State of Texas Assessments of Academic Readiness (STAAR®)

Interim Assessment Technical Report 2018–2019 School Year

Table of Contents

Introduction

The Texas Education Agency (TEA) has created optional online interim assessments that align to the Texas Essential Knowledge and Skills (TEKS). Test questions for the State of Texas Assessments of Academic Readiness (STAAR®) Interim Assessments are a mixture of former STAAR summative test items and items developed with Texas teachers. The interim assessments are available at no cost to districts and are not tied to accountability. These assessments are not intended to serve formative purposes such as measuring student performance on specific student expectations. The purpose of the interim assessment is to monitor student progress, predict student performance on the State of Texas Assessments of Academic Readiness, and provide additional information about student learning and understanding that can be used in tandem with educators' knowledge to create active learning environments. This tool is intended to support educators in tailoring instructional practice to address individual students' needs during learning, thereby providing opportunities to improve the learning outcomes for students in Texas.

In the 2018–2019 school year, interim assessments were available for districts from the beginning of the school year through the spring and were open for any district or charter school to use at their discretion. Two interim assessment opportunities were constructed in grades 3–8 mathematics and reading, grades 3–5 Spanish mathematics and reading, and Algebra I, English I, and English II following the interim assessment blueprints that are closely aligned with the STAAR summative assessment blueprints. No application or TEA confirmation is required to participate in the assessments; districts just need to register students in the STAAR Assessment Management System in much the same way as students are registered for STAAR summative tests.

All interim assessments are designed to be delivered in a computerized multistage testing (MST) system through the STAAR Online Testing Platform (SOTP) and include the same accommodations that are available for the STAAR summative assessments. The online interim test administrations are conducted in the same way as the online summative administrations with some minor differences that are documented in the online Interim Assessments User Manual.

Detailed results from students' first completed test attempts are available in the Online Reporting Suite (ORS) shortly after tests are submitted. Four types of information are reported with interpretative guidance for each student, including a scale score, the

probability of achieving each performance level (i.e., *Approaches Grade Level*, *Meets Grade Level*, and *Masters Grade Level*) on the corresponding STAAR summative test, the performance by reporting category, and the performance on each item. Districts or campuses can view the mean scale score and scale score distributions for the campus, as well as student-level results in chart or list format, to identify excelling and struggling campuses and students. In addition to reporting student results in ORS, districts also receive interim student data files that include the student interim results as well as additional information about students and the interim assessments.

To assist with the use of reported student results, more details, including potential remediation strategies, are provided in the Interim Assessments User Manual in the section titled “Making Sense of Interim Assessment Results”.

The STAAR Technical Digests are referenced in this report because of the close alignment between STAAR summative and interim assessments in test design as well as administration, scoring, and reporting practices.

Test Development and Administration

The interim assessment program is aligned closely to the STAAR summative assessment program, which is designed to measure the extent to which a student has learned and is able to apply the knowledge and skills defined in the TEKS. The interim assessments use STAAR items, and every item on every assessment is directly aligned to the current TEKS for the grade/subject or course being tested. Maintaining a student assessment program of the highest quality involves many steps during the test-development process. For detailed information regarding each step of the STAAR item and test development process, refer to “Chapter 2: Building a High-Quality Assessment System” in the STAAR Technical Digests. While most steps in the Technical Digest are followed for constructing interim assessments, a key difference in test development between STAAR summative and interim assessments is that the interim assessments were designed to be adaptive, which is described in more detail in the next section.

Test Construction Approach

Interim Assessment Blueprints

Each content-area and grade-level interim assessment is based on a specific assessment blueprint that guides how each test is constructed. Assessment blueprints delineate the number of items from each reporting category that will appear on a given test. The interim assessment blueprints are proportionally shortened versions of their corresponding STAAR assessment blueprints. The blueprints are included in Appendix A and posted on TEA's website.

TEA contractor ETS and TEA constructed 2018–2019 interim test forms from the STAAR items. Tests were constructed to meet a blueprint for the required number of items on the overall test and for each reporting category, as well as the statistical requirements.

Multistage Testing

The 2018–2019 interim assessments were designed to be delivered in a computerized MST system, which is an algorithm-based approach where test takers are administered preassembled item sets in a sequence of sections that build up the tests. When practical, the advantages of the MST design include the following:

- **Improving measurement accuracy, particularly in the tails of the performance range**: Among the benefits of this improvement, it should be noted that MSTs are superior to linear tests in the measurement of student growth, which requires precise measurement of test takers' performance on the entire proficiency continuum.

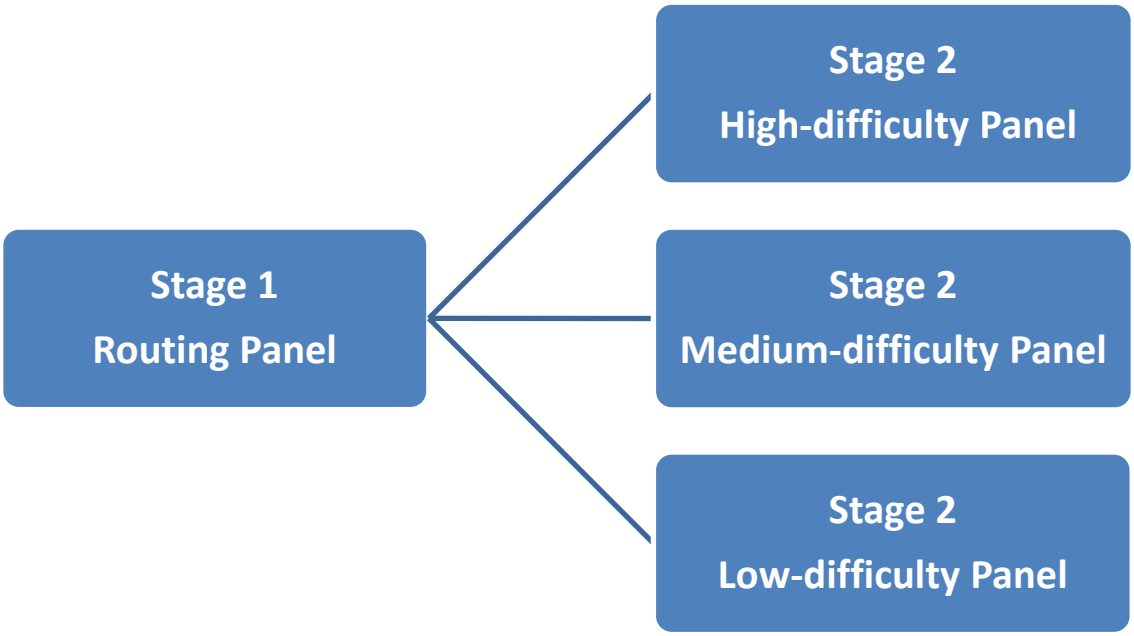
- **Having the potential to shorten testing time for each student**: Since test takers are administered items that are more appropriate to their ability level, fewer items will be needed in MSTs than in linear tests to achieve the same level of measurement precision.

STAAR interim assessments use a two-stage MST design ("section" has been used interchangeably with "stage" in other communications). The two-stage MST design is a choice driven by the item availability, students' ability distributions, and the thresholds corresponding to the STAAR performance levels. The design is driven by better

measurement on a wide range of student proficiency as well as optimal information on assessing proficiency around the STAAR performance-level cuts.

In this report the term *panel* is used to indicate different item sets on each testing stage (In other communications, "testlet" or "test" have been used interchangeably with "panel"). The combination of a stage-1 panel (also called a routing panel or router) and any stage-2 panel is called a *form*. Overall there were four panels (one in stage 1 and three in stage 2) and three forms (a low-difficulty form, a medium-difficulty form, and a high-difficulty form) built for each interim test to suit students' different ability levels while also conforming to the interim assessment blueprints. Figure 1 provides an illustration of the interim MST design.

Figure 1. MST Design Illustration



Under this test design students first took a common stage-1 panel, their proficiency estimate on the stage-1 panel was calculated, and then the adaptive test delivery engine selected one of the three stage-2 panels with varying difficulty (low, medium, and high) to be administered to each student based on his or her stage-1 performance.

After the test design was finalized, a series of constraints were set for each panel to ensure that the interim test forms were aligned with the assessment blueprints and that the statistical targets were within an acceptable range. The mixed integer programming method (Land and Doig, 1960) was used to assemble the test forms that

simultaneously meet these content and statistical constraints. Additionally, routing cutoff points were set during test construction for administering the appropriate stage-2 panels to students based on their performance on stage-1 panels. The approximate maximum information (AMI) method was used to set the routing cutoff points, which were the intersection points of the stage-2 panel information curves of the two adjacent difficulty levels (Breithaupt & Hare, 2007). The assembled forms went through reviews for their statistical properties and content balance.

The statistical properties evaluated include average form difficulty, variability of item difficulty, location of the optimal test information function, the overlap in difficulty between the panels in stage 2, and reasonableness of routing.

Although interim panels and forms were constructed from the bank of items determined to be acceptable after field test and data review, ETS and TEA content experts reviewed the content of each interim panel and form before the interim assessments were finalized. After test construction was complete, ETS and TEA worked together to apply STAAR accommodations for students who meet eligibility criteria.

One of the goals of the interim assessment was to help schools and students who need support. The interim assessments were developed with a focus on providing more information to students about the likelihood of their achieving the *Approaches Grade Level* performance or above on the corresponding spring 2019 STAAR assessments. For more information about STAAR performance levels, refer to "Chapter 4:State of Texas Assessments of Academic Readiness (STAAR)" in the STAAR Technical Digests.

Appendix B presents the test information function (TIF) curves of the test forms in each content-area and grade-level interim assessment in relationship to the corresponding STAAR *Approaches Grade Level* and *Meets Grade Level* performance cut scores.

2018–2019 Interim Administrations

Interim assessments are open for any district or charter school to use at their discretion. The first assessment opportunity was available from August 2018 through March 2019, with the recommended testing window in November 2018. The second assessment opportunity was available from February through March 2019, with the recommended testing window in February 2019.

The interim assessments were delivered through the SOTP and use the Assessment Management System as the registration system. This system provides secure online tools for delivering tests and reporting students' results. The Assessment Management System meets the stringent security requirements of the Texas assessment program and protects the integrity of test items and student data. Additional information about the Assessment Management System, such as an overview of the system, minimum system requirements, information on delivery and reporting, and a list of frequently asked questions, is available on the Texas Assessment website.

Over 1.6 million interim assessments were administered in the 2018–2019 school year to 22 percent of students from 32 percent of campuses and 49 percent of districts in Texas (see Table 1 for details.) Appendix E provides summaries of grade-level student demographic characteristics for all students in a grade who took STAAR summative in spring 2019, all students who took at least one interim, and students by interim assessment taken. When compared with the respective state student population, higher percentages of Title I participants and students with reported economically disadvantaged status used the interim assessments.

Table 1. Interim 2018–2019 District, Campus, and Unique Student Participation

Grade/Subject	Number of Districts	Number of Campuses	Number of Unique Students
Grade 3	406 (35%)	1,243 (27%)	88,563 (25%)
Grade 4	408 (35%)	1,242 (27%)	92,898 (24%)
Grade 5	413 (36%)	1,190 (28%)	97,408 (25%)
Grade 6	410 (35%)	681 (26%)	91,509 (22%)
Grade 7	391 (34%)	648 (28%)	91,707 (22%)
Grade 8	401 (35%)	668 (29%)	99,972 (22%)
Grade 3 Spanish	110 (33%)	427 (23%)	7,420 (22%)
Grade 4 Spanish	121 (33%)	431 (23%)	5,595 (22%)
Grade 5 Spanish	110 (32%)	364 (22%)	2,745 (17%)
Algebra I	375 (33%)	848 (24%)	78,136 (19%)
English I	371 (34%)	618 (28%)	83,573 (18%)
English II	356 (33%)	572 (28%)	81,363 (18%)
Total	**588 (49%)**	**2,597 (32%)**	**729,833 (22%)**

As mentioned above, the recommendation for administering Opportunity I and Opportunity II was November 2018 and February 2019 respectively. Of the over 1.1 million interim Opportunity I assessments administered in 2018–2019, 41 percent were

taken in November 2018 or within the recommended testing window. Fifty-nine percent of over half a million Opportunity II assessments were taken in February 2019. When interim assessments were used outside of the recommended testing windows, they were most frequently used in December 2018 and March 2019. Table 2 lists the total tests taken and the percentages of tests taken in the recommended testing windows.

Table 2. Interim Assessments Administered in 2018–2019 School Year

Assessment	Opportunity I		Opportunity II		Total
	Total	November 2018	Total	February 2019	
Grade 3 Mathematics	75,979	42%	36,885	60%	112,864
Grade 3 Reading	73,121	43%	34,474	58%	107,595
Grade 4 Mathematics	79,981	40%	38,983	60%	118,964
Grade 4 Reading	77,357	42%	35,214	62%	112,571
Grade 5 Mathematics	82,851	40%	38,808	64%	121,659
Grade 5 Reading	83,087	42%	35,522	63%	118,609
Grade 6 Mathematics	76,884	38%	36,320	57%	113,204
Grade 6 Reading	75,705	45%	35,786	59%	111,491
Grade 7 Mathematics	67,076	38%	31,991	51%	99,067
Grade 7 Reading	73,899	43%	34,564	56%	108,463
Grade 8 Mathematics	66,445	39%	32,318	56%	98,763
Grade 8 Reading	72,946	44%	35,527	60%	108,473
Grade 3 Spanish Mathematics	3,284	35%	1,969	83%	5,253
Grade 3 Spanish Reading	6,609	51%	3,337	71%	9,946
Grade 4 Spanish Mathematics	2,142	33%	1,057	77%	3,199
Grade 4 Spanish Reading	4,949	53%	2,247	66%	7,196
Grade 5 Spanish Mathematics	1,010	34%	411	75%	1,421
Grade 5 Spanish Reading	2,366	57%	943	59%	3,309
Algebra I	62,313	39%	34,622	40%	96,935
English I	69,320	41%	30,856	66%	100,176
English II	64,456	42%	33,781	65%	98,237
Total	**1,121,780**	**41%**	**535,615**	**59%**	**1,657,395**

During the interim testing, each student is first administered a stage-1 panel. The stage-1 item responses are scored by the system, and the score is compared to routing cut scores, which are established during test construction. Based on performance on the stage-1 panel, the student is then administered the stage-2 panel that best matches the performance demonstrated in the stage-1 panel. Table 3 lists the percentages of students who were routed to each of the stage-2 panels during the 2018–2019 interim administrations.

Table 3. Percentages of Students Taking Different Test Forms

Assessment	Opportunity I			Opportunity II		
	High	Medium	Low	High	Medium	Low
Grade 3 Mathematics	10	38	52	21	43	36
Grade 3 Reading	35	30	35	42	30	28
Grade 4 Mathematics	10	34	56	22	35	43
Grade 4 Reading	30	40	30	55	22	22
Grade 5 Mathematics	15	34	51	29	34	37
Grade 5 Reading	43	30	27	56	28	16
Grade 6 Mathematics	13	34	53	19	42	40
Grade 6 Reading	36	29	35	47	20	33
Grade 7 Mathematics	9	23	67	10	41	49
Grade 7 Reading	42	31	26	66	15	19
Grade 8 Mathematics	8	41	51	18	52	30
Grade 8 Reading	46	26	28	48	36	15
Grade 3 Spanish Mathematics	3	30	67	10	40	50
Grade 3 Spanish Reading	25	38	37	31	39	29
Grade 4 Spanish Mathematics	6	24	70	12	27	61
Grade 4 Spanish Reading	32	27	41	28	40	32
Grade 5 Spanish Mathematics	6	24	70	12	30	58
Grade 5 Spanish Reading	34	30	35	42	28	29
Algebra I	14	44	42	18	43	38
English I	38	39	23	37	28	35
English II	44	42	14	40	49	11

Scores and Reports

Students' reported scores were based on the items that they responded to in both the stage-1 and stage-2 panels. The interim reported scores included item scores (i.e., whether a student answered each item correctly) aligned to reporting category and student expectation, raw scores (i.e., the number of items answered correctly), scale scores, estimated probabilities of achieving *Approaches Grade Level, Meets Grade Level,* and *Masters Grade Level* performance or above on the corresponding subsequent STAAR assessments, and the relative strengths and weaknesses by reporting category.

Item Score

An item score indicates whether a student's response to an item is correct or incorrect and is reported by item alignment. When reviewing interim results and tailoring instruction to individual student needs, educators are encouraged to review the

student's responses to each item and each group of items (e.g., by student expectation). For example, analyzing the incorrect answers can identify student misconceptions about a concept and provide educators with information needed to create remediation plans.

Raw Score

The number of items that a student answers correctly on an interim test form is the student's total raw score. The raw score can be interpreted only in terms of the specific set of test items on a test form. Because the average difficulty of items might vary among test forms, raw scores alone cannot be used to compare performance across tests. Raw scores are also calculated for each reporting category.

Although student-level data can provide information for evaluating, modifying, and creating individual student teaching and learning, there will inevitably be comparisons among students in one way or another. Therefore, a scale score is provided to reduce the risk of teachers and/or students comparing raw scores.

Scale Score

When scores from different tests are placed onto a common scale for comparisons of student scores from different test forms, the resulting scores are referred to as scale scores. A scale score is a conversion of the raw score onto a scale that is common to all test forms for that assessment. Unlike raw scores, scale scores allow for direct comparisons of student performance across separate test forms and different test administrations. A scale score considers the difficulty level of the specific set of questions on the test form that was administered. The scale score describes students' performance relative to each other and relative to the performance standards across separate test forms. Scaling is the process of creating these scale scores. When interpreting a student's interim scale score, it is important to note that the scale score represents what a student would most likely achieve on the STAAR summative assessments at the time when he or she took the interim assessment. When taking the same interim assessment at the same time, a student with a higher interim scale score is "more ready" for the corresponding STAAR summative assessment than a student with a lower interim scale score.

Estimated Probability of Reaching Each Performance Level on the Corresponding STAAR Assessment

The estimated predicted probabilities of a student reaching *Approaches Grade Level, Meets Grade Level,* or *Masters Grade Level* performance on a STAAR test were based on the total raw scores on a corresponding interim test form. The statistical procedure of estimating the probabilities is presented in the next section ("Scaling, Equating, and Prediction"). The estimated probabilities are intended to provide a single number to students and teachers that can indicate students' readiness for summative assessments and, at the same time, can communicate measurement uncertainties associated with interim and summative assessment instruments. The probabilities are on the familiar 0 to 100 scale with lower values indicating less likely and higher values indicating more likely to reach a performance level in the summative assessments. If the student took an interim assessment at a different time than the recommended testing windows, one must take into consideration whether a student would have more or less time to learn before taking the STAAR summative assessment.

Relative Strengths and Weaknesses by Reporting Category

A student's reporting category relative strength or weakness is identified by his or her performance in a reporting category relative to the performance on the entire test. The relative strengths and weaknesses are determined by students' total and reporting category raw scores on the interim test forms. For example, a student who did not do so well on the entire test but did extremely well on one reporting category might receive relative strength for that reporting category. A student who did very well on the entire test but did poorly on a reporting category might receive relative weakness for that reporting category.

The strength or weakness of a reporting category is relative to a student's total raw score and not to the population distribution of the reporting category scores across students. Therefore, one student's strengths and weaknesses should not be interpreted relative to another student's strengths and weaknesses (i.e., one student can be relatively weak in one category but still perform better than another student, who is relatively strong in that category). Additionally, a student may not have a reported relative strength if performing extremely well on the entire test—he or she would necessarily have done well on all reporting categories. Similarly, a student may

not have a reported relative weakness if performing extremely poorly on the entire test—he or she would necessarily have done poorly on all reporting categories.

The statistical procedure for determining reporting category relative strengths and weaknesses is presented in the next "Scaling, Equating, and Prediction" section.

Use of Interim Test Results

Interim test results are intended to provide additional information about student learning and understanding that can be used in tandem with educator knowledge to create active learning environments. This tool is intended to support educators in tailoring instructional practice to address individual students' needs during learning, thereby providing opportunities to improve the learning outcomes for students in Texas.

The interim test results are not tied to accountability and not intended for comparing the performance of different demographics or program groups.

When using the interim results, one should consider the difference in students' motivation towards interim and summative assessments in general as well as the various assumptions made by the statistical models (discussed in the next section) such as the assumption that the 2018–2019 student cohort is equivalent to the 2017–2018 student cohort, which is necessary so that the 2017–2018 population data can be used to build the prediction model.

Scaling, Equating, and Prediction

Scaling and equating are statistical procedures that account for the differences in difficulty across test forms and administrations and allow for the scores to be placed on a common scale for meaningful comparison. As with the STAAR summative assessment, the interim assessment uses the Rasch Partial-Credit Model (RPCM) for scaling and equating. All interim assessments are pre-equated. Refer to STAAR Technical Digests "Chapter 3. Standard Technical Processes" for detailed information about the RPCM scaling method and equating.

The pre-equating process takes place prior to test administration. It links a newly developed test form to the scale of the item bank through a set of items that appeared previously on one or more test forms. This permits the difficulty level of the newly developed form to be closely determined, even prior to its administration. A raw score

to scale (or theta) score conversion table is created for each test form. This table also includes conditional standard error of measurement for each scale/theta score and performance level cuts. The conversion tables serve as a basis to create other reported scores such as the relative strength and weakness on a reporting category and the predicted probabilities of reaching *Approaches Grade Level, Meets Grade Level,* and *Masters Grade Level* performance. The procedures for calculating these reported scores are described in the following sections.

Determining Strength and Weakness Cut Scores for Reporting Category Scores

The following procedure was used to determine the cut scores for identifying the relative strengths and weaknesses for each reporting category based on the test form that each student took (i.e., the combination of a student's stage-1 and stage-2 panels).

Step 1: Create a pre-equated raw score to theta conversion table (including conditional standard error of measurement for each theta) for each interim test form.

Step 2: For each theta estimate ($\hat{\theta}_i$) and the corresponding raw score (S_i) in the conversion table from Step 1, calculate the probability of each possible raw score (x) for each reporting category conditional on the theta and raw score of the interim form,

$$p(x \mid S_i, \hat{\theta}_i) = \frac{p(x \mid \hat{\theta}_i)\, p(S_i - x \mid \hat{\theta}_i)}{p(S_i \mid \hat{\theta}_i)}$$, and

$$p(S_i \mid \hat{\theta}_i) = \sum_{x=0}^{S_c} p(x \mid \hat{\theta}_i)\, p(S_i - x \mid \hat{\theta}_i) \quad (1)$$

where $p(x \mid \hat{\theta}_i)$ is the probability of obtaining score x in a reporting category (subtest) conditional on $\hat{\theta}_i$; $p(S_i - x \mid \hat{\theta}_i)$ is the probability of obtaining score $S_i - x$ in the remainder of the test (excluding the items in the target reporting category) conditional on $\hat{\theta}_i$; and S_C is the maximum possible score of the reporting category. The probability, $p(x \mid \hat{\theta}_i)$, can be calculated based on the following recursive algorithm (Lord and Wingersky, 1984):

$$p_r(x \mid \hat{\theta}_i) = \sum_{k=1}^{m_j} p_{r-1}(x - W_{jk} \mid \hat{\theta}_i) p(W_{jk} \mid \hat{\theta}_i) , \quad (2)$$

where r refers to the r^{th} item in a reporting category; x is a raw score in a reporting category which is between the minimum ($\min_r$) and maximum ($\max_r$) scores after adding the r^{th} item; m_j is the number of score categories for item j; W_{jk} is the score associated with score category k of item j; $p(W_{jk} \mid \hat{\theta}_i)$ is the probability of reaching score category k of item j conditional on $\hat{\theta}_i$; $p_r(x \mid \hat{\theta}_i)$ is the probability of getting score x conditional on $\hat{\theta}_i$ after adding the r^{th} item. Note that when $x - W_{jk} < \min_{r-1}$ or $x - W_{jk} > \max_{r-1}$, then define $p_{r-1}(x - W_{jk} \mid \hat{\theta}_i) = 0$. The probability, $p(S_i - x \mid \hat{\theta}_i)$, can be calculated in a similar manner.

Step 3: In each reporting category, for each total test raw score, S_i, corresponding to θ_i, find a maximum score, x_{iw}, so that $p(x \le x_{iw} \mid \theta_i) \le p_w$ and a minimum score, x_{is}, so that $p(x \le x_{is} \mid \theta_i) \ge p_s$, where p_w and p_s are the cut probabilities for weakness and strength, respectively.

- Note that the upper cut score x_{iw} and the lower cut score x_{is} should be searched under the following constraints: (a) $x_{iw} \le S_i$ and $x_{is} \le S_i$, and (b) $S_I - S_i \ge S_C - x_{iw}$ and $S_I - S_i \ge S_C - x_{is}$, where S_I and S_C are the maximum possible scores of the test form and the reporting category, respectively.
- Note that for some total test raw score points, x_{iw} and x_{is} may not exist.
- In the interim pilot administration, p_w=0.05 and p_s=0.95.
- On average, about five percent of students in 2018–2019 interim administration were classified as having strength or weakness on one or more reporting categories across all test titles, which was close to the pre-determined cut probabilities.

