>	<i>Proficient</i>	<i>RID</i>	<i>Advanced</i>	<i>RID</i>
Math	3	16	-1.6102	34	-0.9167	54	-0.1642
Math	3	14	-1.6938	32	-0.9954	58	0.0768
Math	3	21	-1.3052	44	-0.6216	58	0.0768
Math	3	18	-1.5757	41	-0.7790	58	0.0768
Math	3	20	-1.3692	45	-0.6019	58	0.0768
Math	3	20	-1.3692	34	-0.9167	58	0.0768
Math	3	13	-1.7036	32	-0.9954	58	0.0768
Math	3	13	-1.7036	40	-0.7986	57	0.0375
Math	3	20	-1.3692	45	-0.6019	58	0.0768
Math	3	18	-1.5757	29	-1.1134	54	-0.1642
Math	3	18	-1.5757	36	-0.8675	54	-0.1642
Math	3	13	-1.7036	29	-1.1134	51	-0.2871
Math	3	18	-1.5757	29	-1.1134	53	-0.2330
Math	3	21	-1.3052	48	-0.4839	56	-0.0265
Median		18.0	-1.5757	35.0	-0.8872	57.5	0.0375
SE_{Median}			0.0518		0.0705		0.0460
		<i>Round 2 Levels</i>					
<i>Subject</i>	<i>Grade</i>	<i>Basic</i>	<i>RID</i>	<i>Proficient</i>	<i>RID</i>	<i>Advanced</i>	<i>RID</i>
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	14	-1.6938	30	-1.1085	58	0.0768
Math	3	17	-1.5954	31	-1.0937	56	-0.0265
Math	3	13	-1.7036	30	-1.1085	51	-0.2871
Math	3	17	-1.5954	31	-1.0937	56	-0.0265
Math	3	17	-1.5954	31	-1.0937	58	0.0768
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	13	-1.7036	30	-1.1085	57	0.0375
Math	3	17	-1.5954	31	-1.0937	58	0.0768
Math	3	13	-1.7036	30	-1.1085	51	-0.2871
Math	3	13	-1.7036	30	-1.1085	51	-0.2871
Math	3	13	-1.7036	30	-1.1085	51	-0.2871
Math	3	13	-1.7036	31	-1.0937	51	-0.2871
Math	3	13	-1.7036	29	-1.1134	51	-0.2871
Median		13.0	-1.7036	30.0	-1.1085	56.0	-0.0265
SE_{Median}			0.0169		0.0026		0.0584
		<i>Round 3 Levels</i>					
<i>Subject</i>	<i>Grade</i>	<i>Basic</i>	<i>RID</i>	<i>Proficient</i>	<i>RID</i>	<i>Advanced</i>	<i>RID</i>
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	17	-1.5954	31	-1.0937	58	0.0768
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	20	-1.3692	31	-1.0937	58	0.0768
Math	3	17	-1.5954	31	-1.0937	58	0.0768
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	20	-1.3692	32	-0.9954	58	0.0768
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	13	-1.7036	30	-1.1085	58	0.0768
Math	3	18	-1.5757	30	-1.1085	58	0.0768
Median		13.0	-1.7036	30.0	-1.1085	58.0	0.0768
SE_{Median}			0.0405		0.0100		0.0000