The strength and weakness cut scores (in raw scores) for each test are presented in Appendix C with an illustrative example.

Predicting the Probabilities of Reaching Each Performance Level on the Corresponding STAAR Assessment

Prediction models were built for each content area and grade level independently with the spring 2017 and spring 2018 STAAR summative test data to predict the probability of reaching *Approaches Grade Level, Meets Grade Level, or Masters Grade Level* performance on the corresponding STAAR summative assessments in spring 2019 administration based on the interim test results. The following information was used for each content-area and grade-level prediction model:

- the STAAR *Approaches Grade Level, Meets Grade Level, or Masters Grade Level* performance level cut scores on the theta scale
- the spring 2017 and spring 2018 STAAR primary summative test data
- the interval (school days) between spring 2017 and spring 2018 STAAR administration dates
- the interval (school days) between the 2018–2019 interim administration and the spring 2019 STAAR administration

When making the design choice to report estimated probabilities of students' reaching each STAAR performance level in the upcoming summative administration, the main consideration was that a probability is a single number on the familiar 0 to 100 scale that can indicate students' readiness for summative assessments, and at the same time can communicate measurement uncertainties associated with interim and summative assessment instruments. The following steps were used to build the prediction models.

Step 1: Estimate the population mean and standard deviation of the true thetas at any time point and the correlation between the true thetas at any two time points based on the 2017 and 2018 STAAR test. A random-effects linear growth model is assumed:

$$\hat{\theta}_{jt}^{\text{sum}} = (\eta + \eta_j) + (\beta + \beta_j)t + u_{jt}, \quad (3)$$

where t is the number of school days that has passed since the first summative test; $\hat{\theta}_{jt}^{\text{sum}}$ is the estimated theta for test taker j at time t; η and β are the population intercept and slope growth parameters, respectively, and η is actually the population mean on the first summative test when $t = 0$; (η_j, β_j) are the random intercept and

slope growth parameters, respectively, that are independent and identically distributed (IID) from some distribution with $E(\eta_j) = E(\beta_j) = 0$, $\text{Var}(\eta_j) = \tau_\eta^2$, $\text{Var}(\beta_j) = \tau_\beta^2$ and $\text{Cov}(\eta_j, \beta_j) = \tau_{\eta\beta}$; u_{jt} is the IID random error at time point t with mean zero and variance σ_t^2. The error variance σ_t^2 is estimated as:

$$\hat{\sigma}_t^2 = s^2(\hat{\theta}_t^{\text{sum}})(1 - \hat{R}_t),$$

where $s^2(\hat{\theta}_t^{\text{sum}})$ is the sample variance of summative theta estimates at time t, and $\hat{R}_t$ is the reliability estimate of summative theta estimates at time t.

Spring 2017 and 2018 STAAR test data were used to estimate Equation 3 with $t = 0$ and $t = \text{T}$, respectively. For both STAAR mathematics and reading tests in spring 2018 $T = 185$ for all grades. The reliability estimates $\hat{R}_0$ and $\hat{R}_\text{T}$ were obtained when calibrating the 2017 and 2018 STAAR test data, respectively, by the Rasch model. The other model parameters in Equation 3 are estimated as:

$$\hat{\eta} = \bar{\hat{\theta}}_0^{\text{sum}},$$

$$\hat{\beta} = (\bar{\hat{\theta}}_\text{T}^{\text{sum}} - \bar{\hat{\theta}}_0^{\text{sum}}) / \text{T},$$

$$\hat{\tau}_\eta^2 = s^2(\hat{\theta}_0^{\text{sum}}) - \hat{\sigma}_0^2,$$

$$\hat{\tau}_{\eta\beta} = [s(\hat{\theta}_0^{\text{sum}}, \hat{\theta}_\text{T}^{\text{sum}}) - \hat{\tau}_\eta^2] / \text{T},$$

$$\hat{\tau}_\beta^2 = [s^2(\hat{\theta}_\text{T}^{\text{sum}}) - \hat{\tau}_\eta^2 - 2\text{T}\,\hat{\tau}_{\eta\beta} - \hat{\sigma}_\text{T}^2] / \text{T}^2,$$

where $\bar{\hat{\theta}}_t^{\text{sum}}$ is the sample mean of STAAR theta estimates at time t, and $s(\hat{\theta}_0^{\text{sum}}, \hat{\theta}_\text{T}^{\text{sum}})$ is sample covariance between STAAR theta estimates at time 0 and time T (i.e., between spring 2017 and 2018 STAAR theta estimates).

Once the estimates for these parameters are obtained, the population mean ($\hat{\mu}_{\theta_t^{\text{sum}}}$) and standard deviation ($\hat{\sigma}_{\theta_t^{\text{sum}}}$) for the true thetas ($\theta_t^{\text{sum}}$) at any time point t and the

correlation ($\hat{r}_{\theta_{t_1}^{\text{sum}},\theta_{t_2}^{\text{sum}}}$) between the true thetas at any two time points are estimated, t_1 and t_2:

$$\hat{\mu}_{\theta_t^{\text{sum}}} = \hat{\eta} + \hat{\beta}t, \tag{4}$$

$$\hat{\sigma}_{\theta_t^{\text{sum}}} = \sqrt{\hat{\tau}_\eta^2 + t^2\hat{\tau}_\beta^2 + 2t\hat{\tau}_{\eta\beta}}, \tag{5}$$

$$\hat{r}_{\theta_{t_1}^{\text{sum}},\theta_{t_2}^{\text{sum}}} = [\hat{\tau}_\eta^2 + t_1 t_2\hat{\tau}_\beta^2 + (t_1 + t_2)\hat{\tau}_{\eta\beta}] / \hat{\sigma}_{\theta_{t_1}^{\text{sum}}} / \hat{\sigma}_{\theta_{t_2}^{\text{sum}}} \tag{6}$$

Step 2: The interim tests will be administered at time W in the school time interval. For both mathematics and reading interim tests in fall 2018, $W = 105$ for grades 5 and 8, and $W = 85$ for all the other grades; for the spring 2019 interim mathematics and reading tests, $W = 155$ for grades 5 and 8, and $W = 135$ for all the other grades. A 2018–2019 interim test prediction model was built to predict the true thetas at time T based on the true theta at time W for each test taker j. A simple regression model is used:

$$\theta_{j\mathrm{T}}^{\text{sum}} = a\theta_{j\mathrm{W}}^{\text{sum}} + b + e_j, \tag{7}$$

where a is the slope parameter, b is the intercept, and e_j is the IID error from a normal distribution with mean zero and standard deviation σ_e. This is a simple regression model so that the parameter estimates depend on the population means, standard deviations, and the correlation of the true thetas at the two time points, W and T, that can be estimated based on Equations 4–6:

$$\hat{a} = \hat{r}_{\theta_{\mathrm{W}}^{\text{sum}},\theta_{\mathrm{T}}^{\text{sum}}}\hat{\sigma}_{\theta_{\mathrm{T}}^{\text{sum}}} / \hat{\sigma}_{\theta_{\mathrm{W}}^{\text{sum}}},$$

$$\hat{b} = \hat{\mu}_{\theta_{\mathrm{T}}^{\text{sum}}} - \hat{a}\hat{\mu}_{\theta_{\mathrm{W}}^{\text{sum}}},$$

$$\hat{\sigma}_e = \hat{\sigma}_{\theta_{\mathrm{T}}^{\text{sum}}}\sqrt{1 - \hat{r}^2_{\theta_{\mathrm{W}}^{\text{sum}},\theta_{\mathrm{T}}^{\text{sum}}}}.$$

Step 3: STAAR mathematics and reading tests in the same content area and in different grades are on a vertical scale; however, the vertical scale is not applied in

building the prediction model. The interim tests are on the same scale of their corresponding STAAR tests. Therefore, to apply the model to predict estimated thetas at the spring 2019 STAAR test ($\hat{\theta}_j^{\text{sum19}}$) based on the theta estimates from interim test ($\hat{\theta}_j^{\text{int}}$), we first need to adjust the scale of the interim test by $\hat{\theta}_j^{\text{int}} + V_h - V_l$, where V_h is the vertical linking constant for the spring 2019 STAAR test to be predicted, V_l is the vertical linking constant for the STAAR test at one grade lower. The adjusted theta estimates from the interim test is then inserted into Equation 7:

$$\hat{\theta}_j^{\text{sum19}} = \hat{a}(\hat{\theta}_j^{\text{int}} + e_j^{\text{int}} + V_h - V_l) + \hat{b} + e_j + e_j^{\text{sum19}},$$

where e_j^{int} and e_j^{sum19} are IID measurement errors of $\hat{\theta}_j^{\text{int}}$ and $\hat{\theta}_j^{\text{sum19}}$ respectively, which follow the normal distributions with mean 0 and estimated standard deviations $\hat{\sigma}_{e_j^{\text{int}}}$ and $\hat{\sigma}_{e_j^{\text{sum19}}}$, respectively.

The predicted theta estimate is:

$$E(\hat{\theta}_j^{\text{sum19}}) = \hat{a}(\hat{\theta}_j^{\text{int}} + V_h - V_l) + \hat{b}.$$

Note that $\hat{\theta}_j^{\text{int}}$ has an estimated standard error of measurement of $\hat{\sigma}_{e_j^{\text{int}}}$ that can be obtained from the pre-equated raw to theta score conversion table of the interim test (Opportunity I or II), and $\hat{\theta}_j^{\text{sum19}}$ has an estimated standard error of measurement of $\hat{\sigma}_{e_j^{\text{sum19}}}$ that can be obtained from the calibration of the 2019 STAAR test using the Rasch model and the item parameters from the item bank (i.e., the pre-equating method). We assume that e_j and the measurement errors of $\hat{\theta}_j^{\text{int}}$ and $\hat{\theta}_j^{\text{sum19}}$ are independent of each other. The standard errors of $\hat{a}$ and $\hat{b}$ estimates are negligible due to the large sample size (>300,000). Therefore, $\hat{\theta}_j^{\text{sum19}}$ follows a normal distribution with mean $E(\hat{\theta}_j^{\text{sum19}}) = \hat{a}(\hat{\theta}_j^{\text{int}} + V_h - V_l) + \hat{b}$ and standard deviation $\sqrt{\hat{a}^2\hat{\sigma}^2_{e_j^{\text{int}}} + \hat{\sigma}^2_e + \hat{\sigma}^2_{e_j^{\text{sum19}}}}$. Based on this distribution, the predictive probability that a test taker with $\hat{\theta}_j^{\text{int}}$ on the interim test is at a performance level or above on the spring 2019 summative test can be obtained as:

$$P(\theta_l^{\text{cut}} \le \hat{\theta}_j^{\text{sum19}} \mid \hat{\theta}_j^{\text{int}}) = [1 - CDF(\theta_l^{\text{cut}})] * 100\,,$$

where θ_l^{cut} refer to the unadjusted theta cut for performance level l (*Approaches Grade Level*, *Meets Grade Level*, or *Masters Grade Level*) on the spring 2019 STAAR summative test, which can be determined by the pre-equating process; $CDF(\theta_l^{\text{cut}})$ is a normal cumulative distribution function for $\hat{\theta}_j^{\text{sum19}} < \theta_l^{\text{cut}}$ with mean $\hat{E}(\theta_j^{\text{sum19}}) = \hat{a}(\hat{\theta}_j^{\text{int}} + V_h - V_l) + \hat{b}$ and standard deviation $\sqrt{\hat{a}^2\hat{\sigma}^2_{e_j^{\text{int}}} + \hat{\sigma}^2_e + \hat{\sigma}^2_{e_j^{\text{sum18}}}}$. For the grade 3 and EOC tests, because there is no prediction model built for them, we set $E(\hat{\theta}_j^{\text{sum19}}) = \hat{\theta}_j^{\text{int}}$, and then $CDF(\theta_l^{\text{cut}})$ is a cumulative normal distribution function with mean $\hat{\theta}_j^{\text{int}}$ and standard deviation $\sqrt{\hat{\sigma}^2_{e_j^{\text{int}}} + \hat{\sigma}^2_{e_j^{\text{sum18}}}}$.

Step 4: Smooth the predictive probabilities across raw scores.

- Floor $P(\theta_l^{\text{cut}} \le \hat{\theta}_j^{\text{sum19}} \mid \hat{\theta}_j^{\text{int}})$ to low integer. A probability of 0% is changed to 1%.
- If $P(\theta_l^{\text{cut}} \le \hat{\theta}_j^{\text{sum19}} \mid \hat{\theta}_j^{\text{int}}) < P(\theta_l^{\text{cut}} \le \hat{\theta}_{j-1}^{\text{sum19}} \mid \hat{\theta}_{j-1}^{\text{int}})$ for $1 < j \le S_{\text{I}}$, where S_{I} is the maximum possible scores of the interim test form, then set $P(\theta_l^{\text{cut}} \le \hat{\theta}_j^{\text{sum19}} \mid \hat{\theta}_j^{\text{int}}) = P(\theta_l^{\text{cut}} \le \hat{\theta}_{j-1}^{\text{sum19}} \mid \hat{\theta}_{j-1}^{\text{int}})$. If $P(\theta_l^{\text{cut}} \le \hat{\theta}_0^{\text{sum19}} \mid \hat{\theta}_0^{\text{int}}) > P(\theta_l^{\text{cut}} \le \hat{\theta}_1^{\text{sum19}} \mid \hat{\theta}_1^{\text{int}})$, then set $P(\theta_l^{\text{cut}} \le \hat{\theta}_0^{\text{sum19}} \mid \hat{\theta}_0^{\text{int}}) = P(\theta_l^{\text{cut}} \le \hat{\theta}_1^{\text{sum19}} \mid \hat{\theta}_1^{\text{int}})$.

Appendix D lists the predicted probability of reaching *Approaches Grade Level, Meets Grade Level*, or *Masters Grade Level* performance on the corresponding STAAR assessments in spring 2019 administration based on the interim test results.

Appendix F presents the detailed summary of predicted probability of reaching *Approaches Grade Level* and *Meets Grade Level* performance on their spring 2019 STAAR assessments at the time of the interim pilot administration and the observed students' performance levels on the spring 2019 STAAR assessments. The detailed summary for *Masters Grade Level* performance is not presented due to the small of students who took interim assessments and achieved *Masters Grade Level* performance level in spring 2019 STAAR assessments.

When interpreting the prediction summaries, one must take into consideration the assumptions made by the prediction models as well as interim design purposes. The current prediction made the following main assumptions.

- The 2018–2019 student cohort is equivalent to the 2017–2018 student cohort. This assumption is necessary so that the 2017–2018 population data can be used to build the prediction model.
- Teaching and learning happened the same way in 2018–2019 as it did in the 2017–2018 school year.
- Educators urge and students exert the same effort in their interim attempts as they will in their summative assessments.
- Students' learning outcome grows linearly from the start of a school year to the time when they will take the STAAR assessments.

The model would be more accurate if all assumptions would hold. However, there are necessary violations of the assumptions that cannot be controlled. For example, some year-to-year student performance differences were observed from the same summative assessments taken by two student cohorts; motivation in students' interim and summative testing are most likely different given the stakes associated with them. More importantly, the purpose of the interim assessment—to inform instruction and learning interventions for students or groups of students—is to help adjust teaching and learning in the classroom for better summative performance outcomes. The more this purpose is achieved, the less accurate the interim prediction will be and the more the interim will under-predict students' summative outcomes.

As mentioned in the "Continuous Research and Improvement Plans" section of this report, the current prediction models will be evaluated with plausible alternative models when student interim and summative performance data for both the 2018–2019 and 2019–2020 school years become available in the summer of 2020. The evaluation will consider both model accuracy and how interim results could impact instruction and student learning, which will be collected through feedback by the end users.

Reliability

Reliability refers to the expectation that repeated administrations of the same test should generate consistent results. Reliability is a critical technical characteristic of any measurement instrument because unreliable scores cannot be interpreted as valid indicators of students' knowledge and skills. The classical notion of reliability of a fixed-form test for all students is not applicable in a multistage test where students are administered test forms with different items of different difficulties. The current report calculates reliability in the context of multistage tests using an IRT based procedure, which defines reliability as the ratio of true-score variance to observed score variance, under the true-score model (Lord & Novick, 1968).

For each interim test, the student population of the corresponding 2019 STAAR summative test was used as the population distribution of the interim tests. Specifically, a population of a test is defined as the scale score points U_{S_p} for the raw test scores S_p (as well as the corresponding theta estimates, θ_{S_p}) in the raw to scale score conversion table p ($p = 1, \cdots, P$) of the STAAR test and their associated weights W_{s_p} (i.e., the portion of students in each scale score point in the STAAR test). Then, the reliability of an interim test is estimated by the following steps.

Step 1: Estimate the true score variance (σ^2_{true}) as

$$\sigma^2_{\text{true}} = \sum_{p=1}^{P} \sum_{S_p=0}^{S_{\max}} U_{S_p}{}^2 W_{S_p} - \left(\sum_{p=1}^{P} \sum_{S_p=0}^{S_{\max}} U_{S_p} W_{S_p} \right)^2 ,$$

where $S_{\max}$ is the maximum possible scores of the STAAR summative test.

Step 2: For the section-1 panel, estimate $p(S_1 | \theta_{S_p})$, the probability of each raw score S_1 conditional on each theta θ_{S_p}. For the section-2 panel l ($l = 1, \ldots, L$), estimate $p(S_{2l} | \theta_{S_p})$, the probability of each raw score S_{2l} conditional on each theta θ_{S_p}. Use the recursion formula in Equation 2 for both calculations.

Step 3: For any form l (i.e., the combination of a section-1 panel and section-2 panel l), estimate $p(S_l | \theta_{S_p})$, the probability of each raw score S_l conditional on each theta

θ_{S_p}, based on $p(S_1 \mid \theta_{S_p})$ and $p(S_{2l} \mid \theta_{S_p})$ from Step 2 using the recursion formula in Equation 2. Note the limited raw score ranges of section 1 and each form l due to the routing score cuts in section 1. For example, for a test with 15 multiple choice (MC) items on the section-1 panel and 15 MC items on each of the three section-2 panels, if the raw score cuts for routing are 6 and 10, the possible raw score ranges of low, medium, and high forms are from 0 to 20, from 6 to 24, and from 10 to 30, respectively.

Step 4: Estimate the observed score variance (σ^2_{obs}) as

$$\sigma^2_{\text{obs}} = \sum_{p=1}^{P} \sum_{S_p=0}^{S_{\max}} \left[\sum_{l=1}^{L} \left[\sum_{S_l=S_{l\min}}^{S_{l\max}} U_{S_l}{}^2 W_{S_p} p(S_l \mid \theta_{S_p}) \right] \right] -$$

$$\left\{ \sum_{p=1}^{P} \sum_{S_p=0}^{S_{\max}} \left[\sum_{l=1}^{L} \left[\sum_{S_l=S_{l\min}}^{S_{l\max}} U_{S_l} W_{S_p} p(S_l \mid \theta_{S_p}) \right] \right] \right\}^2,$$

where U_{S_l} is the scale score corresponding to raw score S_l in form l; $S_{l\min}$ and $S_{l\max}$ are the minimum and maximum possible raw scores, respectively, in form l.

Step 5: Estimate the reliability of the interim test as

$$R = \frac{\sigma^2_{\text{true}}}{\sigma^2_{\text{obs}}}.$$

The reliabilities estimated for the 2018–2019 interim assessments range from 0.77 to 0.88 (see Table 4). Even though interim tests are shorter (65–85 percent of summative test lengths), the reliabilities are comparable to their corresponding STAAR assessments (between 0.78 and 0.89).

Table 4. 2018–2019 Interim Assessments Reliabilities

Assessment	Opportunity I	Opportunity II
Grade 3 Mathematics	0.84	0.84
Grade 3 Reading	0.81	0.81
Grade 4 Mathematics	0.85	0.85
Grade 4 Reading	0.80	0.80
Grade 5 Mathematics	0.87	0.86
Grade 5 Reading	0.81	0.81
Grade 6 Mathematics	0.86	0.86
Grade 6 Reading	0.82	0.82
Grade 7 Mathematics	0.86	0.86

Assessment	Opportunity I	Opportunity II
Grade 7 Reading	0.83	0.83
Grade 8 Mathematics	0.87	0.87
Grade 8 Reading	0.82	0.81
Grade 3 Spanish Mathematics	0.84	0.83
Grade 3 Spanish Reading	0.80	0.79
Grade 4 Spanish Mathematics	0.83	0.83
Grade 4 Spanish Reading	0.79	0.79
Grade 5 Spanish Mathematics	0.86	0.86
Grade 5 Spanish Reading	0.77	0.77
Algebra I	0.88	0.88
English I	0.85	0.86
English II	0.84	0.84

Validity

Validity refers to the extent to which a test measures what it is intended to measure. When test scores are used to make inferences about student achievement, it is important that the assessment supports those inferences. In other words, the assessment should measure what it was intended to measure for any uses and interpretations about the test results to be valid.

Classification and Prediction Agreement

Students received estimated probabilities of reaching *Approaches Grade Level* and *Meets Grade Level* performance on their corresponding STAAR assessments in spring 2019. When interim predicted that a student would be more likely to reach a performance level (i.e., with greater than 50% probability) and the student did reach that performance level or when interim predicted that a student would be more likely to not reach a performance level (i.e., with a 50% or lower probability) and the student did not reach it, the outcomes are consistent with the prediction. Tables 5–7 are the prediction accuracy summaries by interim assessment and assessment opportunities. Based on the 740,071 interim tests that were administered in the recommended testing window (i.e., interim Opportunity I in November 2018 and Opportunity II in February 2019) and the outcome from the corresponding STAAR assessments, 77 percent for the *Approaches Grade Level* performance and 76 percent for the *Meets Grade Level* performance were predicted consistently.

Table 5. Grade 3–8 Mathematics Prediction Accuracy Summary

		Number of Students	*Approaches Grade Level*	*Meets Grade Level*
Grade 3	Opportunity I	31,188	53%	62%
	Opportunity II	21,709	71%	74%
	Total	**52,897**	**61%**	**67%**
Grade 4	Opportunity I	31,364	77%	76%
	Opportunity II	22,940	83%	81%
	Total	**54,304**	**80%**	**78%**
Grade 5	Opportunity I	32,570	76%	70%
	Opportunity II	24,280	86%	82%
	Total	**56,850**	**80%**	**75%**
Grade 6	Opportunity I	28,302	75%	80%
	Opportunity II	20,023	83%	85%
	Total	**48,325**	**78%**	**82%**
Grade 7	Opportunity I	24,016	67%	78%
	Opportunity II	15,748	76%	85%
	Total	**39,764**	**71%**	**81%**
Grade 8	Opportunity I	22,188	59%	64%
	Opportunity II	15,623	73%	75%
	Total	**37,811**	**64%**	**69%**
Grade 3 Spanish	Opportunity I	973	46%	74%
	Opportunity II	1,538	64%	78%
	Total	**2,511**	**57%**	**76%**
Grade 4 Spanish	Opportunity I	588	72%	79%
	Opportunity II	754	81%	83%
	Total	**1,342**	**77%**	**81%**
Grade 5 Spanish	Opportunity I	276	67%	74%
	Opportunity II	276	80%	88%
	Total	**552**	**74%**	**81%**

Table 6. Grade 3–8 Reading Prediction Accuracy Summary

		Number of Students	*Approaches Grade Level*	*Meets Grade Level*
Grade 3	Opportunity I	30,045	72%	73%
	Opportunity II	19,406	79%	80%
	Total	**49,451**	**75%**	**76%**
Grade 4	Opportunity I	31,107	80%	80%
	Opportunity II	21,281	82%	78%
	Total	**52,388**	**81%**	**79%**
Grade 5	Opportunity I	34,133	82%	77%
	Opportunity II	21,846	85%	81%
	Total	**55,979**	**83%**	**78%**
Grade 6	Opportunity I	33,087	81%	83%
	Opportunity II	20,693	83%	84%
	Total	**53,780**	**82%**	**84%**
Grade 7	Opportunity I	30,900	82%	81%
	Opportunity II	18,854	84%	82%
	Total	**49,754**	**83%**	**82%**
Grade 8	Opportunity I	30,993	82%	78%

		Number of Students	*Approaches Grade Level*	*Meets Grade Level*
	Opportunity II	20,924	84%	82%
	Total	**51,917**	**83%**	**80%**
Grade 3 Spanish	Opportunity I	3,019	65%	73%
	Opportunity II	2,276	70%	75%
	Total	**5,295**	**67%**	**74%**
Grade 4 Spanish	Opportunity I	2,379	77%	81%
	Opportunity II	1,402	78%	82%
	Total	**3,781**	**78%**	**82%**
Grade 5 Spanish	Opportunity I	1,193	80%	75%
	Opportunity II	522	81%	82%
	Total	**1,715**	**80%**	**77%**

Table 7. End-of-Course (EOC) Prediction Accuracy Summary

		Number of Students	*Approaches Grade Level*	*Meets Grade Level*
Algebra I	Opportunity I	21,351	67%	50%
	Opportunity II	12,791	76%	67%
	Total	**34,142**	**71%**	**56%**
English I	Opportunity I	24,927	76%	74%
	Opportunity II	17,595	77%	77%
	Total	**42,522**	**76%**	**75%**
English II	Opportunity I	24,053	75%	76%
	Opportunity II	20,938	77%	74%
	Total	**44,991**	**76%**	**75%**

Appendix F presents the detailed summary of predicted probability of reaching *Approaches Grade Level* and *Meets Grade Level* performance on spring 2019 STAAR assessments at the time of the interim administration and the observed students' performance levels on the spring 2019 STAAR assessments.

Other validity evidence for the interim assessment comes from a variety of sources in relation to the STAAR assessments, including test content, response processes, internal structure, relationships with other variables, and analysis of the consequences of testing. Refer to STAAR Technical Digests "Chapter 3. Standard Technical Processes" and "Chapter 4: State of Texas Assessments of Academic Readiness (STAAR)" for additional information about validity.

Continuous Research and Improvement Plans

The interim assessments were launched as a pilot in spring 2018 and then launched in a full operational year with extended features in 2018–2019 (e.g., two interim assessment opportunities). Because no empirical data were available at the time, the

methodology was developed theoretically using assumptions. It has always been in the plan to revisit interim designs when data became available. To effectively evaluate the design, data from two years are necessary so that year 1 data could be used to build alternate designs, and year 2 data could be used to evaluate the alternate designs by comparing with the current designs. In summer 2020, interim outcomes from 2018–2019 and 2019–2020 will be used as year 1 (2018–2019) and year 2 (2019–2020) data for evaluating alternate prediction models and reporting features.

Evaluate Alternate Prediction Models

The current interim prediction models were built with historical STAAR summative student population data. With interim student data from two years (i.e., 2018–2019 and 2019–2020), alternate prediction models can be built using 2018–2019 interim and summative student data and the alternate model outcome can be compared with the current model outcome based on 2019–2020 interim and summative student data. We expect this research to inform 2020–2021 interim assessment designs after evaluating the current and alternate models on whether the priority is the prediction accuracy or minimizing one type of prediction (e.g., be more conservative in predicting students' success). The detailed research plan will be developed with TEA and the details on current prediction models can be found in the section titled "Scaling, Equating, and Prediction" in this report.

Evaluate Alternate Reporting Features

When making the design choice to report estimated probabilities of students' reaching each STAAR performance level in the upcoming summative administration, the main consideration was that a probability is a single number on the familiar 0 to 100 scale that can indicate students' readiness for summative assessments. At the same time, it can communicate measurement uncertainties associated with interim and summative assessment instruments. Given feedback from score users, there might be a preference to also report predicted summative scale score ranges. The interim data from two years can also inform whether it is advisable to report predicted scale score ranges. Potential problems include a predicted range being so narrow that the student's summative score will be more likely to be outside the range than within the range or being so wide that the student and teacher may know less about the student's potential summative outcome after taking the interim assessment.

TEA and ETS will research additional design features with the support of interim and summative data such as whether providing prediction for Opportunity I is necessary and informative for score users.

References

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Appendix A: Interim Assessment Blueprints

Table A.1. Grade 3 Mathematics Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Numerical Representations and Relationships	Readiness Standards	4	6
	Supporting Standards	10	
	Total	14	
2: Computations and Algebraic Relationships	Readiness Standards	5	9
	Supporting Standards	9	
	Total	14	
3: Geometry and Measurement	Readiness Standards	3	6
	Supporting Standards	6	
	Total	9	
4: Data Analysis and Personal Financial Literacy	Readiness Standards	1	5
	Supporting Standards	6	
	Total	7	
Total Number of Questions on Test			**25 Multiple Choice 1 Griddable 26 Total**

Table A.2. Grade 4 Mathematics Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Numerical Representations and Relationships	Readiness Standards	3	7
	Supporting Standards	10	
	Total	13	
2: Computations and Algebraic Relationships	Readiness Standards	5	7
	Supporting Standards	7	
	Total	12	
3: Geometry and Measurement	Readiness Standards	4	7
	Supporting Standards	7	
	Total	11	
4: Data Analysis and Personal Financial Literacy	Readiness Standards	1	5
	Supporting Standards	4	
	Total	5	
Total Number of Questions on Test			**25 Multiple Choice 1 Griddable 26 Total**

Table A.3. Grade 5 Mathematics Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Numerical Representations and Relationships	Readiness Standards	2	6
	Supporting Standards	4	
	Total	6	
2: Computations and Algebraic Relationships	Readiness Standards	6	13
	Supporting Standards	9	
	Total	15	
3: Geometry and Measurement	Readiness Standards	3	6
	Supporting Standards	5	
	Total	8	
4: Data Analysis and Personal Financial Literacy	Readiness Standards	1	5
	Supporting Standards	6	
	Total	7	
Total Number of Questions on Test			**29 Multiple Choice 1 Griddable 30 Total**

Table A.4. Grade 6 Mathematics Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Numerical Representations and Relationships	Readiness Standards	4	**7**
	Supporting Standards	11	
	Total	15	
2: Computations and Algebraic Relationships	Readiness Standards	6	**12**
	Supporting Standards	11	
	Total	17	
3: Geometry and Measurement	Readiness Standards	3	**5**
	Supporting Standards	3	
	Total	6	
4: Data Analysis and Personal Financial Literacy	Readiness Standards	3	**6**
	Supporting Standards	10	
	Total	13	
Total Number of Questions on Test			**29 Multiple Choice 1 Griddable 30 Total**

Table A.5. Grade 7 Mathematics Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Numerical Representations and Relationships	Readiness Standards	2	**5**
	Supporting Standards	5	
	Total	7	
2: Computations and Algebraic Relationships	Readiness Standards	5	**13**
	Supporting Standards	7	
	Total	12	
3: Geometry and Measurement	Readiness Standards	4	**10**
	Supporting Standards	5	
	Total	9	
4: Data Analysis and Personal Financial Literacy	Readiness Standards	2	**6**
	Supporting Standards	8	
	Total	10	
Total Number of Questions on Test			**33 Multiple Choice 1 Griddable 34 Total**

Table A.6. Grade 8 Mathematics Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Numerical Representations and Relationships	Readiness Standards	1	5
	Supporting Standards	3	
	Total	4	
2: Computations and Algebraic Relationships	Readiness Standards	5	12
	Supporting Standards	9	
	Total	14	
3: Geometry and Measurement	Readiness Standards	5	11
	Supporting Standards	9	
	Total	14	
4: Data Analysis and Personal Financial Literacy	Readiness Standards	2	6
	Supporting Standards	6	
	Total	8	
Total Number of Questions on Test			**33 Multiple Choice 1 Griddable 34 Total**

Table A.7. Grade 3 Reading Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Understanding Across Genres	Readiness Standards	2	5
	Supporting Standards	1	
	Total	3	
2: Understanding/Analysis of Literary Texts	Readiness Standards	4	10
	Supporting Standards	8	
	Total	12	
3: Understanding/Analysis of Informational Texts	Readiness Standards	6	9
	Supporting Standards	2	
	Total	8	
Total Number of Questions on Test			**24 Multiple Choice**

Table A.8. Grade 4 Reading Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Understanding Across Genres	Readiness Standards	4	5
	Supporting Standards	1	
	Total	5	
2: Understanding/Analysis of Literary Texts	Readiness Standards	4	10
	Supporting Standards	9	
	Total	13	
3: Understanding/Analysis of Informational Texts	Readiness Standards	5	9
	Supporting Standards	4	
	Total	9	
Total Number of Questions on Test			**24 Multiple Choice**

Table A.9. Grade 5 Reading Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Understanding Across Genres	Readiness Standards	4	5
	Supporting Standards	1	
	Total	5	
2: Understanding/Analysis of Literary Texts	Readiness Standards	5	13
	Supporting Standards	9	
	Total	14	
3: Understanding/Analysis of Informational Texts	Readiness Standards	6	10
	Supporting Standards	9	
	Total	15	
Total Number of Questions on Test			**28 Multiple Choice**

Table A.10. Grade 6 Reading Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Understanding Across Genres	Readiness Standards	4	5
	Supporting Standards	4	
	Total	8	
2: Understanding/Analysis of Literary Texts	Readiness Standards	4	12
	Supporting Standards	10	
	Total	14	
3: Understanding/Analysis of Informational Texts	Readiness Standards	5	11
	Supporting Standards	7	
	Total	12	
Total Number of Questions on Test			**28 Multiple Choice**

Table A.11. Grade 7 Reading Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Understanding Across Genres	Readiness Standards	4	6
	Supporting Standards	2	
	Total	6	
2: Understanding/Analysis of Literary Texts	Readiness Standards	5	14
	Supporting Standards	10	
	Total	15	
3: Understanding/Analysis of Informational Texts	Readiness Standards	5	12
	Supporting Standards	8	
	Total	13	
Total Number of Questions on Test			**32 Multiple Choice**

Table A.12. Grade 8 Reading Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Understanding Across Genres	Readiness Standards	4	6
	Supporting Standards	4	
	Total	8	
2: Understanding/Analysis of Literary Texts	Readiness Standards	4	14
	Supporting Standards	10	
	Total	14	
3: Understanding/Analysis of Informational Texts	Readiness Standards	5	12
	Supporting Standards	7	
	Total	12	
Total Number of Questions on Test			**32 Multiple Choice**

Table A.13. Algebra I Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Number and Algebraic Methods	Readiness Standards	2	7
	Supporting Standards	11	
	Total	13	
2: Describing and Graphing Linear Functions, Equations, and Inequalities	Readiness Standards	3	8
	Supporting Standards	8	
	Total	11	
3: Writing and Solving Linear Functions, Equations, and Inequalities	Readiness Standards	5	9
	Supporting Standards	7	
	Total	12	
4: Quadratic Functions and Equations	Readiness Standards	4	7
	Supporting Standards	4	
	Total	8	
5: Exponential Functions and Equations	Readiness Standards	2	5
	Supporting Standards	3	
	Total	5	
Total Number of Questions on Test			**34 Multiple Choice 2 Griddable 36 Total**

Table A.14. English I Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Understanding/Analysis Across Genres (Reading)	Readiness Standards	3	5
	Supporting Standards	4	
	Total	7	
2: Understanding/Analysis of Literary Texts (Reading)	Readiness Standards	2	6-7
	Supporting Standards	11	
	Total	13	
3: Understanding/Analysis of Informational Texts (Reading)	Readiness Standards	4	6-7
	Supporting Standards	8	
	Total	12	
4: Composition (Writing)	Readiness Standards	4	N/A*
	Supporting Standards	0	
	Total	4	
5: Revision (Writing)	Readiness Standards	1	9
	Supporting Standards	9	
	Total	10	
6: Editing (Writing)	Readiness Standards	6	9
	Supporting Standards	5	
	Total	11	
Total Number of Questions on Test			**36 Multiple Choice**

* To provide results faster for classroom use, STAAR Interim assessments do not currently use constructed-response items.

Table A.15. English II Interim Assessment Blueprint

Reporting Categories	Number of Standards		Number of Questions
1: Understanding/Analysis Across Genres (Reading)	Readiness Standards	3	5
	Supporting Standards	5	
	Total	8	
2: Understanding/Analysis of Literary Texts (Reading)	Readiness Standards	2	6-7
	Supporting Standards	11	
	Total	13	
3: Understanding/Analysis of Informational Texts (Reading)	Readiness Standards	4	6-7
	Supporting Standards	7	
	Total	11	
4: Composition (Writing)	Readiness Standards	4	N/A*
	Supporting Standards	0	
	Total	4	
5: Revision (Writing)	Readiness Standards	1	9
	Supporting Standards	11	
	Total	12	
6: Editing (Writing)	Readiness Standards	6	9
	Supporting Standards	5	
	Total	11	
Total Number of Questions on Test			**36 Multiple Choice**

* To provide results faster for classroom use, STAAR Interim assessments do not currently use constructed-response items.