Reading Grade 5

Subject Grade		Round 1 Levels					
		Basic	RID	Proficient	RID	Advanced	RID
Reading	5	18	0.2861	35	1.1893	42	1.7556
Reading	5	18	0.2861	33	1.0846	46	2.2964
Reading	5	15	0.2417	25	0.7924	47	2.5100
Reading	5	17	0.2486	25	0.7924	42	1.7556
Reading	5	15	0.2417	27	0.8509	45	2.0900
Reading	5	21	0.5730	32	1.0697	43	1.9202
Reading	5	20	0.5310	41	1.6817	47	2.5100
Reading	5	14	0.1435	27	0.8509	42	1.7556
Reading	5	15	0.2417	27	0.8509	39	1.3151
Reading	5	17	0.2486	27	0.8509	43	1.9202
Reading	5	15	0.2417	28	0.8693	43	1.9202
Reading	5	16	0.2429	27	0.8509	42	1.7556
Reading	5	16	0.2429	27	0.8509	42	1.7556
Median		16.0	0.2429	27.0	0.8509	43.0	1.9202
SE_{Median}			0.0422		0.0861		0.1170
Subject Grade		Round 2 Levels					
		Basic	RID	Proficient	RID	Advanced	RID
Reading	5	17	0.2486	25	0.7924	45	2.0900
Reading	5	16	0.2429	25	0.7924	46	2.2964
Reading	5	15	0.2417	25	0.7924	45	2.0900
Reading	5	16	0.2429	26	0.7956	42	1.7556
Reading	5	16	0.2429	27	0.8509	45	2.0900
Reading	5	17	0.2486	26	0.7956	43	1.9202
Reading	5	16	0.2429	27	0.8509	47	2.5100
Reading	5	15	0.2417	25	0.7924	42	1.7556
Reading	5	15	0.2417	25	0.7924	41	1.6817
Reading	5	17	0.2486	27	0.8509	42	1.7556
Reading	5	15	0.2417	26	0.7956	44	1.9369
Reading	5	16	0.2429	25	0.7924	41	1.6817
Reading	5	15	0.2417	27	0.8509	40	1.4312
Median		16.0	0.2429	26.0	0.7956	43.0	1.9202
SE_{Median}			0.0010		0.0096		0.1008
Subject Grade		Round 3 Levels					
		Basic	RID	Proficient	RID	Advanced	RID
Reading	5	13	0.0300	25	0.7924	47	2.5100
Reading	5	13	0.0300	25	0.7924	47	2.5100
Reading	5	15	0.2417	25	0.7924	47	2.5100
Reading	5	13	0.0300	25	0.7924	47	2.5100
Reading	5	13	0.0300	26	0.7956	46	2.2964
Reading	5	15	0.2417	26	0.7956	45	2.0900
Reading	5	14	0.1435	27	0.8509	47	2.5100
Reading	5	13	0.0300	27	0.8509	46	2.2964
Reading	5	12	0.0035	25	0.7924	45	2.0900
Reading	5	13	0.0300	27	0.8509	45	2.0900
Reading	5	13	0.0300	25	0.7924	47	2.5100
Reading	5	14	0.1435	26	0.7956	45	2.0900
Reading	5	12	0.0035	27	0.8509	45	2.0900
Median		13.0	0.0300	26.0	0.7956	46.0	2.2964
SE_{Median}			0.0300		0.0096		0.0696