Appendix B: 2018–2019 Interim Administrations Test Information Functions

Figure B.1. Interim 2018-2019 Test Information Function

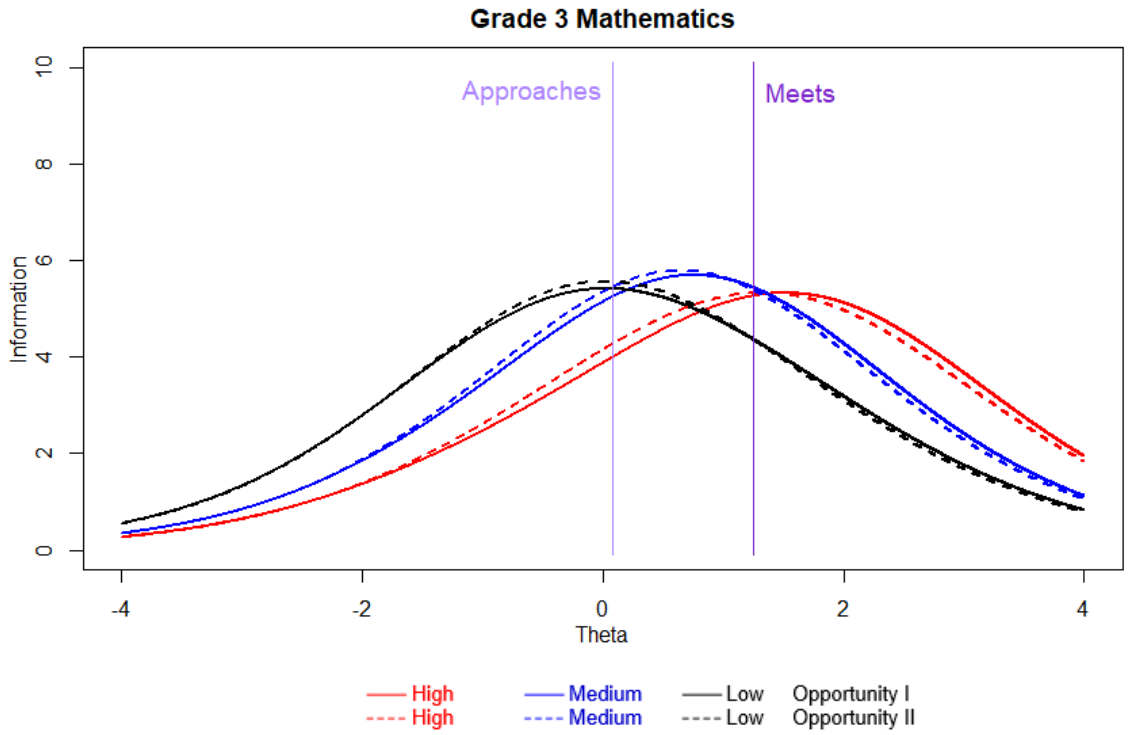


Figure B.2. Interim 2018–2019 Test Information Function

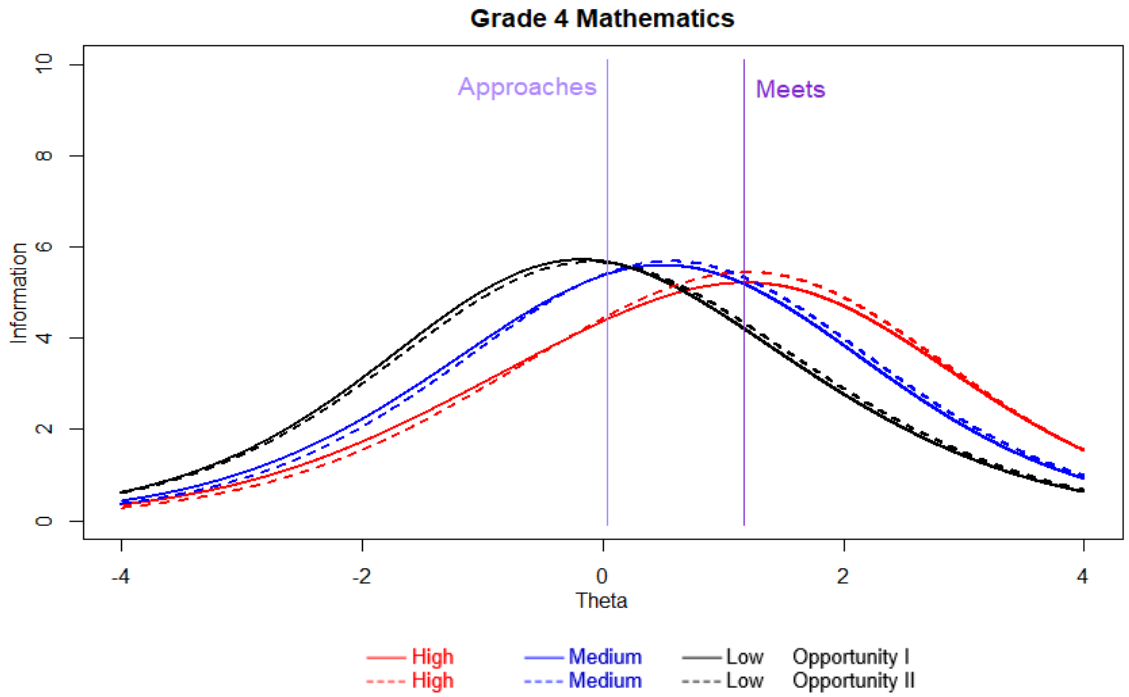


Figure B.3. Interim 2018–2019 Test Information Function
Grade 5 Mathematics

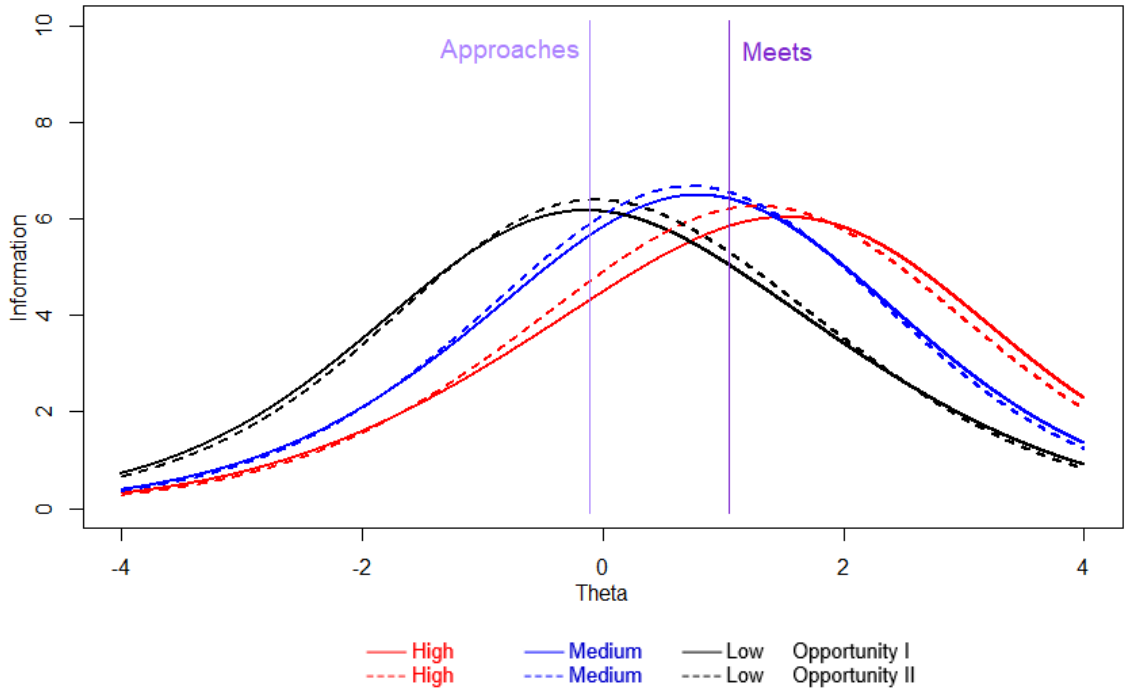


Figure B.4. Interim 2018–2019 Test Information Function
Grade 6 Mathematics

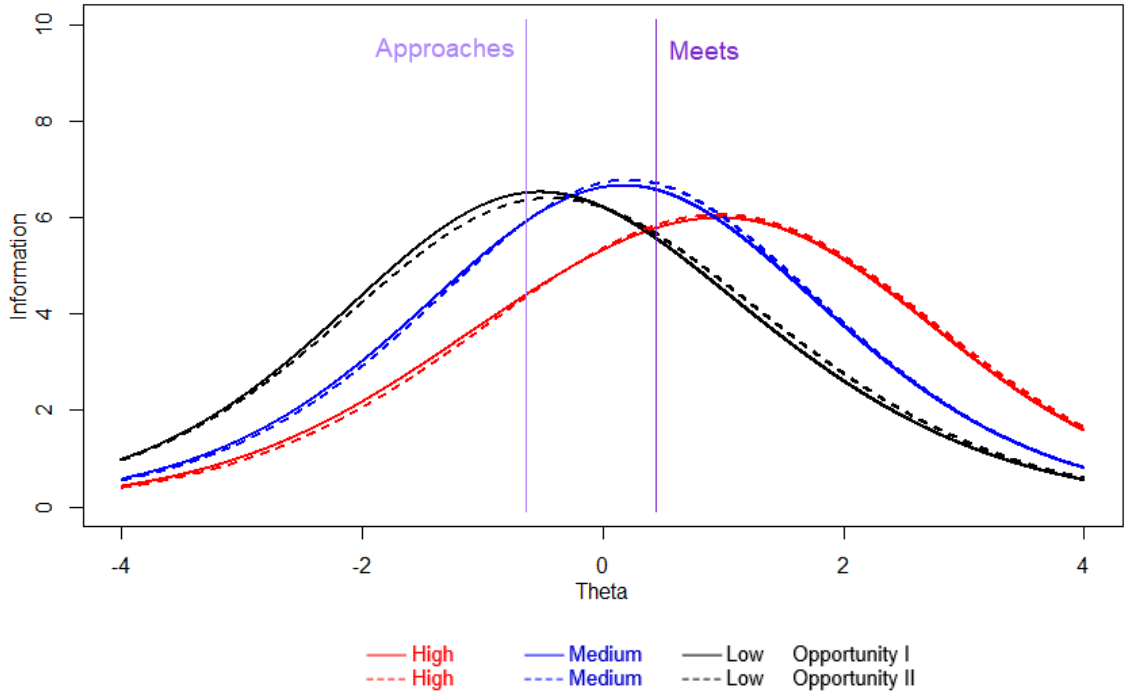


Figure B.5. Interim 2018–2019 Test Information Function
Grade 7 Mathematics

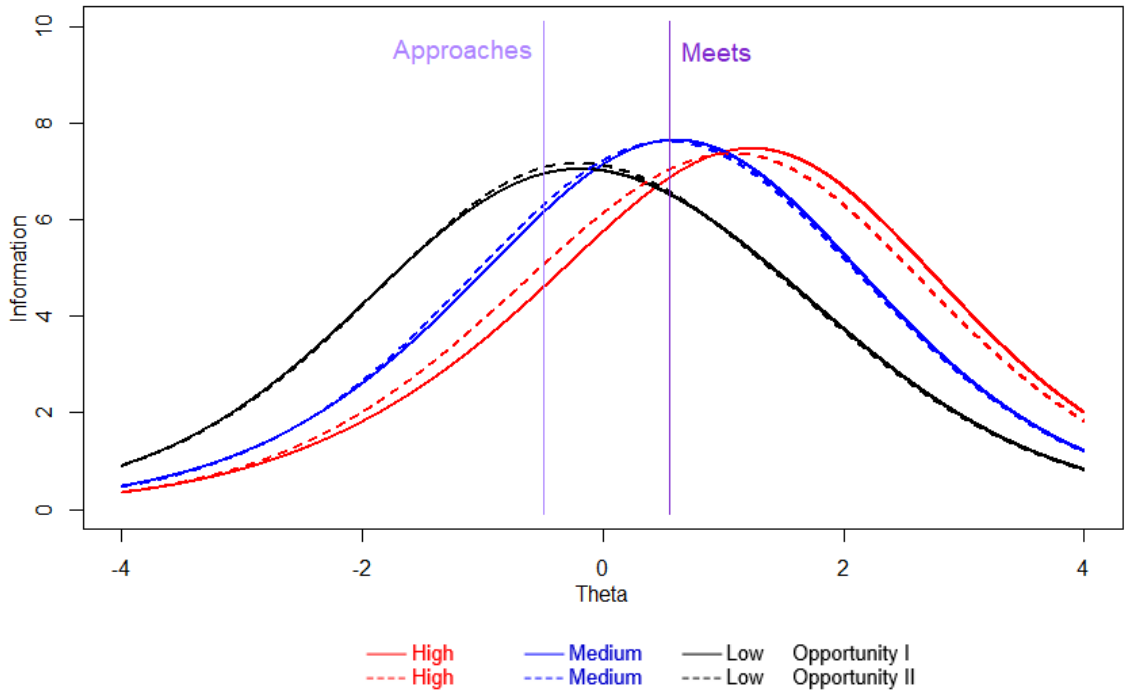


Figure B.6. Interim 2018–2019 Test Information Function
Grade 8 Mathematics

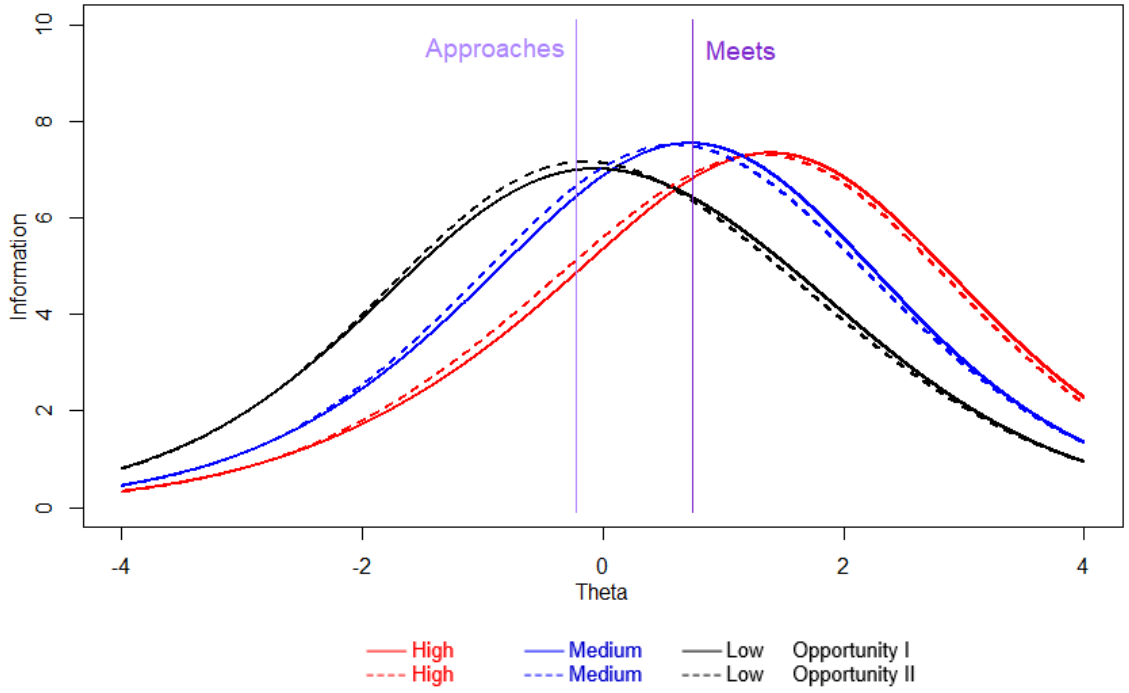


Figure B.7. Interim 2018–2019 Test Information Function
Grade 3 Reading

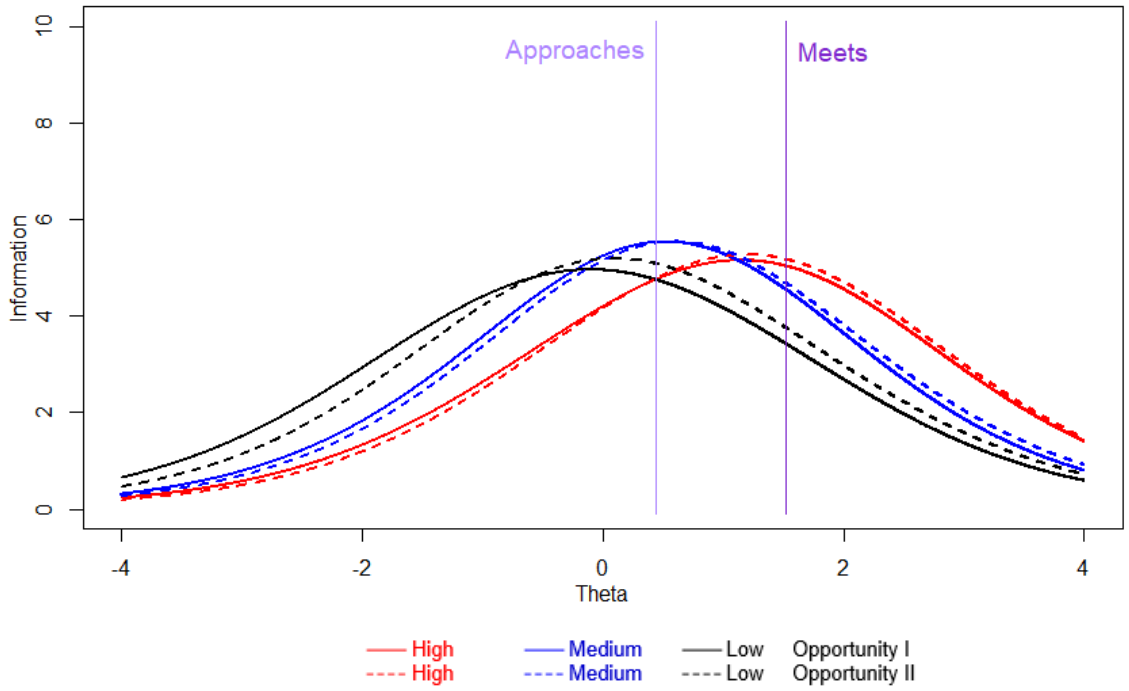


Figure B.8. Interim 2018–2019 Test Information Function
Grade 4 Reading

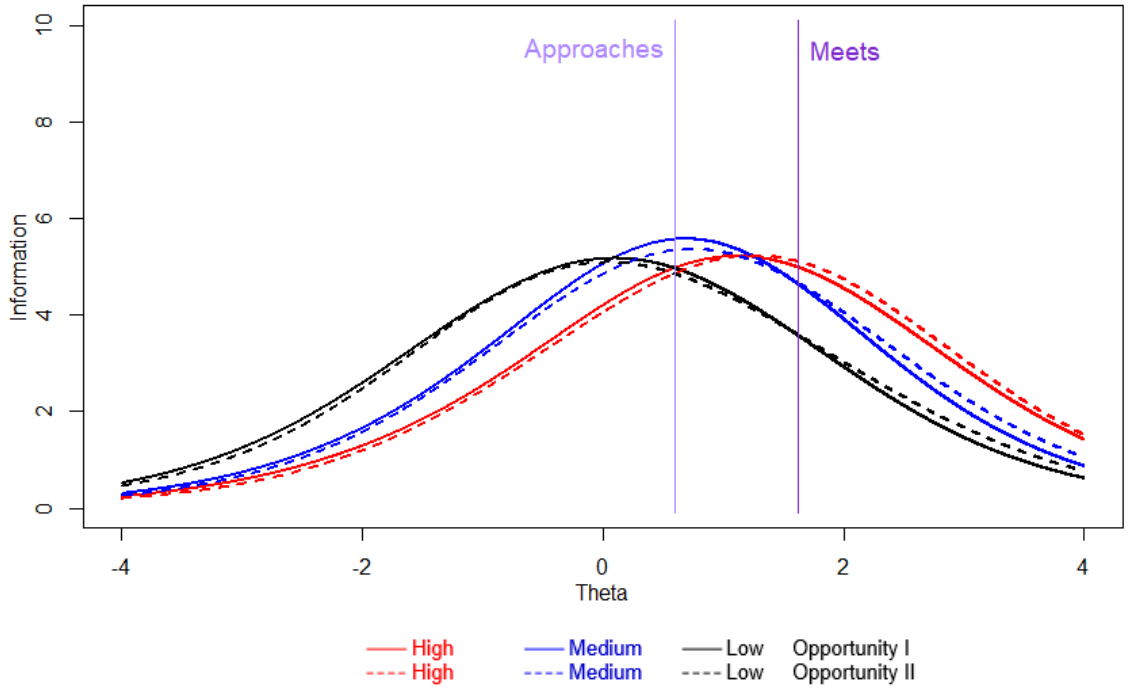


Figure B.9. Interim 2018–2019 Test Information Function
Grade 5 Reading

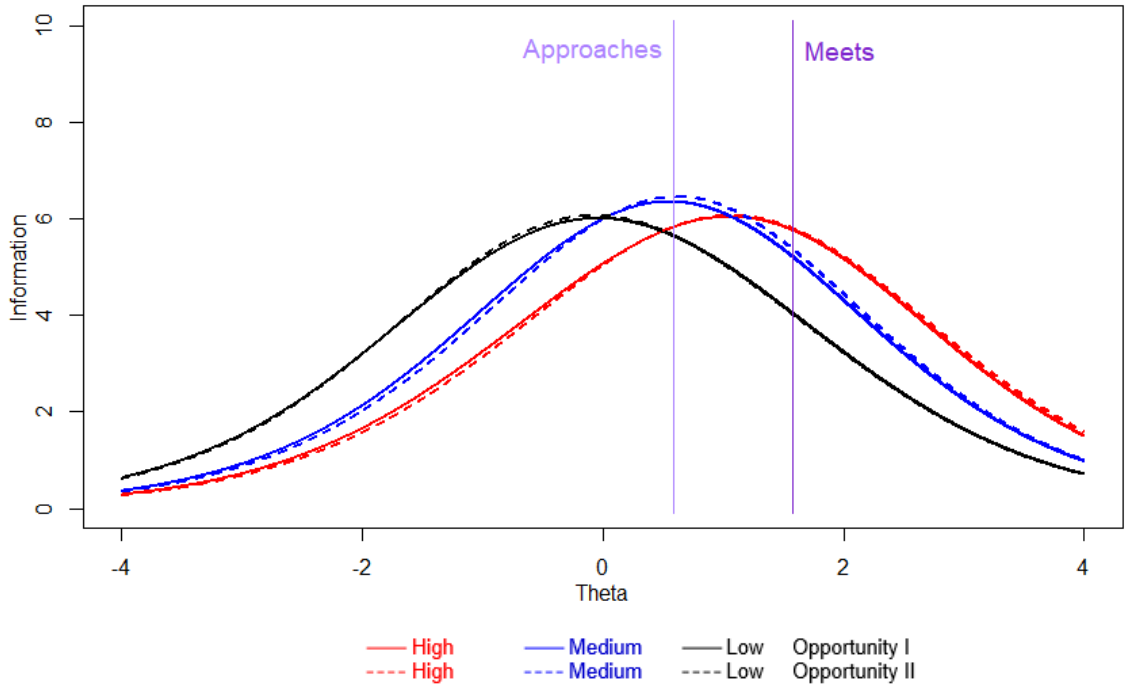


Figure B.10. Interim 2018–2019 Test Information Function
Grade 6 Reading

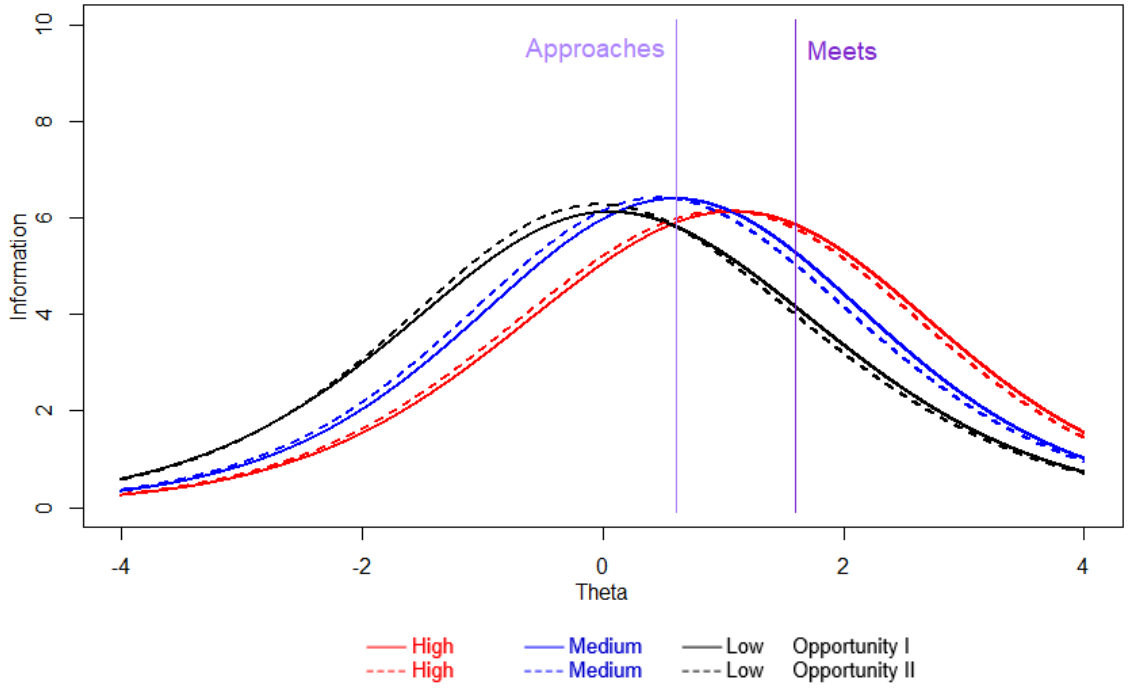


Figure B.11. Interim 2018–2019 Test Information Function
Grade 7 Reading

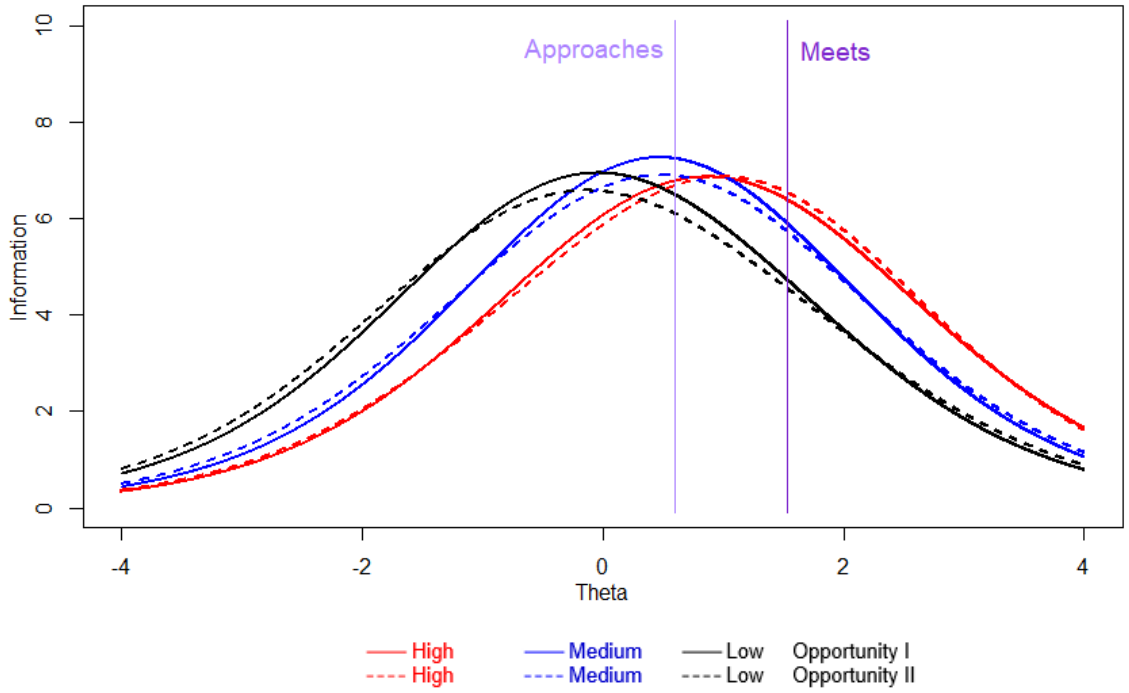


Figure B.12. Interim 2018–2019 Test Information Function
Grade 8 Reading

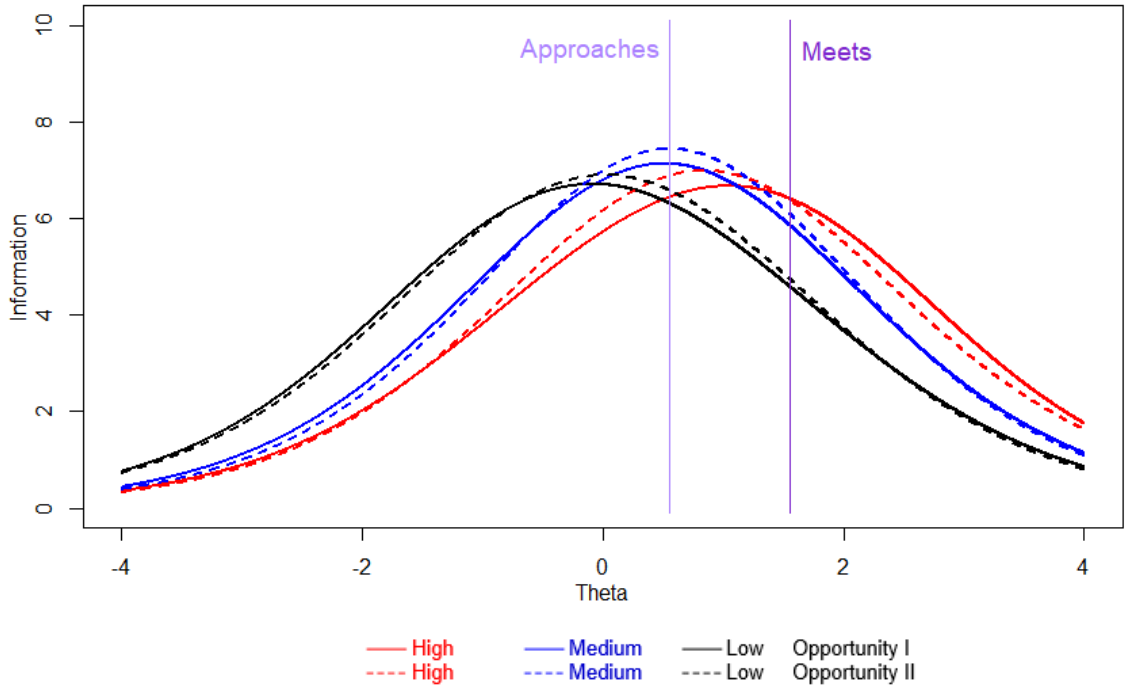


Figure B.13. Interim 2018–2019 Test Information Function

Grade 3 Spanish Reading

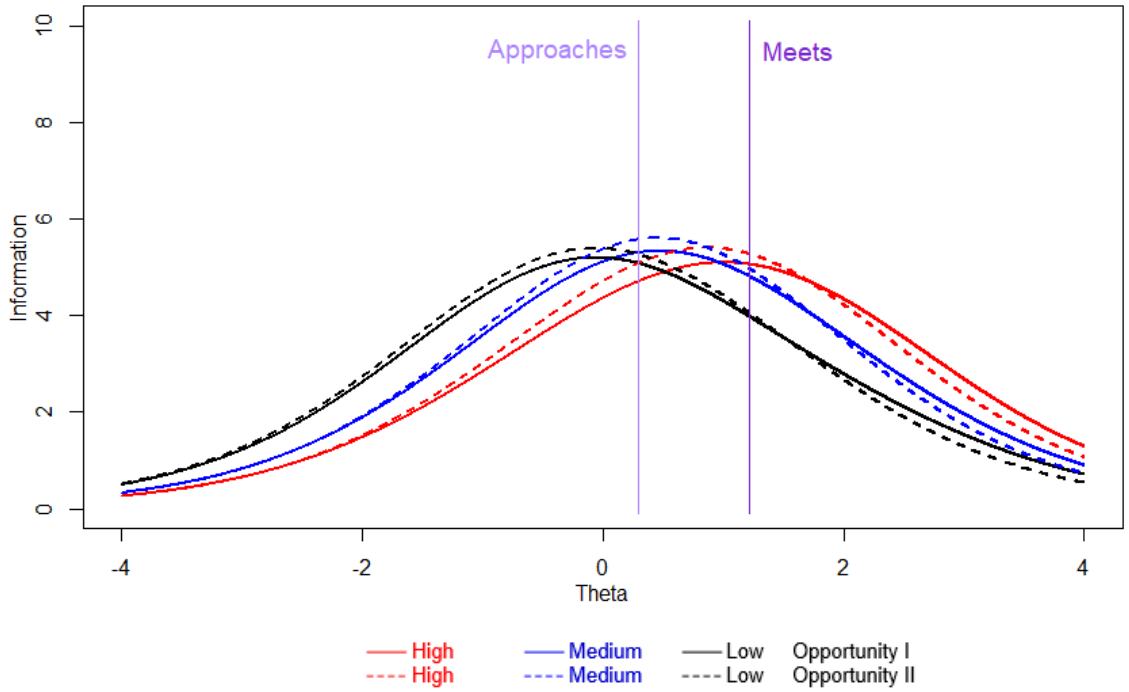


Figure B.14. Interim 2018–2019 Test Information Function

Grade 4 Spanish Reading

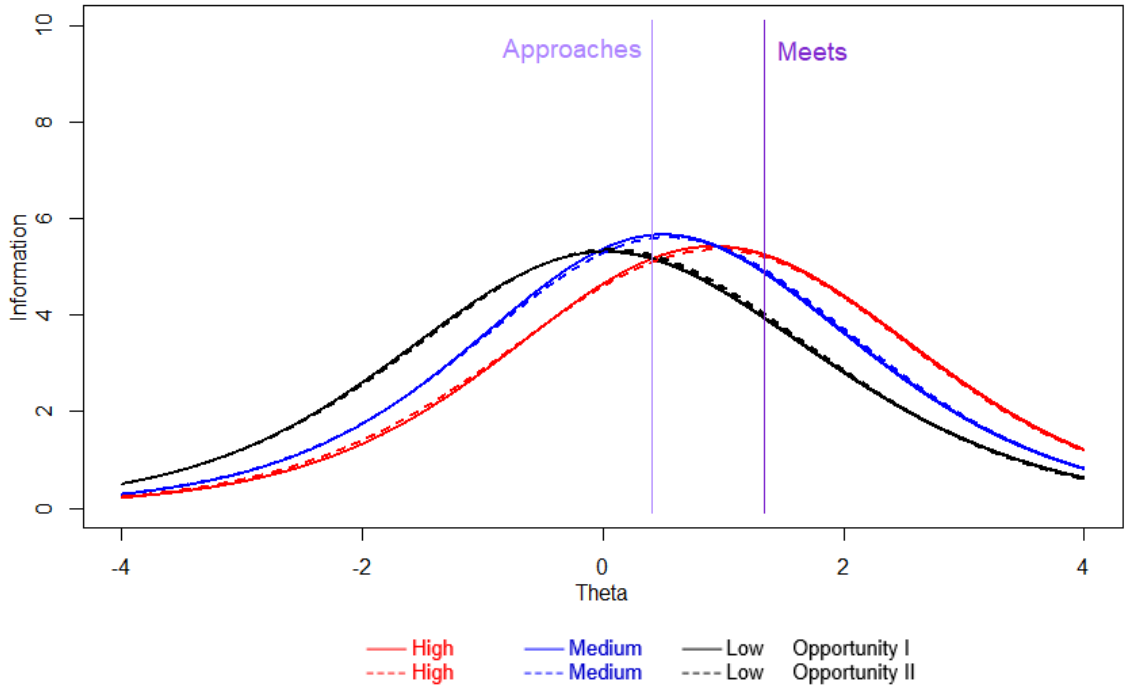


Figure B.15. Interim 2018–2019 Test Information Function
Grade 5 Spanish Reading

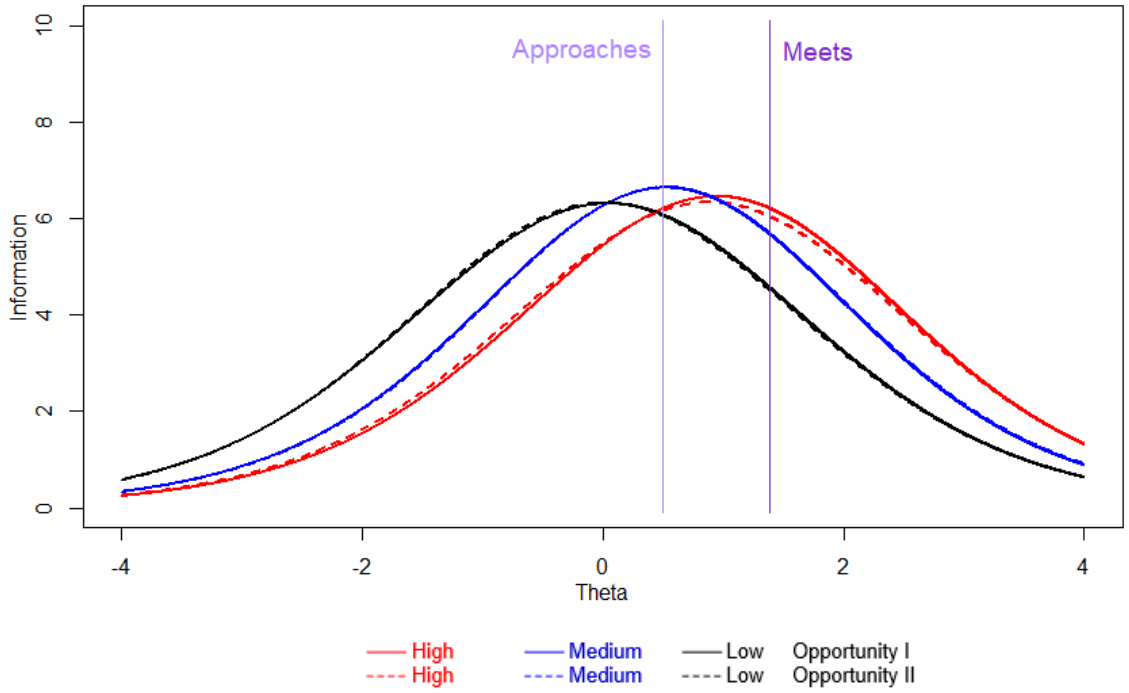


Figure B.16. Interim 2018–2019 Test Information Function
Algebra I

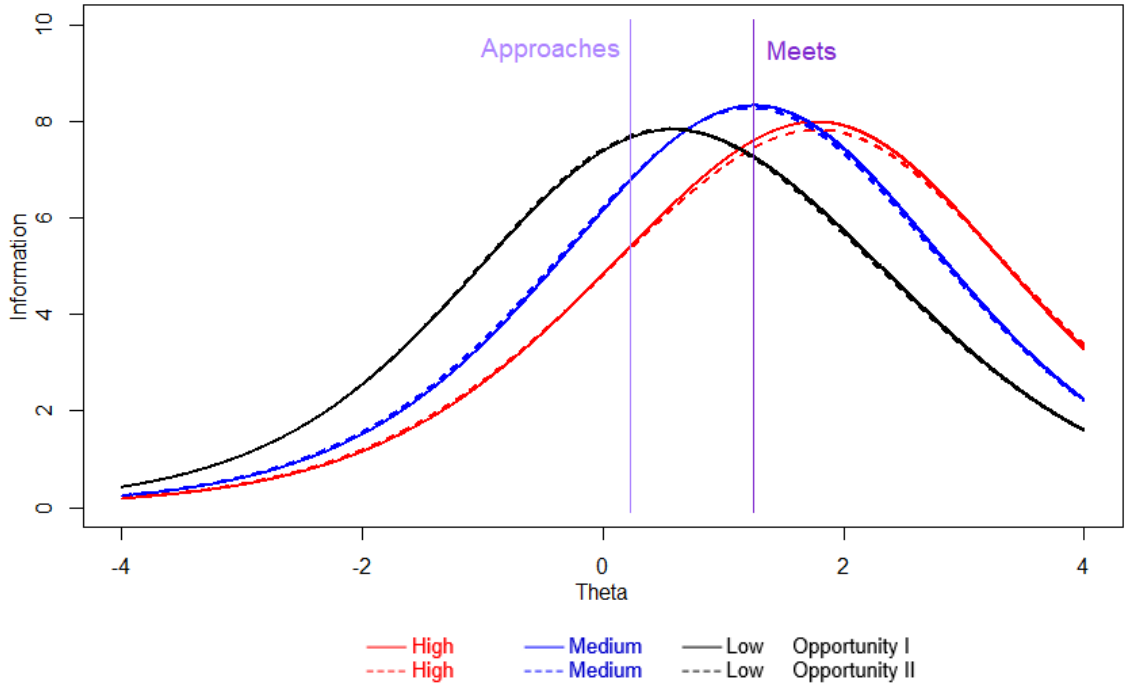


Figure B.17. Interim 2018–2019 Test Information Function

English I

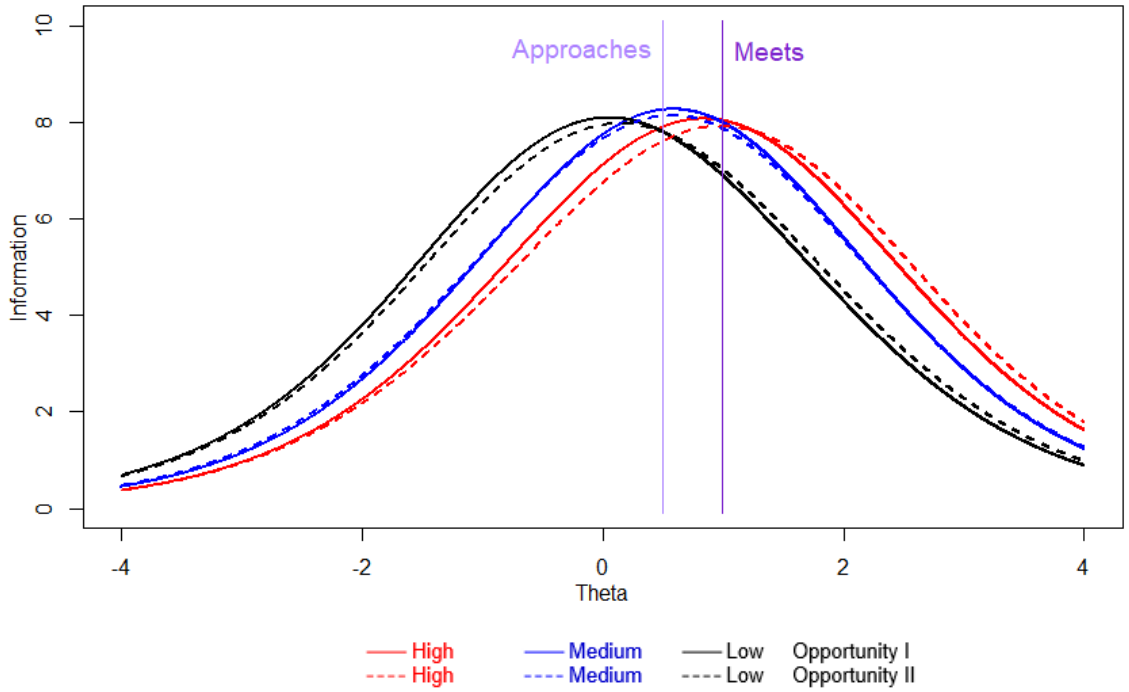
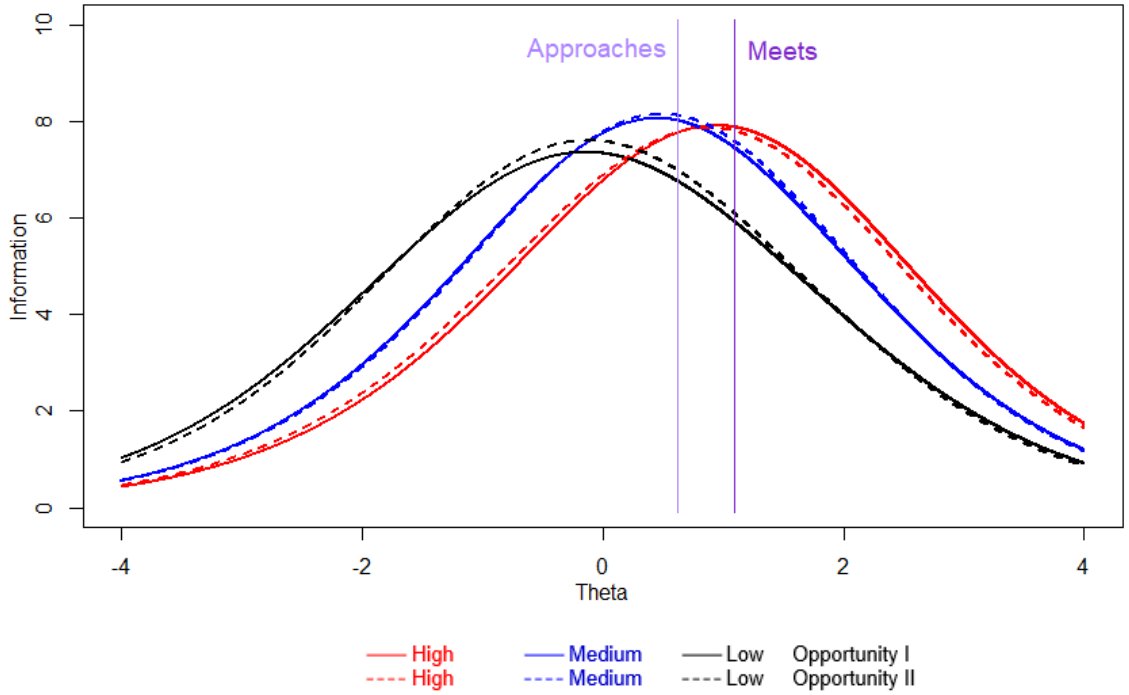


Figure B.18. Interim 2018–2019 Test Information Function

English II



Appendix C: 2018–2019 Interim Administrations Reporting Category Relative Strength and Weakness Cut Scores

Illustrated below is **an example** for using the tables in Appendix C to determine the cut scores in each reporting category for reporting a student's relative strength and weakness on an interim assessment. Four pieces of information are used to determine a student's relative strength and weakness—reporting category, test form, total raw score on the test form, and the reporting category raw score.

A student is **relatively stronger** in Reporting Category 1 when he or she:

- ✓ took the high form;
- ✓ scored 10 points on the entire test form; AND
- ✓ scored 5 points or higher in Reporting Category 1.

A student is **relatively weaker** in Reporting Category 2 when he or she:

- ✓ took the low form;
- ✓ scored 19 points on the entire test form; AND
- ✓ scored 4 points or lower in Reporting Category 2.

Raw Score	Reporting Category 1						Reporting Category 2					
	Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0												
1												
2				2	2							
3				3	3	3				3	3	3
4				3	3	3				4	4	4
5				3	4	4	0	0	0	4	4	4
6				4	4	4	0	0	0	5	5	4
7			0	4	4	4	0	0	0	5	5	5
8		0	0	4	5	5	0	0	0	6	6	5
9	0	0	0	5	5	5	1	1	0	6	6	6
10	0	0	0	5	5	5	1	1	1	6	6	6
11	0	0	0	5	5	6	1	1	1	7	7	6
12	0	0	1	5	6	6	2	1	1	7	7	7
13	0	1	1	6	6	6	2	2	1	7	7	7
14	1	1	1	6	6	6	2	2	2	8	8	7
15	1	1	1	6	6	6	2	2	2	8	8	8
16	1	1	2	6	6		3	3	2	8	8	8
17	1	2	2	6			3	3	3	8	9	8
18	2	2	2				3	3	3	9	9	9
19	2	2	2				4	4	4	9	9	9
20	2	2	3				4	4	4	9	9	9
21	3	3	3				5	5	5	9		
22	3	3	3				5	5	5			

Table C.1. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 3 Mathematics Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2				2	2											2	2	2				2	2	2
3				3	3	3				3	3	3				3	3	2				3	3	3
4				3	3	3				4	4	4				3	3	3				3	3	3
5				3	4	4	0	0	0	4	4	4				3	3	3				3	3	3
6				4	4	4	0	0	0	5	5	4				4	3	3				4	3	3
7			0	4	4	4	0	0	0	5	5	5				4	4	4				4	4	4
8		0	0	4	5	5	0	0	0	6	6	5				4	4	4				4	4	4
9	0	0	0	5	5	5	1	1	0	6	6	6				4	4	4				4	4	4
10	0	0	0	5	5	5	1	1	1	6	6	6	0		0	5	5	5	0	0	0	4	4	4
11	0	0	0	5	5	6	1	1	1	7	7	6	0	0	0	5	5	5	0	0	0	5	5	4
12	0	0	1	5	6	6	2	1	1	7	7	7	0	0	0	5	5	5	0	0	0	5	5	5
13	0	1	1	6	6	6	2	2	1	7	7	7	0	0	0	5	5	6	0	0	0	5	5	5
14	1	1	1	6	6	6	2	2	2	8	8	7	1	0	1	6	6	6	0	0	0	5	5	5
15	1	1	1	6	6	6	2	2	2	8	8	8	1	1	1	6	6	6	0	0	0	5	5	5
16	1	1	2	6	6		3	3	2	8	8	8	1	1	1	6	6	6	1	1	1			5
17	1	2	2	6			3	3	3	8	9	8	1	1	1	6	6	6	1	1	1			
18	2	2	2				3	3	3	9	9	9	2	1	2				1	1	1			
19	2	2	2				4	4	4	9	9	9	2	2	2				1	1	1			
20	2	2	3				4	4	4	9	9	9	2	2	2				2	1	1			
21	3	3	3				5	5	5	9			3	2	3				2	2	2			
22	3	3	3				5	5	5				3	3	3				2	2	2			
23	3	3	3				6	6	6				3	3	3				2	2	2			
24	4	4	4										4	4	4				3	3	3			
25																								
26																								

Table C.2. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 4 Mathematics Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2										2						2	2	2				2	2	2
3				3	3	3				3	3	3				3	3	3				2	2	2
4				4	4	4				3	4	3				3	3	3				3	3	3
5				4	4	4				4	4	4				4	3	3				3	3	3
6	0	0	0	5	5	4				4	4	4				4	4	4				3	3	3
7	0	0	0	5	5	5		0	0	4	5	5				4	4	4				3	3	3
8	0	0	0	5	5	5		0	0	5	5	5				5	4	4				4	4	4
9	0	0	0	6	6	5	0	0	0	5	5	5	0	0		5	5	4				4	4	4
10	1	1	1	6	6	6	0	0	0	5	6	5	0	0	0	5	5	5				4	4	4
11	1	1	1	6	6	6	0	0	1	5	6	6	0	0	0	5	5	5			0	4	4	4
12	1	1	1	7	6	6	0	1	1	6	6	6	0	0	0	6	6	5	0	0	0	4	4	4
13	2	1	1	7	7	7	1	1	1	6	6	6	1	0	0	6	6	6	0	0	0	5	5	5
14	2	2	2	7	7	7	1	1	1	6	7	7	1	1	1	6	6	6	0	0	0	5	5	5
15	2	2	2	7	7	7	1	2	2	7	7	7	1	1	1	7	6	6	0	0	0	5	5	5
16	2	2	2		7	7	1	2	2	7	7	7	1	1	1	7	7	7	0	0	0	5	5	5
17	3	2	2			7	2	2	2	7	7	7	2	2	2	7	7	7	0	0	1	5	5	5
18	3	3	3				2	2	2	7	7		2	2	2	7	7	7	1	1	1	5		
19	3	3	3				2	3	3	7			2	2	2	7	7	7	1	1	1			
20	4	3	3				3	3	3				3	3	3				1	1	1			
21	4	4	4				3	3	3				3	3	3				1	1	1			
22	4	4	4				4	4	4				4	3	3				2	2	2			
23	5	4	4				4	4	4				4	4	4				2	2	2			
24	5	5	5						5															
25																								
26																								

Table C.3. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 5 Mathematics Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								1
2				2	2	2												2				2	2	2
3				3	3	3				3		3				3	3	3				2	2	2
4				3	3	3				4	4	4				3	3	3				3	2	2
5				3	4	4		0	0	5	5	5				4	4	3				3	2	2
6				4	4	4	0	0	0	5	5	5				4	4	4				3	3	3
7				4	4	4	0	0	0	6	6	6				4	4	4				3	3	3
8		0	0	4	5	4	0	1	1	6	6	6			0	4	4	4				4	3	3
9		0	0	5	5	5	1	1	1	7	7	7	0	0	0	5	5	4				4	3	3
10	0	0	0	5	5	5	1	1	2	7	7	7	0	0	0	5	5	5				4	3	3
11	0	0	0	5	5	5	2	2	2	7	8	8	0	0	0	5	5	5				4	3	4
12	0	0	0	5	6	5	2	2	2	8	8	8	0	0	0	5	5	5				4	4	4
13	0	0	1	5	6	6	2	3	3	8	9	9	0	0	0	6	5	5	0			4	4	4
14	0	1	1	6	6	6	3	3	3	9	9	9	1	0	0	6	6	5	0			4	4	4
15	1	1	1	6	6	6	3	4	4	9	10	10	1	1	1	6	6	6	0			5	4	5
16	1	1	1	6	6	6	4	4	4	10	10	10	1	1	1	6	6	6	0		0	5	4	5
17	1	1	1	6		6	4	4	4	10	10	10	1	1	1	6	6	6	0		0	5	5	5
18	1	2	2				5	5	5	10	11	11	1	1	1	6	6	6	0	0	0	5	5	5
19	2	2	2				5	5	5	11	11	11	2	1	1			6	0	0	0	5	5	5
20	2	2	2				5	6	6	11	12	12	2	2	1			6	1	0	0	5	5	5
21	2	2	2				6	6	6	12	12	12	2	2	2				1	0	1	5	5	
22	2	2	2				6	7	7	12	12	12	2	2	2				1	0	1		5	
23	3	3	3				7	7	7	12	13	13	3	2	2				1	1	1			
24	3	3	3				8	8	8	13	13	13	3	3	2				1	1	1			
25	3	3	3				8	8	8	13	13	13	3	3	3				2	1	2			
26	3	3	3				9	9	9	13			3	3	3				2	2	2			
27	4	4	4										4	3	3				2	2	2			
28	4	4	4										4	4	4				3		3			
29																								
30																								

Table C.4. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 6 Mathematics Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2				2	2	2										2	2	2						
3				3	3	3				3						2	2	2				3	3	3
4				3	3	3				4	4	4				3	3	3				3	3	3
5				3	3	3		0	0	5	5	5				3	3	3				4	4	3
6				4	4	3	0	0	0	5	5	5				3	3	3				4	4	4
7				4	4	4	0	0	0	6	6	6				3	3	3				4	4	4
8				4	4	4	0	0	1	6	6	6				4	4	4			0	5	4	4
9				4	4	4	1	1	1	7	7	7				4	4	4	0	0	0	5	5	4
10				5	5	4	1	1	2	7	7	7				4	4	4	0	0	0	5	5	4
11	0	0	0	5	5	5	2	2	2	8	8	8				4	4	4	0	0	0	5	5	5
12	0	0	0	5	5	5	2	2	2	8	8	8				4	5	4	0	0	0	5	5	5
13	0	0	0	5	5	5	2	2	3	8	8	9	0	0	0	5	5	5	0	0	0	5	5	5
14	0	0	0	6	6	5	3	3	3	9	9	9	0	0	0	5	5	5	1	0	0	6	6	5
15	0	0	0	6	6	6	3	3	4	9	9	10	0	0	0	5	5	5	1	1	1	6	6	5
16	1	1	1	6	6	6	4	4	4	10	10	10	0	0	0	5	5	5	1	1	1	6	6	6
17	1	1	1	6	6	6	4	4	5	10	10	10	0	0	0	5	5	5	1	1	1	6	6	6
18	1	1	1	6	7	6	4	4	5	10	10	11	0	0	1		5		1	1	1	6	6	6
19	1	1	1	7	7	6	5	5	5	11	11	11	1	1	1				1	1	1	6	6	6
20	2	2	1	7	7	7	5	5	6	11	11	11	1	1	1				2	2	1	6		6
21	2	2	2	7	7	7	6	6	6	12	12	12	1	1	1				2	2	2			
22	2	2	2	7	7	7	6	6	7	12	12	12	1	1	1				2	2	2			
23	2	2	2	7	7	7	7	7	7	12	12	12	2	1	2				2	2	2			
24	3	3	3	7			7	7	7	12	12		2	2	2				3	2	2			
25	3	3	3				8	8	8				2	2	2				3	3	3			
26	3	3	3				8	8	8				2	2	2				3	3	3			
27	4	4	4				9	9	9				3	2	3				3	3	3			
28													3	3	3				4	4	4			
29																								
30																								

Table C.5. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 7 Mathematics Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2				2	2	2											2	2				2	2	2
3				2	2	2			0							3	3	3				3	2	2
4				2	3	2		0	0	4	4					3	3	3				3	3	3
5				2	3	3	0	0	0	5	5	5				4	3	3				3	3	3
6				3	3	3	0	0	1	6	6	6				4	4	4				3	3	3
7				3	3	3	0	1	1	6	6	6				5	4	4				4	4	4
8				3	4	3	1	1	1	7	7	7	0			5	5	5				4	4	4
9				3	4	3	1	1	1	7	7	7	0		0	5	5	5				4	4	4
10				3	4	4	2	2	2	8	8	8	0	0	0	6	5	5				4	4	4
11				3	4	4	2	2	2	8	8	8	0	0	0	6	6	6				5	5	5
12				3	4	4	2	2	2	9	8	8	0	0	0	6	6	6	0		0	5	5	5
13				4	4	4	3	3	3	9	9	9	1	0	0	7	6	6	0	0	0	5	5	5
14		0		4	4	4	3	3	3	9	9	9	1	1	1	7	7	7	0	0	0	5	5	5
15		0		4	5	4	4	3	3	10	10	10	1	1	1	7	7	7	0	0	0	5	5	5
16		0		4	5	5	4	4	4	10	10	10	2	1	1	7	7	7	0	0	0	6	6	6
17		0	0	4	5	5	4	4	4	11	10	10	2	1	2	8	8	8	0	0	0	6	6	6
18		0	0	4	5	5	5	4	4	11	11	11	2	2	2	8	8	8	1	0	1	6	6	6
19	0	0	0	4	5	5	5	5	5	11	11	11	2	2	2	8	8	8	1	1	1	6	6	6
20	0	0	0	5	5	5	6	5	5	12	11	11	3	2	2	9	8	9	1	1	1	6	6	6
21	0	0	0	5	5	5	6	6	6	12	12	12	3	3	3	9	9	9	1	1	1	6	6	6
22	0	1	0	5	5	5	6	6	6	12	12	12	3	3	3	9	9	9	1	1	1			
23	0	1	0	5			7	6	6	12	12	12	4	3	3	9	9	9	2	1	2			
24	0	1	1	5			7	7	7	13	13	13	4	4	4	10	10	10	2	2	2			
25	1	1	1	5			7	7	7	13	13	13	4	4	4	10	10	10	2	2	2			
26	1	1	1				8	8	7	13	13	13	5	5	5	10	10	10	2	2	2			
27	1	1	1				8	8	8		13	13	5	5	5	10	10	10	2	2	2			
28	1	2	2				9	8	8				6	5	5				3	3	3			
29	1	2	2				9	9	9				6	6	6				3	3	3			
30	2	2	2				9	9	9				6	6	6				3	3	3			
31	2	2	2				10	10	10				7	7	7				4	3	3			
32		3	3																4	4	4			
33																								
34																								

Table C.6. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 8 Mathematics Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2				2	2	2												2				2	2	2
3				3	3	3										3	3	3				2	2	2
4				3	3	3			0	4	4	4				4	4	3				3	2	2
5				3	3	3		0	0	5	5	5				4	4	3				3	3	3
6				3	4	4	0	0	0	5	5	5				4	4	4				3	3	3
7				4	4	4	0	0	0	6	5	6				5	5	4				3	3	3
8				4	4	4	0	0	1	6	6	6	0	0		5	5	5				3	3	3
9			0	4	4	4	1	1	1	6	6	7	0	0	0	5	6	5				4	4	4
10			0	4	4	4	1	1	1	7	7	7	0	0	0	6	6	5				4	4	4
11		0	0	4	5	5	1	1	2	7	7	8	0	1	0	6	6	6				4	4	4
12	0	0	0	5	5	5	2	1	2	8	7	8	1	1	0	7	7	6				4	4	4
13	0	0	0	5	5	5	2	2	2	8	8	8	1	1	1	7	7	6				4	4	4
14	0	0	0	5	5	5	2	2	3	8	8	9	1	1	1	7	8	7	0			5	5	5
15	0	0	0	5	5	5	3	2	3	9	8	9	2	2	1	8	8	7	0		0	5	5	5
16	0	0	0	5	5	5	3	3	3	9	9	9	2	2	1	8	8	8	0	0	0	5	5	5
17	0	0	1	5	5	5	3	3	4	10	9	10	2	2	2	8	9	8	0	0	0	5	5	5
18	0	1	1				4	3	4	10	10	10	2	3	2	8	9	8	0	0	0	5	5	5
19	1	1	1				4	4	4	10	10	10	3	3	2	9	9	9	0	0	0	5	6	6
20	1	1	1				5	4	5	11	10	11	3	3	3	9	10	9	0	0	0	6	6	6
21	1	1	1				5	4	5	11	10	11	4	4	3	9	10	9	1	0	1	6	6	6
22	1	1	1				5	5	5	11	11	11	4	4	3	10	10	10	1	1	1	6	6	6
23	1	1	1				6	5	6	11	11	12	4	5	4	10	10	10	1	1	1	6	6	6
24	2	1	2				6	5	6	12	11	12	5	5	4	10	11	10	1	1	1	6	6	
25	2	2	2				6	6	6	12	12	12	5	5	5	11	11	11	1	1	1	6		
26	2	2	2				7	6	7	12	12	12	5	6	5	11	11	11	2	2	2	6		
27	2	2	2				7	7	7	12	12		6	6	6	11	11	11	2	2	2			
28	2	2	2				8	7	8		12		6	6	6	11		11	2	2	2			
29	2	2	2				8	8	8				7	7	6				2	2	3			
30	3	3	3				8	8	8				7	7	7				3	3	3			
31	3	3	3				9	9	9				8	8	8				3	3	3			
32	3	3	3																		4			
33																								
34																								