Math Grade 5

		Round 1 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Math	5	21	-0.0169	43	0.8654	60	1.5712
Math	5	23	0.1731	41	0.8012	59	1.4969
Math	5	20	-0.0275	40	0.7956	58	1.3400
Math	5	18	-0.0811	43	0.8654	61	1.7255
Math	5	24	0.1872	43	0.8654	60	1.5712
Math	5	21	-0.0169	43	0.8654	61	1.7255
Math	5	24	0.1872	42	0.8395	60	1.5712
Math	5	21	-0.0169	42	0.8395	57	1.3030
Math	5	18	-0.0811	42	0.8395	59	1.4969
Math	5	22	0.0163	42	0.8395	60	1.5712
Math	5	22	0.0163	43	0.8654	59	1.4969
Math	5	21	-0.0169	42	0.8395	52	1.1335
Math	5	25	0.2200	41	0.8012	52	1.1335
Math	5	24	0.1872	42	0.8395	58	1.3400
Median		21.5	-0.0169	42.0	0.8395	59.0	1.4969
SE_{Median}			0.0373		0.0084		0.0631
Round 2 Levels							
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Math	5	21	-0.0169	42	0.8395	59	1.4969
Math	5	21	-0.0169	41	0.8012	59	1.4969
Math	5	21	-0.0169	41	0.8012	58	1.3400
Math	5	18	-0.0811	43	0.8654	59	1.4969
Math	5	21	-0.0169	42	0.8395	59	1.4969
Math	5	21	-0.0169	43	0.8654	61	1.7255
Math	5	21	-0.0169	42	0.8395	59	1.4969
Math	5	21	-0.0169	41	0.8012	59	1.4969
Math	5	18	-0.0811	42	0.8395	58	1.3400
Math	5	21	-0.0169	43	0.8654	61	1.7255
Math	5	21	-0.0169	43	0.8654	61	1.7255
Math	5	21	-0.0169	42	0.8395	58	1.3400
Math	5	21	-0.0169	41	0.8012	58	1.3400
Math	5	21	-0.0169	42	0.8395	58	1.3400
Median		21.0	-0.0169	42.0	0.8395	59.0	1.4969
SE_{Median}			0.0078		0.0085		0.0491
Round 3 Levels							
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Math	5	21	-0.0169	42	0.8395	59	1.4969
Math	5	21	-0.0169	41	0.8012	61	1.7255
Math	5	18	-0.0811	41	0.8012	61	1.7255
Math	5	18	-0.0811	42	0.8395	61	1.7255
Math	5	20	-0.0275	42	0.8395	61	1.7255
Math	5	21	-0.0169	43	0.8654	61	1.7255
Math	5	21	-0.0169	42	0.8395	61	1.7255
Math	5	18	-0.0811	41	0.8012	61	1.7255
Math	5	18	-0.0811	42	0.8395	61	1.7255
Math	5	21	-0.0169	43	0.8654	61	1.7255
Math	5	18	-0.0811	43	0.8654	61	1.7255
Math	5	18	-0.0811	42	0.8395	61	1.7255
Math	5	18	-0.0811	41	0.8012	61	1.7255
Math	5	18	-0.0811	42	0.8395	61	1.7255
Median		18.0	-0.0811	42.0	0.8395	61.0	1.7255
SE_{Median}			0.0108		0.0080		0.0205

Reading Grade 8

		Round 1 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Reading	8	13	-0.5000	27	0.3753	47	1.7488
Reading	8	15	-0.3088	32	0.5620	46	1.7400
Reading	8	17	-0.2097	30	0.4700	45	1.4758
Reading	8	19	-0.0657	29	0.4172	45	1.4758
Reading	8	17	-0.2097	32	0.5620	48	1.7700
Reading	8	13	-0.5000	35	0.8026	45	1.4758
Reading	8	17	-0.2097	30	0.4700	46	1.7400
Reading	8	17	-0.2097	30	0.4700	43	1.1921
Reading	8	17	-0.2097	32	0.5620	47	1.7488
Reading	8	17	-0.2097	33	0.7124	45	1.4758
Reading	8	11	-0.6366	23	0.1542	40	1.0448
Reading	8	14	-0.3700	36	0.9200	43	1.1921
Reading	8	14	-0.3700	32	0.5620	45	1.4758
Reading	8	18	-0.1422	34	0.7292	46	1.7400
Reading	8	7	-0.8126	24	0.2432	33	0.7124
Median		17.0	-0.2097	32.0	0.5620	45.0	1.4758
SE_{Median}			0.0659		0.0655		0.1013
		Round 2 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Reading	8	13	-0.5000	30	0.4700	44	1.2460
Reading	8	13	-0.5000	32	0.5620	47	1.7488
Reading	8	14	-0.3700	29	0.4172	45	1.4758
Reading	8	20	-0.0114	29	0.4172	43	1.1921
Reading	8	17	-0.2097	32	0.5620	45	1.4758
Reading	8	13	-0.5000	35	0.8026	44	1.2460
Reading	8	17	-0.2097	32	0.5620	48	1.7700
Reading	8	17	-0.2097	31	0.5309	44	1.2460
Reading	8	14	-0.3700	30	0.4700	45	1.4758
Reading	8	13	-0.5000	29	0.4172	44	1.2460
Reading	8	11	-0.6366	33	0.7124	43	1.1921
Reading	8	14	-0.3700	34	0.7292	43	1.1921
Reading	8	13	-0.5000	30	0.4700	47	1.7488
Reading	8	17	-0.2097	33	0.7124	47	1.7488
Reading	8	11	-0.6366	31	0.5309	47	1.7488
Median		14.0	-0.3700	31.0	0.5309	45.0	1.4758
SE_{Median}			0.0584		0.0407		0.0787
		Round 3 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Reading	8	13	-0.5000	30	0.4700	44	1.2460
Reading	8	13	-0.5000	32	0.5620	45	1.4758
Reading	8	14	-0.3700	29	0.4172	47	1.7488
Reading	8	20	-0.0114	29	0.4172	47	1.7488
Reading	8	17	-0.2097	32	0.5620	48	1.7700
Reading	8	13	-0.5000	32	0.5620	44	1.2460
Reading	8	17	-0.2097	30	0.4700	49	1.9216
Reading	8	17	-0.2097	31	0.5309	45	1.4758
Reading	8	14	-0.3700	30	0.4700	47	1.7488
Reading	8	13	-0.5000	29	0.4172	49	1.9216
Reading	8	13	-0.5000	33	0.7124	48	1.7700
Reading	8	14	-0.3700	34	0.7292	48	1.7700
Reading	8	13	-0.5000	30	0.4700	47	1.7488
Reading	8	17	-0.2097	33	0.7124	47	1.7488
Reading	8	11	-0.6366	31	0.5309	46	1.7400
Median		14.0	-0.3700	31.0	0.5309	47.0	1.7488
SE_{Median}			0.0549		0.0347		0.0685