Table C.7. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 3 Reading Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2														
3				3	3	3					3	3				3		3
4				3	3	3				4	4	4				4	4	4
5				3	4	4	0			5	4	4		0		4	5	4
6				4	4	4	0	0	0	5	5	5	0	0	0	5	5	5
7			0	4	4	4	0	0	0	6	5	5	0	0	0	5	6	5
8			0	4	4	5	1	0	0	6	6	6	0	1	0	6	6	6
9	0	0	0	4	5	5	1	0	1	6	6	6	1	1	1	6	7	6
10	0	0	0	5	5	5	1	1	1	7	7	7	1	1	1	6	7	6
11	0	0	0	5	5	5	2	1	1	7	7	7	1	2	1	7	7	7
12	0	0	0	5	5	5	2	2	2	8	7	8	2	2	2	7	8	7
13	0	0	1	5	5		2	2	2	8	8	8	2	2	2	8	8	7
14	1	1	1	5	5		3	2	3	8	8	8	3	3	2	8	8	8
15	1	1	1				3	3	3	9	9	9	3	3	3	9	9	8
16	1	1	1				4	3	4	9	9	9	4	4	3	9	9	8
17	1	1	2				4	4	4	9	9	10	4	4	3	9	9	9
18	2	1	2				5	4	5	10	10	10	4	4	4			9
19	2	2	2				5	5	5	10	10	10	5	5	4			9
20	2	2	2				6	6	6	10	10		5	5	5			
21	2	2	3						7				6	6				
22	3	3	3															
23																		
24																		

Table C.8. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 4 Reading Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2																		2
3				3	3	3				3	3	3				3	3	3
4				4	4	4				4	4	4				4	4	3
5			0	4	4	4				4	4	4				4	4	4
6		0	0	4	4	4	0	0	0	5	5	5	0			5	4	4
7	0	0	0	5	5	5	0	0	0	5	5	6	0	0		5	5	4
8	0	0	0	5	5	5	0	0	1	6	6	6	0	0	0	5	5	5
9	0	0	0	5	5	5	1	1	1	6	6	7	0	0	0	6	6	5
10	0	0	0	5	5	5	1	1	1	7	7	7	1	0	0	6	6	6
11	0	0	1	5	5	5	1	2	2	7	7	7	1	1	1	7	6	6
12	1	1	1				2	2	2	7	8	8	1	1	1	7	7	6
13	1	1	1				2	2	3	8	8	8	2	1	1	7	7	7
14	1	1	1				3	3	3	8	9	9	2	2	2	8	8	7
15	1	1	1				3	3	4	9	9	9	3	2	2	8	8	8
16	2	1	2				4	4	4	9	9	10	3	3	3	8	8	8
17	2	2	2				4	4	5	9	10	10	4	3	3	9	9	8
18	2	2	2				5	5	5	10	10	10	4	4	4	9	9	9
19	2	2	2				5	5	6	10	10		4	4	4	9	9	9
20	2	2	2				6	6	6				5	5	5			
21	3	3	3						7				6					
22	3	3	3															
23																		
24																		

Table C.9. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 5 Reading Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2	2												
3				3	3	3										3	3	3
4				3	3	3	0			4	4	4				4	4	4
5				3	3	3	0	0	0	5	5	5				4	4	4
6				4	4	3	0	0	0	6	5	5		0	0	5	5	5
7				4	4	4	1	0	0	6	6	6	0	0	0	5	5	5
8				4	4	4	1	1	1	7	6	6	0	0	0	5	6	6
9				4	4	4	1	1	1	7	7	7	0	0	1	6	6	6
10	0			4	5	4	2	1	2	8	7	7	0	1	1	6	6	7
11	0	0	0	5	5	5	2	2	2	8	8	8	1	1	1	7	7	7
12	0	0	0	5	5	5	3	2	2	9	8	8	1	1	2	7	7	7
13	0	0	0	5	5	5	3	3	3	9	9	9	1	2	2	7	8	8
14	0	0	0	5	5	5	4	3	3	9	9	9	2	2	2	8	8	8
15	0	0	0	5		5	4	4	4	10	10	10	2	2	3	8	8	8
16	1	1	0			5	4	4	4	10	10	10	3	3	3	8	9	9
17	1	1	1				5	5	5	11	11	11	3	3	3	9	9	9
18	1	1	1				5	5	5	11	11	11	3	4	4	9	9	9
19	1	1	1				6	6	6	12	11	11	4	4	4	9	10	10
20	1	1	1				6	6	6	12	12	12	4	4	5	10	10	10
21	2	2	1				7	7	7	12	12	12	5	5	5	10	10	10
22	2	2	2				7	7	7	13	13	13	5	5	5	10	10	
23	2	2	2				8	8	8	13	13	13	6	6	6			
24	2	2	2				9		9	13	13	13	6	6	6			
25	3	3	2										7	7	7			
26	3	3	3															
27																		
28																		

Table C.10. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 6 Reading Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2	2												
3				3	3	3						3				3	3	3
4				3	3	3				4	4	4				4	4	4
5				3	3	4	0	0	0	5	5	5	0			5	4	4
6				3	4	4	0	0	0	5	5	5	0		0	5	5	5
7				4	4	4	0	0	0	6	6	6	0	0	0	6	5	5
8				4	4	4	0	1	1	6	6	6	1	0	0	6	6	6
9			0	4	5	5	1	1	1	6	7	7	1	0	0	7	6	6
10		0	0	4	5	5	1	1	1	7	7	7	1	1	1	7	6	6
11	0	0	0	5	5	5	1	2	2	7	8	8	2	1	1	7	7	7
12	0	0	0	5	5	5	2	2	2	8	8	8	2	1	1	8	7	7
13	0	0	0	5	5	5	2	3	2	8	9	8	2	2	2	8	8	8
14	0	0	0	5	5	5	3	3	3	9	9	9	3	2	2	9	8	8
15	0	1	1	5			3	4	3	9	10	9	3	2	3	9	8	8
16	0	1	1				4	4	4	9	10	10	4	3	3	9	9	9
17	1	1	1				4	4	4	10	10	10	4	3	3	10	9	9
18	1	1	1				4	5	5	10	11	11	4	4	4	10	10	10
19	1	1	1				5	5	5	11	11	11	5	4	4	10	10	10
20	1	2	2				5	6	6	11	11	11	5	5	5	11	10	10
21	2	2	2				6	6	6	11	12	12	6	5	5	11	11	11
22	2	2	2				6	7	7	12	12	12	6	6	6	11	11	11
23	2	2	2				7	7	7	12	12	12	7	6	6		11	11
24	2	2	2				8	8	8	12			7	7	7			
25	3	3	3										8					
26	3	3	3															
27																		
28																		

Table C.11. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 7 Reading Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2					2	2												
3				3	3	3				3	3							3
4				3	3	3				4	4	4				4	4	4
5				4	3	3			0	4	5	5	0	0		5	5	4
6				4	4	4		0	0	5	5	5	0	0		5	5	5
7				4	4	4	0	0	0	5	6	6	0	0	0	6	6	5
8				5	4	4	0	0	1	6	6	7	0	0	0	6	6	5
9	0			5	4	5	0	1	1	6	7	7	1	1	0	7	7	6
10	0		0	5	5	5	1	1	2	7	7	8	1	1	0	7	7	6
11	0	0	0	5	5	5	1	1	2	7	7	8	1	1	1	7	7	6
12	0	0	0	5	5	5	1	2	2	7	8	9	2	2	1	8	8	7
13	0	0	0	6	5	6	2	2	3	8	8	9	2	2	1	8	8	7
14	1	0	0	6	6	6	2	2	3	8	9	10	3	2	2	9	9	8
15	1	0	0	6	6	6	3	3	4	9	9	10	3	3	2	9	9	8
16	1	0	1	6	6	6	3	3	4	9	10	10	3	3	2	9	9	8
17	1	1	1	6	6	6	3	4	5	10	10	11	4	4	3	10	10	9
18	1	1	1		6	6	4	4	5	10	11	11	4	4	3	10	10	9
19	2	1	1		6		4	5	6	11	11	12	4	4	3	10	10	9
20	2	1	2				5	5	6	11	11	12	5	5	4	11	11	10
21	2	2	2				5	6	6	11	12	12	5	5	4	11	11	10
22	2	2	2				6	6	7	12	12	13	6	5	5	11	11	10
23	2	2	2				6	7	7	12	13	13	6	6	5	12	12	11
24	3	2	2				7	7	8	13	13	14	6	6	5	12	12	11
25	3	2	3				8	8	8	13	13	14	7	7	6	12	12	12
26	3	3	3				8	8	9	14	14	14	7	7	7	12	12	12
27	3	3	3				9	9	9	14	14		8	8	7			12
28	3	3	3					10	10	14	14		8	8	8			12
29	4	4	4						11				9	9				
30	4	4	4															
31																		
32																		

Table C.12. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 8 Reading Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2													
3				3	2	3						3				3		3
4				3	3	3				4	4	4				4	4	4
5				3	3	4	0	0		5	5	4		0		4	5	4
6				3	3	4	0	0	0	5	5	5	0	0	0	5	5	5
7				4	3	4	0	0	0	6	6	5	0	0	0	5	6	5
8			0	4	4	5	1	1	0	7	6	6	0	1	0	6	6	5
9			0	4	4	5	1	1	1	7	7	6	0	1	0	6	7	6
10			0	4	4	5	2	1	1	8	7	7	1	1	1	7	7	6
11			0	4	4	5	2	2	2	8	8	7	1	1	1	7	8	7
12	0		0	5	4	6	3	2	2	9	8	8	1	2	1	7	8	7
13	0	0	1	5	5	6	3	3	2	9	9	8	2	2	2	8	8	7
14	0	0	1	5	5	6	3	3	3	10	9	9	2	3	2	8	9	8
15	0	0	1	5	5	6	4	4	3	10	10	9	2	3	2	8	9	8
16	0	0	1	5	5	6	4	4	4	10	10	10	3	3	3	9	9	9
17	0	0	1	6	5	6	5	4	4	11	11	10	3	4	3	9	10	9
18	1	0	2	6	6		5	5	5	11	11	11	4	4	3	10	10	9
19	1	0	2	6	6		6	5	5	12	12	11	4	4	4	10	10	10
20	1	1	2	6	6		6	6	5	12	12	12	4	5	4	10	11	10
21	1	1	2	6	6		7	6	6	13	12	12	5	5	4	11	11	10
22	1	1	2	6	6		7	7	6	13	13	12	5	5	5	11	11	11
23	2	1	2		6		8	7	7	13	13	13	6	6	5	11	12	11
24	2	2	3				8	8	7	14	14	13	6	6	6	12	12	11
25	2	2	3				9	8	8	14	14	14	6	7	6	12	12	12
26	2	2	3				9	9	9	14	14	14	7	7	7	12	12	12
27	3	2	3				10	9	9			14	7	8	7	12		12
28	3	3	4				10	10	10				8	8	8			
29	3	3	4				11	11						9				
30	4		4															
31																		
32																		

Table C.13. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 3 Spanish Reading Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2	2												
3				2	2	2												
4				2	3	3				4	4	4				4	4	4
5				3	3	3	0	0	0	5	5	5	0	0	0	5	5	5
6				3	3	3	0	0	0	5	5	5	0	0	0	5	5	5
7				3	3	3	1	0	0	6	6	6	0	0	0	6	6	6
8				3	3	4	1	1	1	6	6	6	1	1	1	6	6	6
9				4	4	4	1	1	1	7	7	7	1	1	1	7	7	7
10				4	4	4	2	2	1	7	7	7	1	1	1	7	7	7
11				4	4	4	2	2	2	8	8	7	2	2	2	7	7	7
12			0	4	4	4	3	2	2	8	8	8	2	2	2	8	8	8
13			0	4	4	5	3	3	3	9	9	8	3	3	3	8	8	8
14	0	0	0	4	5	5	3	3	3	9	9	9	3	3	3	9	9	8
15	0	0	0	5	5	5	4	4	4	9	9	9	3	3	3	9	9	9
16	0	0	0	5	5	5	4	4	4	10	10	9	4	4	4	9	9	9
17	0	0	1	5	5	5	5	5	4	10	10	10	4	4	4	9	9	9
18	1	1	1	5	5		5	5	5	10	10	10	5	5	5			
19	1	1	1	5			6	6	5			10	5	5	5			
20	1	1	2				6	6	6				6	6	5			
21	2	2	2				7	7	7				6	6	6			
22													7					
23																		
24																		

Table C.14. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 4 Spanish Reading Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2													
3				3	3	3										3	3	3
4				3	3	3				4	4	4				4	4	3
5				3	4	4	0	0	0	5	5	5				4	4	4
6				4	4	4	0	0	0	5	5	6	0	0		5	5	4
7				4	4	4	0	0	1	6	6	6	0	0		5	5	5
8			0	4	4	5	1	1	1	6	6	7	0	0	0	5	6	5
9		0	0	4	5	5	1	1	1	7	7	7	0	0	0	6	6	5
10	0	0	0	5	5	5	2	1	2	7	7	7	1	1	0	6	6	6
11	0	0	0	5	5	5	2	2	2	8	8	8	1	1	0	7	7	6
12	0	0	0	5	5	5	2	2	3	8	8	8	1	1	1	7	7	6
13	0	0	1	5	5		3	3	3	8	8	9	2	2	1	7	8	7
14	1	1	1				3	3	3	9	9	9	2	2	2	8	8	7
15	1	1	1				4	3	4	9	9	9	3	3	2	8	8	8
16	1	1	1				4	4	4	9	9	10	3	3	2	8	9	8
17	1	1	2				5	4	5	10	10	10	3	3	3	9	9	8
18	2	2	2				5	5	5	10	10	10	4	4	3	9	9	9
19	2	2	2				5	5	6	10	10		4	4	4	9	9	9
20	2	2	2				6	6	6				5	5	5			9
21	2	2	3				7		7					6				
22	3	3	3															
23																		
24																		

Table C.15. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 5 Spanish Reading Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2	2												
3				2	3	3										3	3	3
4				3	3	3	0	0		4	4	4				4	4	4
5				3	3	3	0	0	0	5	5	5				4	4	4
6				3	3	3	0	0	0	6	6	5	0		0	5	5	5
7				3	4	4	1	1	0	6	6	6	0	0	0	5	5	5
8				4	4	4	1	1	1	7	7	7	0	0	0	6	6	6
9				4	4	4	2	1	1	7	7	7	0	0	0	6	6	6
10				4	4	4	2	2	2	8	8	8	1	1	1	6	6	7
11				4	4	4	2	2	2	8	8	8	1	1	1	7	7	7
12			0	4	5	5	3	3	2	9	9	8	1	1	2	7	7	7
13	0	0	0	5	5	5	3	3	3	9	9	9	2	2	2	8	8	8
14	0	0	0	5	5	5	4	4	3	10	10	9	2	2	2	8	8	8
15	0	0	0	5	5	5	4	4	4	10	10	10	2	2	3	8	8	9
16	0	0	0	5	5	5	5	5	4	11	11	10	3	3	3	9	9	9
17	0	0	0	5	5	5	5	5	5	11	11	11	3	3	3	9	9	9
18	0	0	1	5			6	6	5	12	12	11	3	3	4	9	9	10
19	1	1	1				6	6	6	12	12	12	4	4	4	10	10	10
20	1	1	1				7	7	6	12	12	12	4	4	5	10	10	10
21	1	1	1				7	7	7	13	13	12	5	5	5	10	10	10
22	1	1	1				8	8	7	13	13	13	5	5	5	10	10	
23	2	2	2				8	8	8	13	13	13	6	6	6			
24	2	2	2				9	9	9			13	6	6	6			
25	2	2	2										7	7	7			
26	3	3	3															
27																		
28																		

Table C.16. Interim Reporting Category Relative Strength and Weakness Cut Scores
Algebra I Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4						Reporting Category 5					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																														
1																														
2				2	2	2				2	2	2										2	2	2				2	2	2
3				3	3	3				3	3	2				3	3	3				3	3	2				2	3	3
4				3	3	3				3	3	3				4	4	4				3	3	3				3	3	3
5				3	3	3				3	3	3				4	4	4				3	3	3				3	3	3
6				3	3	4				4	4	3			0	5	5	5				4	3	3				3	3	3
7				4	4	4				4	4	4	0	0	0	5	5	5				4	4	4				3	4	3
8				4	4	4				4	4	4	0	0	0	5	5	5				4	4	4				3	4	4
9				4	4	4				4	4	4	0	0	0	6	6	6				5	4	4				4	4	4
10				4	4	5				5	5	4	0	0	0	6	6	6				5	4	4				4	4	4
11			0	5	5	5				5	5	5	1	1	1	6	6	6	0			5	5	5				4	4	4
12			0	5	5	5	0	0		5	5	5	1	1	1	7	7	6	0			5	5	5				4	4	4
13	0	0	0	5	5	5	0	0	0	5	5	5	1	1	1	7	7	7	0	0	0	5	5	5		0	0	4	5	4
14	0	0	0	5	5	6	0	0	0	6	6	6	1	1	1	7	7	7	0	0	0	6	5	5		0	0	4	5	5
15	0	0	0	5	6	6	0	0	0	6	6	6	2	1	1	7	7	7	0	0	0	6	6	5		0	0	5	5	5
16	0	0	0	6	6	6	0	0	0	6	6	6	2	2	2	8	8	7	0	0	0	6	6	6	0	0	0	5	5	5
17	0	0	1	6	6	6	0	0	0	6	6	6	2	2	2	8	8	8	1	0	0	6	6	6	0	0	0	5	5	5
18	0	0	1	6	6	7	1	1	1	6	7	6	2	2	2	8	8	8	1	0	0	6	6	6	0	0	0	5	5	5
19	1	1	1	6	6	7	1	1	1	7	7	7	3	2	2	8	8	8	1	1	1	7	6	6	0	0	0	5	5	5
20	1	1	1	6	7	7	1	1	1	7	7	7	3	3	2	9	9	8	1	1	1	7	7	7	0	0	0	5		5
21	1	1	1	7	7	7	1	1	1	7	7	7	3	3	3	9	9	8	1	1	1	7	7	7	0	1	1	5		5

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4						Reporting Category 5					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
22	1	1	2	7	7	7	2	2	2	7	7	7	3	3	3	9	9	9	2	1	1	7	7	7	0	1	1			
23	1	1	2	7	7	7	2	2	2	7	8	8	4	3	3	9	9	9	2	1	1	7	7	7	1	1	1			
24	2	2	2	7	7		2	2	2	8	8	8	4	4	3	9	9	9	2	2	2	7	7	7	1	1	1			
25	2	2	2	7	7		2	2	2	8	8	8	4	4	4	9	9	9	2	2	2	7	7	7	1	1	1			
26	2	2	3	7			3	3	3	8	8	8	4	4	4			9	2	2	2				1	1	1			
27	2	2	3				3	3	3	8	8	8	5	4	4				3	2	2				1	1	1			
28	3	3	3				3	3	3	8			5	5	4				3	3	3				2	2	2			
29	3	3	3				4	3	4				5	5	5				3	3	3				2	2	2			
30	3	3	4				4	4	4				5	5	5				3	3	3				2	2	2			
31	4	4	4				4	4	4				6	6	5				4	4	4				2	2	2			
32	4	4	4				5	5	5				6	6	6				4	4	4				2	2	2			
33	4	4	4				5	5	5				6	6	6				4	4	4				3	3	3			
34	5	5	5										7	7	7				5	5	5				3	3	3			
35																														
36																														

Table C.17. Interim Reporting Category Relative Strength and Weakness Cut Scores
English I Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 5						Reporting Category 6					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																														
1																														
2				2							2	2				2	2	2					2	2				2		
3				3	3	3				3	3	2				2	2	2				3	3	2				3	3	3
4				3	3	4				4	3	3				2	2	2				4	3	3				3	3	4
5				3	4	4				4	3	3				2	3	3				4	3	3				3	4	4
6				4	4	4				4	4	3				2	3	3				4	4	3				4	4	5
7				4	4	4				5	4	3				3	3	3				5	4	4			0	4	5	5
8			0	4	4	5	0			5	4	4				3	3	3	0			5	4	4			0	4	5	5
9		0	0	4	5	5	0			5	4	4				3	3	4	0			5	5	4		0	0	4	5	6
10		0	0	5	5	5	0			5	5	4				3	3	4	0			6	5	4		0	0	5	6	6
11	0	0	0	5	5	5	0			6	5	4				3	4	4	0	0		6	5	5		0	0	5	6	6
12	0	0	0	5	5	5	0	0		6	5	5				3	4	4	0	0		6	6	5	0	0	1	5	6	7
13	0	0	0	5	5		0	0		6	5	5				3	4	4	1	0	0	7	6	5	0	1	1	5	6	7
14	0	0	1	5	5		1	0	0	6	5	5				4	4	5	1	0	0	7	6	6	0	1	1	6	7	7
15	0	0	1	5			1	0	0	7	6	5				4	4	5	1	0	0	7	6	6	0	1	1	6	7	8
16	0	1	1	5			1	0	0	7	6	5				4	5	5	2	1	0	8	7	6	0	1	2	6	7	8
17	0	1	1				1	0	0	7	6	6			0	4	5	5	2	1	0	8	7	6	1	1	2	7	8	8
18	1	1	1				2	1	0	7	6	6			0	4	5	5	2	1	1	8	7	7	1	2	2	7	8	8
19	1	1	1				2	1	0	7	6	6		0	0	4	5	5	2	1	1	8	8	7	1	2	3	7	8	8
20	1	1	1				2	1	1	7	7	6		0	0	5	5	6	3	2	1	9	8	7	1	2	3	7	8	9
21	1	1	2				2	1	1		7	6		0	0	5	5	6	3	2	1	9	8	7	2	2	3	8	8	9
22	1	1	2				2	1	1		7	7	0	0	0	5	6	6	3	2	2	9	8	8	2	3	3	8	9	9
23	1	2	2				3	2	1		7	7	0	0	1	5	6	6	3	3	2	9	9	8	2	3	4	8	9	9

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 5						Reporting Category 6					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
24	1	2	2				3	2	1		7	7	0	0	1	5	6	6	4	3	2	9	9	8	2	3	4	8	9	9
25	2	2	2				3	2	2		7	7	0	1	1	5	6	6	4	3	2		9	8	3	4	4	9	9	
26	2	2	2				3	2	2			7	0	1	1	6	6		4	3	3		9	9	3	4	4	9	9	
27	2	2	2				3	3	2				0	1	2	6	6		5	4	3		9	9	3	4	5	9		
28	2	2	2				4	3	2				1	1	2	6			5	4	4			9	4	4	5	9		
29	2	2	3				4	3	3				1	2	2	6			5	4	4			9	4	5	5	9		
30	2	3	3				4	3	3				1	2	2				5	5	4				4	5	5			
31	3	3	3				4	4	3				2	2	3				6	5	5				5	5	6			
32	3	3	3				5	4	4				2	3	3				6	6	5				5	6	6			
33	3	3	3				5	4	4				3	3	3				6	6	6				6	6	6			
34	3	3	3				5	5	5						4				7							7	7			
35			4																											
36																														

Table C.18. Interim Reporting Category Relative Strength and Weakness Cut Scores
English II Opportunity I

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 5						Reporting Category 6					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																														
1																														
2										2	2	2				2	2	2					2	2				2	2	2
3				3	3	3				2	2	3				3	3	2				3	3	2				2	3	3
4				3	3	3				2	3	3				3	3	3				4	3	3				2	3	3
5				4	4	3				2	3	3				4	3	3				4	3	3				3	3	4
6				4	4	4				3	3	4				4	3	3				4	4	3				3	4	4
7				4	4	4				3	4	4				4	4	4	0			5	4	3				3	4	4
8	0	0	0	4	4	4				3	4	4				4	4	4	0			5	4	4				3	4	5
9	0	0	0	5	5	4				3	4	5	0			5	4	4	0			6	5	4			0	4	4	5
10	0	0	0	5	5	4			0	3	4	5	0			5	5	4	0			6	5	4			0	4	5	5
11	0	0	0	5	5	5			0	4	4	5	0			5	5	5	1	0		6	5	5		0	0	4	5	6
12	0	0	0	5	5	5			0	4	5	5	0	0		5	5	5	1	0		7	6	5		0	0	4	5	6
13	0	0	0	5	5	5		0	0	4	5	6	0	0	0	6	5	5	1	0		7	6	5		0	0	4	5	6
14	0	0	0	5	5	5		0	0	4	5	6	0	0	0	6	6	5	1	0	0	7	6	5		0	1	5	6	6
15	1	1	0	5	5	5		0	0	4	5	6	1	0	0	6	6	6	2	1	0	8	7	6		0	1	5	6	7
16	1	1	0	5		5		0	1	5	5	6	1	0	0	6	6	6	2	1	0	8	7	6	0	0	1	5	6	7
17	1	1	0	5		5		0	1	5	6	6	1	0	0	7	6	6	2	1	0	8	7	6	0	1	1	5	6	7
18	1	1	1			5	0	0	1	5	6	6	1	1	1	7	6	6	3	1	0	9	7	6	0	1	2	6	7	7
19	1	1	1				0	0	1	5	6		1	1	1	7	7	6	3	2	1	9	8	7	0	1	2	6	7	8
20	1	1	1				0	1	1	5	6		2	1	1	7	7	7	3	2	1	9	8	7	0	1	2	6	7	8
21	1	1	1				0	1	1	6	6		2	1	1	7	7	7	4	2	1	9	8	7	1	1	2	6	7	8
22	1	1	1				0	1	2	6	6		2	2	1	7	7	7	4	2	1	9	8	8	1	2	3	7	8	8