Math Grade 8

		Round 1 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Math	8	10	-0.6402	27	-0.0069	57	1.0549
Math	8	14	-0.4975	48	0.6794	64	1.7000
Math	8	16	-0.3184	45	0.6253	64	1.7000
Math	8	8	-0.8364	32	0.1160	57	1.0549
Math	8	16	-0.3184	34	0.2019	49	0.7161
Math	8	15	-0.3561	36	0.2501	59	1.1799
Math	8	13	-0.5391	32	0.1160	59	1.1799
Math	8	16	-0.3184	43	0.4922	64	1.7000
Math	8	16	-0.3184	37	0.2838	58	1.1298
Math	8	11	-0.6383	34	0.2019	58	1.1298
Math	8	16	-0.3184	45	0.6253	62	1.4337
Math	8	16	-0.3184	42	0.4800	62	1.4337
Math	8	16	-0.3184	39	0.4134	59	1.1799
Median		16.0	-0.3184	37.0	0.2838	59.0	1.1799
SE_{Median}			0.0602		0.0774		0.1038
Round 2 Levels							
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Math	8	11	-0.6383	32	0.1160	57	1.0549
Math	8	11	-0.6383	46	0.6322	59	1.1799
Math	8	16	-0.3184	39	0.4134	61	1.3657
Math	8	11	-0.6383	32	0.1160	59	1.1799
Math	8	14	-0.4975	32	0.1160	53	0.8800
Math	8	15	-0.3561	32	0.1160	59	1.1799
Math	8	14	-0.4975	32	0.1160	57	1.0549
Math	8	15	-0.3561	32	0.1160	57	1.0549
Math	8	12	-0.5547	33	0.1920	58	1.1298
Math	8	11	-0.6383	32	0.1160	53	0.8800
Math	8	15	-0.3561	36	0.2501	59	1.1799
Math	8	11	-0.6383	34	0.2019	53	0.8800
Math	8	16	-0.3184	39	0.4134	59	1.1799
Median		14.0	-0.4975	32.0	0.1160	58.0	1.1298
SE_{Median}			0.0477		0.0569		0.0506
Round 3 Levels							
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Math	8	8	-0.8364	32	0.1160	61	1.3657
Math	8	11	-0.6383	41	0.4518	59	1.1799
Math	8	13	-0.5391	32	0.1160	64	1.7000
Math	8	8	-0.8364	32	0.1160	64	1.7000
Math	8	11	-0.6383	32	0.1160	57	1.0549
Math	8	11	-0.6383	32	0.1160	59	1.1799
Math	8	13	-0.5391	32	0.1160	59	1.1799
Math	8	11	-0.6383	32	0.1160	64	1.7000
Math	8	8	-0.8364	32	0.1160	58	1.1298
Math	8	8	-0.8364	31	0.1107	53	0.8800
Math	8	11	-0.6383	44	0.4962	62	1.4337
Math	8	11	-0.6383	32	0.1160	57	1.0549
Math	8	8	-0.8364	32	0.1160	63	1.5700
Median		11.0	-0.6383	32.0	0.1160	59.0	1.1799
SE_{Median}			0.0411		0.0469		0.0973

Reading Grade 11

		Round 1 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Reading	11	16	-0.1765	27	0.6600	48	1.8600
Reading	11	15	-0.2378	25	0.4127	46	1.6553
Reading	11	18	-0.1000	25	0.4127	48	1.8600
Reading	11	21	0.1724	38	1.1728	45	1.4917
Reading	11	12	-0.5797	25	0.4127	48	1.8600
Reading	11	16	-0.1765	25	0.4127	47	1.7500
Reading	11	18	-0.1000	26	0.5931	48	1.8600
Reading	11	15	-0.2378	25	0.4127	45	1.4917
Reading	11	17	-0.1453	23	0.1907	47	1.7500
Reading	11	15	-0.2378	23	0.1907	41	1.3011
Reading	11	17	-0.1453	28	0.6606	46	1.6553
Reading	11	18	-0.1000	29	0.7198	50	2.8700
Reading	11	17	-0.1453	22	0.1883	45	1.4917
Reading	11	17	-0.1453	27	0.6600	46	1.6553
Reading	11	17	-0.1453	32	0.8256	48	1.8600
Median		17.0	-0.1453	25.0	0.4127	47.0	1.7500
SE_{Median}			0.0486		0.0868		0.1141
		Round 2 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Reading	11	14	-0.2800	23	0.1907	48	1.8600
Reading	11	13	-0.4422	23	0.1907	48	1.8600
Reading	11	15	-0.2378	25	0.4127	48	1.8600
Reading	11	17	-0.1453	26	0.5931	46	1.6553
Reading	11	13	-0.4422	26	0.5931	48	1.8600
Reading	11	15	-0.2378	25	0.4127	47	1.7500
Reading	11	16	-0.1765	26	0.5931	48	1.8600
Reading	11	16	-0.1765	28	0.6606	47	1.7500
Reading	11	17	-0.1453	22	0.1883	47	1.7500
Reading	11	15	-0.2378	23	0.1907	48	1.8600
Reading	11	17	-0.1453	25	0.4127	45	1.4917
Reading	11	17	-0.1453	29	0.7198	50	2.8700
Reading	11	16	-0.1765	22	0.1883	45	1.4917
Reading	11	17	-0.1453	25	0.4127	48	1.8600
Reading	11	17	-0.1453	30	0.8019	48	1.8600
Median		16.0	-0.1765	25.0	0.4127	48.0	1.8600
SE_{Median}			0.0326		0.0694		0.1010
		Round 3 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Reading	11	13	-0.4422	23	0.1907	48	1.8600
Reading	11	12	-0.5797	23	0.1907	48	1.8600
Reading	11	13	-0.4422	25	0.4127	48	1.8600
Reading	11	15	-0.2378	26	0.5931	46	1.6553
Reading	11	12	-0.5797	25	0.4127	48	1.8600
Reading	11	13	-0.4422	25	0.4127	47	1.7500
Reading	11	13	-0.4422	26	0.5931	48	1.8600
Reading	11	13	-0.4422	25	0.4127	45	1.4917
Reading	11	11	-0.5937	22	0.1883	47	1.7500
Reading	11	13	-0.4422	23	0.1907	48	1.8600
Reading	11	15	-0.2378	28	0.6606	45	1.4917
Reading	11	15	-0.2378	29	0.7198	50	2.8700
Reading	11	15	-0.2378	22	0.1883	48	1.8600
Reading	11	15	-0.2378	25	0.4127	48	1.8600
Reading	11	15	-0.2378	30	0.8019	48	1.8600
Median		13.0	-0.4422	25.0	0.4127	48.0	1.8600
SE_{Median}			0.0448		0.0680		0.1007