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 5						Reporting Category 6					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
23	2	2	1				1	1	2	6			2	2	2		7	7	4	3	2		9	8	1	2	3	7	8	9
24	2	2	1				1	1	2	6			2	2	2		7	7	4	3	2		9	8	1	2	3	7	8	9
25	2	2	1				1	2	2	6			3	2	2				5	3	2		9	8	2	2	3	7	8	9
26	2	2	2				1	2	2				3	2	2				5	4	3		9	9	2	3	4	8	8	9
27	2	2	2				2	2	3				3	3	3				5	4	3			9	2	3	4	8	9	9
28	2	2	2				2	2	3				3	3	3				5	4	3			9	3	3	4	8	9	9
29	2	2	2				2	3	3				4	3	3				6	5	4			9	3	4	4	8	9	
30	2	2	2				2	3	3				4	4	3				6	5	4				4	4	5	9	9	
31	3	3	2				3	3	3				4	4	4				6	5	5				4	5	5	9		
32	3	3	3				3	3	4				4	4	4				7	6	5				5	5	6	9		
33	3	3	3				3	4	4				5	4	4				7	6	6						6			
34	3	3	3				4	4	4				5	5	5				7	7										
35																														
36																														

Table C.19. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 3 Mathematics Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2				2		2					2	2				2	2	2						
3				3	3	3				3	3	3				3	3	3				3	3	3
4				3	3	3				4	3	3				3	3	3				3	3	3
5				4	4	4				4	4	4				3	3	3				4	4	4
6				4	4	4				4	4	4				4	4	3				4	4	4
7				4	4	4	0		0	5	5	5				4	4	4			0	4	4	4
8		0	0	5	5	5	0	0	0	5	5	5				4	4	4	0	0	0	4	4	4
9	0	0	0	5	5	5	0	0	0	6	5	5				4	4	4	0	0	0	5	5	5
10	0	0	0	5	5	5	0	0	0	6	6	6	0	0	0	5	5	4	0	0	0	5	5	5
11	0	0	0	5	6	6	1	0	1	6	6	6	0	0	0	5	5	5	0	0	0	5	5	5
12	0	1	1	6	6	6	1	1	1	7	6	7	0	0	0	5	5	5	0	0	0	5	5	5
13	1	1	1	6	6	6	1	1	1	7	7	7	0	0	0	5	5	5	0	0	1	5	5	5
14	1	1	1	6	6	6	2	1	2	7	7	7	0	0	0	6	6	5	1	1	1	5		
15	1	1	1	6		6	2	2	2	7	7	8	1	1	0	6	6	5	1	1	1			
16	1	2	2				2	2	2	8	8	8	1	1	1	6	6	6	1	1	1			
17	2	2	2				3	2	3	8	8	8	1	1	1	6	6	6	1	1	1			
18	2	2	2				3	3	3	8	8	9	1	1	1	6		6	1	1	2			
19	2	2	2				3	3	4	9	9	9	2	2	1			6	2	2	2			
20	3	3	3				4	4	4	9	9	9	2	2	2			6	2	2	2			
21	3	3	3				4	4	5	9	9		2	2	2				2	2	2			
22	3	3	3				5	5	5	9			3	3	2				2	2	2			
23	4	4	3						6				3	3	3				3	3	3			
24	4	4	4										4	4					3	3	3			
25																								
26																								

Table C.20. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 4 Mathematics Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2										2						2	2	2				2	2	2
3				3	3	3				3	3	3				3	3	2				3	3	3
4				4	4	4				3	4	4				3	3	3				3	3	3
5				4	4	4				4	4	4				3	3	3				3	3	3
6	0	0	0	5	4	4		0	0	4	5	4				4	3	3				3	3	3
7	0	0	0	5	5	5		0	0	4	5	5				4	4	4				4	4	4
8	0	0	0	5	5	5	0	0	0	5	5	5				4	4	4				4	4	4
9	0	0	0	6	5	5	0	0	0	5	6	5				5	4	4				4	4	4
10	1	0	0	6	6	6	0	1	1	5	6	6	0			5	5	5				4	4	4
11	1	1	1	6	6	6	0	1	1	6	6	6	0	0	0	5	5	5	0		0	4	4	5
12	1	1	1	7	6	6	0	1	1	6	7	6	0	0	0	5	5	5	0	0	0	5	5	5
13	1	1	1	7	7	7	1	1	1	6	7	7	0	0	0	6	5	5	0	0	0	5	5	5
14	2	1	1	7	7	7	1	2	2	7	7	7	1	0	0	6	6	6	0	0	0	5	5	5
15	2	2	2	7	7	7	1	2	2	7	7	7	1	1	1	6	6	6	0	0	0	5	5	5
16	2	2	2		7	7	2	2	2	7	7	7	1	1	1	6	6	6	0	0	1	5	5	
17	3	2	2		7	7	2	2	2	7		7	1	1	1	7	6	7	1	1	1	5		
18	3	3	3				2	3	3				2	1	2	7	7	7	1	1	1			
19	3	3	3				3	3	3				2	2	2	7	7	7	1	1	1			
20	4	3	3				3	3	3				2	2	2	7	7	7	1	1	1			
21	4	4	4				3	4	3				3	3	3	7			2	2	2			
22	4	4	4				4	4	4				3	3	3				2	2	2			
23	4	4	4				4	4	4				4	4	4				2	2	2			
24	5	5	5				5	5	5										3	3	3			
25																								
26																								

Table C.21. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 5 Mathematics Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2																2	2	2				2	2	2
3				3	3	3						3				3	2	2				3	2	2
4				3	3	4				4	4	4				3	3	3				3	3	2
5				4	4	4	0	0	0	5	5	5				3	3	3				3	3	3
6				4	4	4	0	0	0	5	5	5				3	3	3				3	3	3
7			0	4	4	5	0	0	0	6	6	6				4	3	3				4	3	3
8		0	0	5	5	5	0	1	1	6	6	6				4	4	4				4	3	3
9	0	0	0	5	5	5	1	1	1	7	7	7				4	4	4				4	4	3
10	0	0	0	5	5	5	1	1	2	7	7	7				4	4	4				4	4	4
11	0	0	0	5	5	6	2	2	2	7	8	8				5	4	4				4	4	4
12	0	0	1	5	6	6	2	2	2	8	8	8	0			5	5	4	0			5	4	4
13	0	1	1	6	6	6	2	3	3	8	9	9	0	0	0	5	5	5	0			5	4	4
14	1	1	1	6	6	6	3	3	3	9	9	9	0	0	0	5	5	5	0	0	0	5	5	4
15	1	1	1	6	6	6	3	4	4	9	10	10	0	0	0	5	5	5	0	0	0	5	5	5
16	1	1	1	6	6		4	4	4	10	10	10	0	0	0	6	6	5	0	0	0	5	5	5
17	1	1	2	6			4	4	5	10	11	11	1	0	0	6	6	5	0	0	0	5	5	5
18	1	2	2				4	5	5	10	11	11	1	1	0	6	6	5	1	0	0	5	5	5
19	2	2	2				5	5	6	11	11	12	1	1	1	6	6	6	1	0	0		5	5
20	2	2	2				5	6	6	11	12	12	1	1	1	6	6	6	1	1	0		5	5
21	2	2	2				6	6	7	12	12	12	1	1	1		6	6	1	1	1			5
22	2	2	3				6	7	7	12	12	13	2	2	1			6	1	1	1			
23	3	3	3				7	7	8	12	13	13	2	2	1			6	2	1	1			
24	3	3	3				7	8	8	13	13	13	2	2	2				2	1	1			
25	3	3	3				8	8	9	13	13		3	2	2				2	2	2			
26	3	3	4				9	9	9	13			3	3	2				2	2	2			
27	4	4	4						10				3	3	3				2	2	2			
28	4	4	4										4	4					3	3	3			
29																								
30																								

Table C.22. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 6 Mathematics Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2				2	2	2										2	2	2				2	2	2
3				3	3	3										3	2	2				3	3	3
4				3	3	3		0	0	4	4	4				3	2	2				3	3	3
5				4	4	3	0	0	0	5	5	5				3	3	3				3	3	3
6				4	4	4	0	0	0	5	6	5				3	3	3				3	4	4
7				4	4	4	0	1	0	6	6	6				3	3	3				4	4	4
8				5	5	4	1	1	1	6	7	6				4	3	3				4	4	4
9	0	0	0	5	5	5	1	1	1	7	7	7				4	3	3			0	4	4	5
10	0	0	0	5	5	5	1	2	1	7	8	7				4	4	4			0	4	5	5
11	0	0	0	5	5	5	2	2	2	8	8	7				4	4	4	0		0	5	5	5
12	0	0	0	6	6	5	2	2	2	8	8	8	0			4	4	4	0	0	0	5	5	5
13	0	0	0	6	6	6	2	3	2	8	9	8	0			4	4	4	0	0	0	5	5	6
14	1	1	1	6	6	6	3	3	3	9	9	8	0			5	4	4	0	0	1	5	5	6
15	1	1	1	6	7	6	3	3	3	9	10	9	0		0	5	4	5	0	0	1	6	6	6
16	1	1	1	7	7	6	4	4	3	10	10	9	0	0	0	5	5	5	0	0	1	6	6	6
17	1	1	1	7	7	7	4	4	4	10	10	9	0	0	0	5	5	5	1	1	1	6	6	6
18	2	2	2	7	7	7	4	5	4	10	11	10	0	0	0	5	5	5	1	1	1	6	6	
19	2	2	2	7	7	7	5	5	4	11	11	10	1	0	0	5	5	5	1	1	2	6	6	
20	2	2	2	7		7	5	5	5	11	11	11	1	0	1	5	5		1	1	2	6		
21	2	2	2			7	6	6	5	11	12	11	1	0	1		5		2	2	2			
22	3	3	3				6	6	6	12	12	11	1	1	1				2	2	2			
23	3	3	3				7	7	6	12	12	12	1	1	1				2	2	3			
24	3	3	3				7	7	7	12	12	12	2	1	2				2	2	3			
25	4	4	3				8	8	7	12		12	2	1	2				3	3	3			
26	4	4	4				8	8	8				2	2	2				3	3	3			
27	4	4	4				9	9					2	2	2				3	3	4			
28	5	5	5										3	3	3				4	4	4			
29																								
30																								

Table C.23. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 7 Mathematics Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2				2	2	2											2	2				2	2	2
3				2	2	2										3	3	3				2	3	3
4				2	3	2				4	4	4				4	3	3				3	3	3
5				3	3	3	0	0	0	5	5	5				4	4	4				3	4	3
6				3	3	3	0	0	0	6	5	5				4	4	4				3	4	4
7				3	3	3	0	0	0	6	6	6				5	4	4				3	4	4
8				3	3	3	1	0	1	7	6	6	0			5	5	5				4	4	4
9				3	3	3	1	1	1	7	7	7	0	0	0	5	5	5				4	5	4
10				4	4	4	1	1	1	7	7	7	0	0	0	6	6	5		0	0	4	5	5
11				4	4	4	2	1	2	8	7	8	0	0	0	6	6	6		0	0	4	5	5
12				4	4	4	2	2	2	8	8	8	1	0	0	6	6	6		0	0	4	5	5
13				4	4	4	3	2	2	9	8	8	1	1	1	7	7	6		0	0	5	5	5
14				4	4	4	3	2	3	9	9	9	1	1	1	7	7	7	0	0	0	5	6	6
15				4	4	4	3	3	3	10	9	9	1	1	1	7	7	7	0	0	0	5	6	6
16		0		4	5	4	4	3	3	10	9	10	2	1	1	8	7	7	0	1	1	5	6	6
17	0	0	0	5	5	5	4	3	4	10	10	10	2	2	2	8	8	8	0	1	1	5	6	6
18	0	0	0	5	5	5	4	4	4	11	10	10	2	2	2	8	8	8	0	1	1	6	6	6
19	0	0	0	5	5	5	5	4	5	11	11	11	3	2	2	8	8	8	0	1	1	6	6	6
20	0	0	0	5	5	5	5	5	5	11	11	11	3	3	2	9	9	8	1	1	1	6		6
21	0	0	0	5	5	5	6	5	5	12	11	12	3	3	3	9	9	9	1	2	1	6		
22	0	0	0	5	5	5	6	5	6	12	12	12	4	3	3	9	9	9	1	2	2	6		
23	1	1	0	5		5	6	6	6	12	12	12	4	4	3	10	10	9	1	2	2	6		
24	1	1	1				7	6	7	13	12	13	4	4	4	10	10	10	2	2	2			
25	1	1	1				7	7	7	13	13	13	5	4	4	10	10	10	2	2	2			
26	1	1	1				8	7	7	13	13	13	5	5	5	10	10	10	2	2	2			
27	1	1	1				8	8	8	13	13	13	5	5	5		10	10	2	3	3			
28	2	2	1				8	8	8		13		6	5	5				3	3	3			
29	2	2	2				9	8	9				6	6	6				3	3	3			
30	2	2	2				9	9	9				6	6	6				3	3	3			
31	2	2	2				10	10	10				7	7	7				3	4	4			
32	3	3	3																4	4	4			
33																								
34																								

Table C.24. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 8 Mathematics Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 4					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																								
1																								
2				2	2	2																2	2	2
3				2	2	2				3	3	3				3	3	3				3	3	3
4				3	3	3				4	4	4				4	4	4				3	3	3
5				3	3	3				4	5	4				4	4	4				3	3	3
6				3	3	3		0	0	5	5	5				5	4	4				4	3	3
7				3	3	3	0	0	0	5	6	5	0	0	0	5	5	5				4	4	4
8				3	3	4	0	0	0	6	6	6	0	0	0	5	5	5				4	4	4
9				4	4	4	0	1	1	6	7	6	0	0	0	6	6	5				4	4	4
10				4	4	4	1	1	1	6	7	7	0	0	0	6	6	6				4	4	4
11				4	4	4	1	1	1	7	7	7	1	0	0	7	6	6			0	5	4	5
12				4	4	4	1	2	2	7	8	7	1	1	1	7	7	6	0	0	0	5	5	5
13				4	4	5	2	2	2	8	8	8	1	1	1	7	7	7	0	0	0	5	5	5
14	0		0	4	5	5	2	2	2	8	9	8	2	1	1	8	7	7	0	0	0	5	5	5
15	0	0	0	5	5	5	2	3	3	8	9	9	2	1	1	8	8	7	0	0	0	5	5	5
16	0	0	0	5	5	5	3	3	3	9	9	9	2	2	2	8	8	8	0	0	0	5	5	6
17	0	0	0	5	5	5	3	3	3	9	10	9	2	2	2	9	8	8	0	0	0	6	6	6
18	0	0	0	5	5	5	3	4	4	9	10	10	3	2	2	9	8	8	1	0	1	6	6	6
19	0	0	0	5	5	5	4	4	4	10	10	10	3	3	3	9	9	9	1	1	1	6	6	6
20	0	0	0	5			4	4	4	10	11	10	3	3	3	9	9	9	1	1	1	6	6	6
21	0	1	1	5			4	5	5	10	11	11	4	3	3	10	9	9	1	1	1	6	6	6
22	1	1	1				5	5	5	11	11	11	4	4	4	10	10	10	1	1	1	6	6	6
23	1	1	1				5	6	5	11	12	11	5	4	4	10	10	10	2	1	1	6	6	
24	1	1	1				6	6	6	11	12	12	5	4	4	11	10	10	2	2	2			
25	1	1	1				6	6	6	12	12	12	5	5	5	11	11	11	2	2	2			
26	1	1	2				6	7	6	12	12	12	6	5	5	11	11	11	2	2	2			
27	2	2	2				7	7	7	12	12	12	6	6	6	11	11	11	2	2	2			
28	2	2	2				7	8	7	12			6	6	6	11	11	11	3	2	3			
29	2	2	2				8	8	8				7	7	7				3	3	3			
30	2	2	2				8	8	8				7	7	7				3	3	3			
31	3	3	3				9	9	9				8	8	8				3	3	3			
32	3	3	3																4	4	4			
33																								
34																								

Table C.25. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 3 Reading Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2	2												
3				3	3	3										3	3	3
4				3	3	3	0			4	4	4				4	4	4
5				3	3	3	0	0	0	5	5	5				4	4	4
6				4	4	4	0	0	0	5	5	5		0	0	4	5	5
7				4	4	4	1	0	0	6	6	6	0	0	0	5	5	5
8				4	4	4	1	1	1	7	6	6	0	0	0	5	6	6
9				4	4	4	1	1	1	7	7	7	0	1	1	6	6	6
10	0		0	5	5	5	2	1	1	7	7	7	1	1	1	6	7	6
11	0	0	0	5	5	5	2	2	2	8	8	7	1	1	1	6	7	7
12	0	0	0	5	5	5	3	2	2	8	8	8	1	2	2	7	7	7
13	0	0	0	5	5	5	3	3	3	9	8	8	2	2	2	7	8	8
14	0	0	0	5	5	5	4	3	3	9	9	9	2	2	2	8	8	8
15	1	1	1				4	4	3	9	9	9	2	3	3	8	8	8
16	1	1	1				4	4	4	10	10	9	3	3	3	8	9	9
17	1	1	1				5	4	4	10	10	10	3	4	4	9	9	9
18	1	1	1				5	5	5	10	10	10	4	4	4	9	9	9
19	2	2	2				6	6	5			10	4	4	5	9	9	
20	2	2	2				6	6	6				5	5	5	9		
21	2	2	2				7	7							6			
22	3	3	3															
23																		
24																		

Table C.26. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 4 Reading Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2	2												
3				2	2	2										3	3	3
4				3	3	3	0	0	0		4	4				4	4	4
5				3	3	3	0	0	0	5	5	5				4	4	4
6				3	3	3	0	0	0	6	6	6	0	0	0	5	5	5
7				3	4	3	1	1	1	6	6	6	0	0	0	5	5	5
8				4	4	4	1	1	1	7	7	7	0	0	0	6	6	6
9				4	4	4	2	1	1	7	7	7	0	0	1	6	6	6
10				4	4	4	2	2	2	8	7	7	1	1	1	6	6	7
11				4	4	4	3	2	2	8	8	8	1	1	1	7	7	7
12	0	0	0	4	5	5	3	3	3	9	8	8	2	2	2	7	7	7
13	0	0	0	5	5	5	3	3	3	9	9	9	2	2	2	7	8	8
14	0	0	0	5	5	5	4	3	3	9	9	9	2	2	3	8	8	8
15	0	0	0	5	5	5	4	4	4	10	9	9	3	3	3	8	8	9
16	0	1	0	5	5	5	5	4	4	10	10	10	3	3	3	9	9	9
17	1	1	1	5			5	5	5	10	10	10	4	4	4	9	9	9
18	1	1	1				5	5	5	10	10	10	4	4	4	9	9	9
19	1	1	1				6	6	6				5	5	5			
20	2	2	2				6	6	6				5	5	5			
21	2	2	2				7	7	7				6	6	6			
22		3																
23																		
24																		

Table C.27. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 5 Reading Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2														
3				3	3	3					3	3				3	3	3
4				3	3	4				4	4	4				4	4	4
5				4	4	4	0			5	4	4				4	4	4
6				4	4	4	0	0		5	5	5	0	0	0	5	5	5
7			0	4	4	4	0	0	0	6	5	5	0	0	0	5	5	5
8		0	0	4	4	5	1	0	0	6	6	6	0	0	0	6	6	6
9	0	0	0	5	5	5	1	1	0	7	6	6	0	1	1	6	6	6
10	0	0	0	5	5	5	1	1	1	7	7	7	1	1	1	6	7	7
11	0	0	0	5	5	5	2	1	1	8	7	7	1	1	1	7	7	7
12	0	0	0	5	5	5	2	2	2	8	8	8	1	2	2	7	7	7
13	0	0	1	5	5	5	2	2	2	8	8	8	2	2	2	8	8	8
14	0	1	1			5	3	3	3	9	9	9	2	2	2	8	8	8
15	1	1	1				3	3	3	9	9	9	3	3	3	8	9	8
16	1	1	1				4	4	4	10	10	10	3	3	3	9	9	9
17	1	1	1				4	4	4	10	10	10	3	3	3	9	9	9
18	1	1	1				5	5	5	11	11	11	4	4	4	9	10	9
19	1	1	2				5	5	5	11	11	11	4	4	4	10	10	10
20	2	2	2				6	6	6	11	12	12	5	5	5	10	10	10
21	2	2	2				6	6	7	12	12	12	5	5	5	10	10	10
22	2	2	2				7	7	7	12	12	13	5	5	5			
23	2	2	2				8	8	8	13	13	13	6	6	6			
24	3	2	2						9	13	13	13	6	6	6			
25	3	3	3							13			7	7	7			
26	3	3	3															
27																		
28																		

Table C.28. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 6 Reading Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2	2												
3				3	3	3										3	3	3
4				3	3	3				4	4	4				4	4	4
5				3	3	3	0	0	0	5	5	5				5	4	4
6				4	4	4	0	0	0	5	5	5	0	0	0	5	5	5
7				4	4	4	0	0	0	6	6	6	0	0	0	6	5	5
8				4	4	4	0	1	1	6	6	6	0	0	0	6	6	6
9				4	4	4	1	1	1	7	7	7	1	1	0	6	6	6
10			0	4	4	5	1	1	1	7	7	7	1	1	1	7	7	6
11	0	0	0	5	5	5	2	2	2	8	8	8	1	1	1	7	7	7
12	0	0	0	5	5	5	2	2	2	8	8	8	2	2	1	8	8	7
13	0	0	0	5	5	5	2	3	3	9	9	9	2	2	2	8	8	8
14	0	0	0	5	5	5	3	3	3	9	9	9	2	2	2	8	8	8
15	0	0	1	5	5		3	3	3	9	9	9	3	3	3	9	9	8
16	0	0	1				4	4	4	10	10	10	3	3	3	9	9	9
17	1	1	1				4	4	4	10	10	10	4	4	3	9	9	9
18	1	1	1				5	5	5	11	11	11	4	4	4	10	10	10
19	1	1	1				5	5	5	11	11	11	5	4	4	10	10	10
20	1	1	2				6	6	6	11	11	11	5	5	5	10	10	10
21	2	2	2				6	6	6	12	12	12	5	5	5	11	11	11
22	2	2	2				7	7	7	12	12	12	6	6	6	11	11	11
23	2	2	2				7	7	7	12	12	12	6	6	6	11	11	11
24	2	2	2				8	8	8				7	7	7			
25	3	3	3															
26	3	3	3															
27																		
28																		

Table C.29. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 7 Reading Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2					2													
3				3	3	3				3	3	3				3		3
4				3	3	4				4	4	4				4	4	4
5				4	3	4				4	4	4		0		5	5	4
6				4	4	4	0	0	0	5	5	5	0	0	0	5	5	5
7			0	4	4	5	0	0	0	5	5	5	0	0	0	5	6	5
8	0		0	5	4	5	0	0	0	6	6	6	0	0	0	6	6	6
9	0		0	5	5	5	0	1	0	6	6	6	1	1	0	6	7	6
10	0	0	0	5	5	6	1	1	1	7	7	6	1	1	1	7	7	7
11	0	0	0	6	5	6	1	1	1	7	7	7	1	1	1	7	7	7
12	0	0	1	6	5	6	1	2	1	7	8	7	2	2	1	7	8	7
13	1	0	1	6	5	6	2	2	2	8	8	8	2	2	2	8	8	8
14	1	0	1	6	6	6	2	2	2	8	9	8	2	3	2	8	9	8
15	1	1	1	6	6	6	3	3	2	9	9	9	3	3	2	9	9	9
16	1	1	1		6		3	3	3	9	9	9	3	3	3	9	9	9
17	1	1	2		6		4	4	3	10	10	10	3	4	3	9	10	9
18	2	1	2		6		4	4	4	10	10	10	4	4	4	10	10	10
19	2	1	2		6		4	5	4	10	11	10	4	4	4	10	10	10
20	2	1	2				5	5	5	11	11	11	5	5	4	10	11	11
21	2	2	2				5	6	5	11	12	11	5	5	5	11	11	11
22	3	2	3				6	6	6	12	12	12	5	6	5	11	11	11
23	3	2	3				6	7	6	12	12	12	6	6	6	11	12	12
24	3	2	3				7	7	7	13	13	13	6	6	6	12	12	12
25	3	3	3				8	8	7	13	13	13	7	7	7	12	12	12
26	3	3	3				8	8	8	13	14	13	7	7	7	12		12
27	4	3	3				9	9	9	14	14	14	8	8	8			
28	4	3	4							14	14	14	8	8	8			
29	4	4	4										9	9	9			
30	4	4	4															
31																		
32																		