Math Grade 11

		Round 1 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Math	11	8	-0.8705	39	0.4592	57	1.0874
Math	11	7	-0.8912	30	0.0854	50	0.8403
Math	11	7	-0.8912	42	0.5152	61	1.6921
Math	11	12	-0.5054	42	0.5152	60	1.6200
Math	11	17	-0.4300	39	0.4592	60	1.6200
Math	11	7	-0.8912	36	0.3031	54	0.9500
Math	11	8	-0.8705	34	0.1800	54	0.9500
Math	11	15	-0.4420	42	0.5152	58	1.3800
Math	11	7	-0.8912	36	0.3031	56	1.0665
Math	11	7	-0.8912	36	0.3031	63	1.9221
Math	11	9	-0.6897	34	0.1800	56	1.0665
Math	11	15	-0.4420	40	0.5113	58	1.3800
Math	11	7	-0.8912	42	0.5152	63	1.9221
Median		8.0	-0.8705	39.0	0.4592	58.0	1.3800
SE_{Median}			0.0711		0.0537		0.1319
		Round 2 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Math	11	7	-0.8912	34	0.1800	54	0.9500
Math	11	7	-0.8912	32	0.1581	50	0.8403
Math	11	7	-0.8912	36	0.3031	58	1.3800
Math	11	7	-0.8912	35	0.2078	54	0.9500
Math	11	7	-0.8912	36	0.3031	54	0.9500
Math	11	7	-0.8912	34	0.1800	54	0.9500
Math	11	7	-0.8912	34	0.1800	54	0.9500
Math	11	10	-0.6494	37	0.3725	56	1.0665
Math	11	7	-0.8912	36	0.3031	56	1.0665
Math	11	7	-0.8912	34	0.1800	56	1.0665
Math	11	7	-0.8912	34	0.1800	56	1.0665
Math	11	7	-0.8912	34	0.1800	55	1.0620
Math	11	7	-0.8912	42	0.5152	63	1.9221
Median		7.0	-0.8912	34.0	0.1800	55.0	1.0620
SE_{Median}			0.0233		0.0366		0.0972
		Round 3 Levels					
Subject	Grade	Basic	RID	Proficient	RID	Advanced	RID
Math	11	7	-0.8912	29	0.0600	55	1.0620
Math	11	7	-0.8912	25	-0.0200	50	0.8403
Math	11	7	-0.8912	33	0.1708	56	1.0665
Math	11	7	-0.8912	31	0.1501	54	0.9500
Math	11	7	-0.8912	31	0.1501	54	0.9500
Math	11	7	-0.8912	30	0.0854	54	0.9500
Math	11	7	-0.8912	28	0.0516	50	0.8403
Math	11	8	-0.8705	31	0.1501	56	1.0665
Math	11	7	-0.8912	30	0.0854	56	1.0665
Math	11	7	-0.8912	31	0.1501	56	1.0665
Math	11	7	-0.8912	30	0.0854	56	1.0665
Math	11	7	-0.8912	29	0.0600	54	0.9500
Math	11	7	-0.8912	39	0.4592	58	1.3800
Median		7.0	-0.8912	30.0	0.0854	55.0	1.0620
SE_{Median}			0.0020		0.0396		0.0477