Table C.30. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 8 Reading Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2	2												
3				3	2	2										3	3	3
4				3	3	3	0	0	0	4						4	4	4
5				3	3	3	0	0	0	5	5	5				4	4	4
6				3	3	3	0	0	1	6	6	6				5	5	4
7				4	3	3	1	1	1	6	7	7	0	0		5	5	5
8				4	4	4	1	1	2	7	7	7	0	0	0	5	6	5
9				4	4	4	1	2	2	7	8	8	0	0	0	6	6	6
10				4	4	4	2	2	2	8	8	8	0	0	0	6	6	6
11				5	4	4	2	2	3	8	9	9	1	1	1	7	7	6
12	0			5	5	4	3	3	3	9	9	9	1	1	1	7	7	7
13	0			5	5	5	3	3	4	9	10	10	1	1	1	7	8	7
14	0	0	0	5	5	5	4	4	4	10	10	10	2	2	2	8	8	8
15	0	0	0	5	5	5	4	4	5	10	11	11	2	2	2	8	8	8
16	0	0	0	6	5	5	4	5	5	11	11	11	2	2	2	9	9	8
17	1	0	0	6	6	5	5	5	6	11	11	12	3	3	3	9	9	9
18	1	0	0	6	6	5	5	5	6	12	12	12	3	3	3	9	9	9
19	1	0	0	6	6	6	6	6	6	12	12	13	4	4	3	10	10	10
20	1	1	1	6	6	6	6	6	7	12	13	13	4	4	4	10	10	10
21	1	1	1		6	6	7	7	7	13	13	13	4	4	4	10	11	10
22	2	1	1		6	6	7	7	8	13	13	14	5	5	5	11	11	11
23	2	1	1			6	8	8	8	13	14	14	5	5	5	11	11	11
24	2	2	1			6	8	8	9	14	14	14	6	6	6	11	12	11
25	2	2	2			6	9	9	9	14	14	14	6	6	6	12	12	12
26	3	2	2				9	9	10	14	14		7	7	7	12	12	12
27	3	3	2				10	10	10				7	7	7	12	12	12
28	3	3	3				10	10	10				8	8	8			
29	3	3	3				11	11	11						9			
30	4	4							12									
31																		
32																		

Table C.31. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 3 Spanish Reading Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2														
3				3	3	3										3	3	3
4				3	3	3				4	4	4				4	4	4
5				4	4	4	0	0	0	5	5	5				4	4	4
6				4	4	4	0	0	0	5	5	5	0			5	4	4
7				4	4	4	0	0	0	6	6	6	0	0	0	5	5	5
8		0	0	4	4	4	1	1	1	6	6	6	0	0	0	6	5	5
9	0	0	0	5	5	5	1	1	1	7	7	7	0	0	0	6	6	6
10	0	0	0	5	5	5	1	2	1	7	7	7	1	0	1	6	6	6
11	0	0	0	5	5	5	2	2	2	8	8	7	1	1	1	7	7	7
12	0	0	0	5	5	5	2	2	2	8	8	8	1	1	1	7	7	7
13	0	0	0	5	5	5	3	3	3	8	9	8	2	2	2	7	7	8
14	1	1	1	5		5	3	3	3	9	9	9	2	2	2	8	8	8
15	1	1	1				4	4	3	9	9	9	3	2	3	8	8	8
16	1	1	1				4	4	4	10	10	9	3	3	3	8	8	9
17	1	1	1				5	5	4	10	10	10	3	3	4	9	9	9
18	1	1	1				5	5	5	10	10	10	4	4	4	9	9	9
19	2	2	2				6	6	5			10	4	4	5	9	9	
20	2	2	2				6	6	6				5	5	5			
21	2	2	2				7	7					6		6			
22	3	3	3															
23																		
24																		

Table C.32. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 4 Spanish Reading Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2	2												
3				3	3	3										3	3	3
4				3	3	3	0			4	4	4				4	4	4
5				3	4	4	0	0	0	5	5	5				4	4	4
6				3	4	4	0	0	0	6	5	5			0	5	5	5
7				4	4	4	1	0	0	6	6	6	0	0	0	5	5	5
8				4	4	4	1	1	1	7	6	6	0	0	0	5	5	6
9		0	0	4	5	5	1	1	1	7	7	6	0	0	0	6	6	6
10		0	0	4	5	5	2	1	1	8	7	7	1	1	1	6	6	6
11	0	0	0	5	5	5	2	2	2	8	8	7	1	1	1	7	7	7
12	0	0	0	5	5	5	3	2	2	8	8	8	1	1	2	7	7	7
13	0	0	0	5	5	5	3	3	2	9	8	8	2	2	2	7	7	8
14	0	1	1	5			4	3	3	9	9	8	2	2	2	8	8	8
15	0	1	1	5			4	4	3	9	9	9	3	2	3	8	8	8
16	1	1	1				4	4	4	10	10	9	3	3	3	8	8	9
17	1	1	1				5	4	4	10	10	10	3	3	4	9	9	9
18	1	2	2				5	5	5	10	10	10	4	4	4	9	9	9
19	2	2	2				6	5	5			10	4	4	5	9	9	
20	2	2	2				6	6	6				5	5	5			
21	2	2	2				7	7							6			
22	3	3	3															
23																		
24																		

Table C.33. Interim Reporting Category Relative Strength and Weakness Cut Scores
Grade 5 Spanish Reading Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3					
	Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																		
1																		
2				2	2													
3				3	3	3										3	3	3
4				3	3	3				4	4	4				4	4	4
5				3	3	4	0	0	0	5	5	5				4	4	4
6				4	4	4	0	0	0	6	5	5		0		4	5	5
7				4	4	4	1	0	0	6	6	6	0	0	0	5	5	5
8				4	4	4	1	1	1	7	6	6	0	0	0	5	6	5
9			0	5	4	4	1	1	1	7	7	7	0	0	0	6	6	6
10	0	0	0	5	5	5	2	1	2	8	7	8	0	1	0	6	7	6
11	0	0	0	5	5	5	2	2	2	8	8	8	1	1	1	7	7	7
12	0	0	0	5	5	5	3	2	3	9	8	9	1	1	1	7	7	7
13	0	0	0	5	5	5	3	3	3	9	9	9	1	2	1	7	8	7
14	0	0	0	5	5	5	3	3	3	9	9	10	2	2	2	8	8	8
15	1	0	1		5	5	4	4	4	10	10	10	2	2	2	8	8	8
16	1	0	1		5		4	4	4	10	10	10	2	3	2	8	9	8
17	1	1	1				5	5	5	11	11	11	3	3	3	9	9	9
18	1	1	1				5	5	5	11	11	11	3	4	3	9	9	9
19	1	1	1				6	6	6	12	12	12	4	4	4	9	10	9
20	2	1	1				6	6	6	12	12	12	4	4	4	10	10	10
21	2	1	2				7	7	7	12	12	13	5	5	5	10	10	10
22	2	2	2				7	7	8	13	13	13	5	5	5	10		10
23	2	2	2				8	8	8	13	13	13	5	6	5			
24	2	2	2				9	9	9	13			6	6	6			
25	3	2	3										7	7	7			
26	3	3	3															
27																		
28																		

Table C.34. Interim Reporting Category Relative Strength and Weakness Cut Scores
Algebra I Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 5						Reporting Category 6					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																														
1																														
2				2	2	2				2	2	2											2	2				2	2	2
3				2	2	2				3	3	3				3	3	3				3	3	3				2	3	3
4				3	3	3				3	3	3				3	4	3				3	3	3				3	3	3
5				3	3	3				3	3	3				4	4	4				4	3	3				3	3	3
6				3	3	3				4	4	4				4	4	4				4	4	4				3	3	3
7				3	3	3				4	4	4				5	5	5				4	4	4				3	4	3
8				4	4	4				4	4	4	0	0	0	5	5	5				5	4	4				4	4	3
9				4	4	4				5	5	5	0	0	0	5	5	5	0			5	5	5				4	4	4
10				4	4	4				5	5	5	0	0	0	6	6	6	0	0	0	5	5	5				4	4	4
11				4	4	4	0	0	0	5	5	5	0	0	0	6	6	6	0	0	0	5	5	5				4	4	4
12				4	5	5	0	0	0	5	5	5	0	0	0	6	6	6	0	0	0	6	5	5				4	4	4
13			0	5	5	5	0	0	0	6	6	6	1	1	1	6	7	6	0	0	0	6	5	5			0	4	5	4
14			0	5	5	5	0	0	0	6	6	6	1	1	1	7	7	7	1	0	0	6	6	6		0	0	5	5	4
15	0	0	0	5	5	5	0	0	0	6	6	6	1	1	1	7	7	7	1	0	0	6	6	6	0	0	0	5	5	4
16	0	0	0	5	5	6	0	1	1	6	6	6	1	1	1	7	7	7	1	0	1	6	6	6	0	0	0	5	5	5
17	0	0	0	5	6	6	1	1	1	6	7	7	2	2	2	8	8	7	1	1	1	7	6	6	0	0	0	5	5	5
18	0	0	0	6	6	6	1	1	1	7	7	7	2	2	2	8	8	8	1	1	1	7	6	6	0	0	0	5	5	5
19	0	0	1	6	6	6	1	1	1	7	7	7	2	2	2	8	8	8	2	1	1	7	7	7	0	0	0	5	5	5
20	0	0	1	6	6	6	1	1	2	7	7	7	2	2	2	8	8	8	2	1	1	7	7	7	0	0	0	5	5	5

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 5						Reporting Category 6					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
21	1	1	1	6	6	7	2	2	2	7	8	8	3	3	3	8	9	8	2	1	1	7	7	7	0	0	0	5		5
22	1	1	1	6	7	7	2	2	2	8	8	8	3	3	3	9	9	9	2	2	2	7	7	7	1	1	0			5
23	1	1	1	6	7	7	2	2	2	8	8	8	3	3	3	9	9	9	2	2	2		7	7	1	1	1			5
24	1	1	2	7	7	7	2	2	3	8	8	8	3	3	3	9	9	9	3	2	2		7	7	1	1	1			5
25	1	2	2	7	7	7	3	3	3	8	8	8	4	4	4	9	9	9	3	2	2				1	1	1			5
26	2	2	2	7	7		3	3	3	8			4	4	4	9	9	9	3	2	3				1	1	1			
27	2	2	2	7	7		3	3	3				4	4	4				3	3	3				1	1	1			
28	2	2	3				3	4	4				5	5	5				3	3	3				2	2	1			
29	2	3	3				4	4	4				5	5	5				4	3	3				2	2	1			
30	3	3	3				4	4	4				5	5	5				4	3	3				2	2	2			
31	3	3	4				4	4	5				6	5	6				4	4	4				2	2	2			
32	3	4	4				5	5	5				6	6	6				4	4	4				2	2	2			
33	4	4	4				5	5	5				6	6	6				5	4	4				3	3	2			
34			5				6	6	6				7	7	7				5	5	5				3	3	3			
35																														
36																														

Table C.35. Interim Reporting Category Relative Strength and Weakness Cut Scores
English I Opportunity II

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 5						Reporting Category 6					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
0																														
1																														
2				2							2	2				2	2	2					2	2				2	2	
3				3	3	3				3	2	2				2	2	3				3	3	2				3	3	3
4				3	4	4				4	3	2				2	3	3				4	3	3				3	3	4
5				3	4	4				4	3	3				3	3	3				4	4	3				3	4	4
6				3	4	4				4	3	3				3	3	3				4	4	3				3	4	4
7			0	4	4	4				5	3	3				3	3	4				5	4	4				4	4	5
8		0	0	4	5	5	0			5	4	3				3	3	4	0			5	5	4			0	4	5	5
9		0	0	4	5	5	0			5	4	4				3	4	4	0			5	5	4			0	4	5	6
10		0	0	4	5	5	0			5	4	4				3	4	4	0	0		6	5	4		0	0	5	5	6
11		0	0	4	5	5	0			6	4	4				4	4	4	0	0		6	6	5		0	0	5	6	6
12	0	0	0	5	5	5	0			6	5	4				4	4	5	0	0		6	6	5	0	0	1	5	6	6
13	0	0	0	5			0			6	5	4			0	4	4	5	1	0	0	7	6	5	0	0	1	5	6	7
14	0	0	1	5			1	0		6	5	5			0	4	5	5	1	0	0	7	6	5	0	0	1	6	6	7
15	0	1	1	5			1	0		7	5	5			0	4	5	5	1	1	0	7	7	6	0	1	1	6	7	7
16	0	1	1	5			1	0	0	7	5	5		0	0	4	5	5	2	1	0	8	7	6	0	1	2	6	7	8
17	0	1	1	5			1	0	0	7	6	5		0	0	5	5	6	2	1	0	8	7	6	0	1	2	6	7	8
18	0	1	1	5			2	0	0	7	6	6		0	0	5	5	6	2	1	0	8	7	6	1	1	2	7	7	8
19	0	1	1				2	0	0	7	6	6	0	0	1	5	5	6	2	2	1	8	8	7	1	2	2	7	8	8
20	1	1	1				2	1	0	7	6	6	0	0	1	5	6	6	3	2	1	9	8	7	1	2	3	7	8	9

Raw Score	Reporting Category 1						Reporting Category 2						Reporting Category 3						Reporting Category 5						Reporting Category 6					
	Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength			Weakness			Strength		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
21	1	2	2				2	1	0		7	6	0	0	1	5	6	6	3	2	1	9	8	7	1	2	3	7	8	9
22	1	2	2				2	1	1		7	6	0	0	1	5	6	6	3	2	2	9	8	8	2	2	3	8	8	9
23	1	2	2				3	1	1		7	7	0	1	1	6	6	6	3	3	2	9	9	8	2	3	3	8	9	9
24	1	2	2				3	1	1		7	7	0	1	1	6	6		4	3	2	9	9	8	2	3	4	8	9	9
25	1	2	2				3	2	1		7	7	1	1	2	6	6		4	3	2		9	8	3	3	4	8	9	9
26	1	2	2				3	2	2		7	7	1	1	2	6			4	4	3		9	9	3	4	4	9	9	
27	2	2	2				3	2	2			7	1	1	2	6			5	4	3		9	9	3	4	5	9	9	
28	2	2	2				4	3	2				1	2	2	6			5	4	3			9	4	4	5	9		
29	2	3	3				4	3	3				2	2	2				5	5	4			9	4	4	5	9		
30	2	3	3				4	3	3				2	2	3				5	5	4				4	5	5			
31	2	3	3				4	3	3				2	3	3				6	5	5				5	5	6			
32	3	3	3				4	4	4				3	3	3				6	6	5				5	6	6			
33	3	3	3				5	4	4				3	3	3				6	6	6				6	6	6			
34	3	3	3				5	5						4	4				7								7			
35		4	4																											
36																														

Appendix D: 2018–2019 Interim Administrations Predicted Probabilities of Reaching Each Performance Level on Corresponding STAAR Assessment in the Subsequent Administration

Table D.1. Interim Predicted Probabilities
Grade 3 Mathematics Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	2	1	1	1	1	1	1
4	1	1	6	1	1	1	1	1	1
5	1	2	15	1	1	1	1	1	1
6	1	6	30	1	1	1	1	1	1
7	1	13	49	1	1	1	1	1	1
8	2	24	68	1	1	2	1	1	1
9	5	40	83	1	1	6	1	1	1
10	12	57	92	1	1	13	1	1	1
11	23	73	97	1	1	24	1	1	1
12	38	85	99	1	4	40	1	1	1
13	55	93	99	1	9	57	1	1	1
14	71	97	99	1	19	73	1	1	4
15	83	98	99	4	32	85	1	1	9
16	92	99	99	11	49	93	1	1	20
17	96	99	99	22	65	97	1	2	34
18	98	99	99	39	79	98	1	7	52
19	99	99	99	58	89	99	3	17	69
20	99	99	99	75	95	99	9	33	83
21	99	99	99	87	97	99	23	53	91
22	99	99	99	94	99	99	45	72	96
23	99	99	99	97	99	99	68	86	98
24	99	99	99	99	99	99	85	94	99
25	99	99	99	99	99	99	93	96	99
26	99	99	99	99	99	99	94	96	99

Table D.2. Interim Predicted Probabilities
Grade 4 Mathematics Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	2	3	1	1	1	1	1	1
1	1	2	3	1	1	1	1	1	1
2	1	4	8	1	1	1	1	1	1
3	2	9	19	1	1	1	1	1	1
4	5	19	36	1	1	1	1	1	1
5	10	33	56	1	1	4	1	1	1
6	19	50	74	1	2	9	1	1	1
7	31	66	87	1	4	18	1	1	1
8	46	80	94	1	9	31	1	1	3
9	60	89	97	2	16	46	1	1	6
10	73	94	99	5	27	62	1	1	13
11	83	97	99	9	40	75	1	4	22
12	90	99	99	16	54	86	1	7	34
13	95	99	99	26	67	92	1	14	49
14	97	99	99	39	78	96	3	23	63
15	99	99	99	53	87	98	7	36	76
16	99	99	99	66	93	99	14	49	85
17	99	99	99	78	96	99	25	64	92
18	99	99	99	87	98	99	38	76	96
19	99	99	99	93	99	99	54	86	98
20	99	99	99	96	99	99	70	92	99
21	99	99	99	98	99	99	82	96	99
22	99	99	99	99	99	99	91	98	99
23	99	99	99	99	99	99	96	99	99
24	99	99	99	99	99	99	98	99	99
25	99	99	99	99	99	99	99	99	99
26	99	99	99	99	99	99	99	99	99

Table D.3. Interim Predicted Probabilities
Grade 5 Mathematics Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	2	1	1	1	1	1	1
1	1	1	2	1	1	1	1	1	1
2	1	2	5	1	1	1	1	1	1
3	1	5	13	1	1	1	1	1	1
4	1	11	27	1	1	1	1	1	1
5	1	22	46	1	1	1	1	1	1
6	4	36	65	1	1	4	1	1	1
7	8	53	80	1	1	9	1	1	1
8	15	68	90	1	2	17	1	1	1
9	25	81	96	1	5	28	1	1	1
10	38	89	98	1	10	42	1	1	1
11	52	95	99	1	18	57	1	1	4
12	65	97	99	1	29	71	1	1	8
13	77	99	99	3	41	82	1	1	14
14	86	99	99	7	54	90	1	2	24
15	92	99	99	13	67	95	1	5	36
16	96	99	99	22	78	97	1	9	50
17	98	99	99	33	86	99	1	17	63
18	99	99	99	47	92	99	2	27	75
19	99	99	99	61	96	99	4	39	85
20	99	99	99	74	98	99	10	53	91
21	99	99	99	84	99	99	19	67	95
22	99	99	99	91	99	99	32	79	98
23	99	99	99	96	99	99	49	87	99
24	99	99	99	98	99	99	66	93	99
25	99	99	99	99	99	99	80	97	99
26	99	99	99	99	99	99	90	98	99
27	99	99	99	99	99	99	95	99	99
28	99	99	99	99	99	99	98	99	99
29	99	99	99	99	99	99	98	99	99
30	99	99	99	99	99	99	98	99	99

Table D.4. Interim Predicted Probabilities
Grade 6 Mathematics Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	3	1	1	1	1	1	1
1	1	1	3	1	1	1	1	1	1
2	1	2	7	1	1	1	1	1	1
3	1	6	16	1	1	1	1	1	1
4	1	12	30	1	1	1	1	1	1
5	3	22	48	1	1	3	1	1	1
6	7	35	65	1	1	7	1	1	1
7	13	49	80	1	2	13	1	1	1
8	22	64	89	1	4	23	1	1	1
9	33	76	95	1	7	35	1	1	1
10	45	85	98	1	13	49	1	1	1
11	58	91	99	2	21	63	1	1	3
12	69	95	99	4	31	75	1	1	6
13	79	97	99	8	42	84	1	1	12
14	87	99	99	14	54	91	1	1	20
15	92	99	99	22	66	95	1	3	30
16	95	99	99	32	76	97	1	6	42
17	97	99	99	44	84	99	1	10	55
18	99	99	99	56	90	99	1	17	67
19	99	99	99	68	94	99	4	27	78
20	99	99	99	78	97	99	8	39	86
21	99	99	99	87	98	99	16	52	92
22	99	99	99	92	99	99	26	65	96
23	99	99	99	96	99	99	41	77	98
24	99	99	99	98	99	99	57	86	99
25	99	99	99	99	99	99	72	92	99
26	99	99	99	99	99	99	84	96	99
27	99	99	99	99	99	99	92	98	99
28	99	99	99	99	99	99	96	99	99
29	99	99	99	99	99	99	98	99	99
30	99	99	99	99	99	99	98	99	99

Table D.5. Interim Predicted Probabilities
Grade 7 Mathematics Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	2	1	1	1	1	1	1
1	1	1	2	1	1	1	1	1	1
2	1	1	5	1	1	1	1	1	1
3	1	3	13	1	1	1	1	1	1
4	1	8	26	1	1	1	1	1	1
5	1	15	43	1	1	2	1	1	1
6	2	26	61	1	1	5	1	1	1
7	5	40	76	1	1	9	1	1	1
8	9	55	87	1	2	17	1	1	1
9	16	69	94	1	4	27	1	1	1
10	26	80	97	1	8	40	1	1	1
11	37	88	99	1	14	53	1	1	1
12	50	94	99	1	22	66	1	1	3
13	63	97	99	2	32	77	1	1	6
14	74	98	99	4	43	85	1	1	11
15	83	99	99	8	55	91	1	1	17
16	90	99	99	14	66	95	1	2	26
17	94	99	99	22	76	97	1	5	37
18	97	99	99	33	84	98	1	9	49
19	98	99	99	45	90	99	1	15	61
20	99	99	99	58	94	99	2	23	71
21	99	99	99	70	97	99	4	34	81
22	99	99	99	80	98	99	8	46	88
23	99	99	99	87	99	99	15	58	93
24	99	99	99	93	99	99	25	70	96
25	99	99	99	96	99	99	38	80	98
26	99	99	99	98	99	99	53	88	99
27	99	99	99	99	99	99	68	93	99
28	99	99	99	99	99	99	80	96	99
29	99	99	99	99	99	99	89	98	99
30	99	99	99	99	99	99	94	99	99
31	99	99	99	99	99	99	97	99	99
32	99	99	99	99	99	99	98	99	99
33	99	99	99	99	99	99	99	99	99
34	99	99	99	99	99	99	99	99	99

Table D.6. Interim Predicted Probabilities
Grade 8 Mathematics Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	2	1	1	1	1	1	1
3	1	1	4	1	1	1	1	1	1
4	1	2	10	1	1	1	1	1	1
5	1	4	21	1	1	1	1	1	1
6	1	9	35	1	1	2	1	1	1
7	1	17	52	1	1	4	1	1	1
8	2	27	68	1	1	9	1	1	1
9	5	40	81	1	1	16	1	1	1
10	9	54	89	1	3	26	1	1	1
11	16	68	95	1	6	38	1	1	1
12	25	79	97	1	11	52	1	1	1
13	36	87	99	1	18	65	1	1	1
14	49	92	99	2	27	76	1	1	1
15	62	96	99	4	38	85	1	1	2
16	73	98	99	7	50	91	1	1	4
17	82	99	99	13	62	95	1	1	8
18	89	99	99	22	73	97	1	1	14
19	94	99	99	32	82	98	1	1	23
20	97	99	99	45	89	99	1	3	34
21	98	99	99	58	93	99	1	6	46
22	99	99	99	70	96	99	1	12	58
23	99	99	99	81	98	99	2	20	70
24	99	99	99	88	99	99	5	32	80
25	99	99	99	94	99	99	11	45	88
26	99	99	99	97	99	99	21	59	93
27	99	99	99	98	99	99	35	72	96
28	99	99	99	99	99	99	52	83	98
29	99	99	99	99	99	99	69	90	99
30	99	99	99	99	99	99	82	95	99
31	99	99	99	99	99	99	91	97	99
32	99	99	99	99	99	99	96	98	99
33	99	99	99	99	99	99	97	99	99
34	99	99	99	99	99	99	97	99	99

Table D.7. Interim Predicted Probabilities
Grade 3 Reading Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	4	1	1	1	1	1	1
6	1	1	9	1	1	1	1	1	1
7	1	2	20	1	1	1	1	1	1
8	1	6	35	1	1	1	1	1	1
9	1	13	53	1	1	1	1	1	1
10	2	25	70	1	1	3	1	1	1
11	5	40	83	1	1	7	1	1	1
12	12	57	92	1	1	15	1	1	1
13	24	72	96	1	2	28	1	1	1
14	40	84	98	1	6	44	1	1	3
15	58	92	99	1	15	62	1	1	8
16	75	96	99	5	28	77	1	1	18
17	87	98	99	14	46	88	1	4	33
18	94	99	99	29	64	94	2	11	53
19	97	99	99	49	79	97	7	25	71
20	99	99	99	70	90	99	21	46	85
21	99	99	99	85	95	99	45	68	93
22	99	99	99	93	98	99	70	84	97
23	99	99	99	97	98	99	87	93	98
24	99	99	99	97	98	99	90	93	98

Table D.8. Interim Predicted Probabilities
Grade 4 Reading Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	3	1	1	1	1	1	1
3	1	2	7	1	1	1	1	1	1
4	1	6	15	1	1	1	1	1	1
5	1	12	28	1	1	1	1	1	1
6	3	22	45	1	1	2	1	1	1
7	7	35	61	1	1	5	1	1	1
8	14	50	76	1	2	10	1	1	1
9	24	64	86	1	4	18	1	1	1
10	37	77	93	1	9	29	1	1	2
11	51	86	97	2	16	43	1	1	5
12	65	92	98	4	25	57	1	1	9
13	77	96	99	9	38	70	1	3	17
14	86	98	99	17	51	81	1	7	29
15	93	99	99	29	65	89	2	13	42
16	96	99	99	44	77	94	5	24	57
17	98	99	99	59	86	97	12	37	72
18	99	99	99	74	92	98	24	53	83
19	99	99	99	85	96	99	40	69	91
20	99	99	99	92	98	99	59	82	95
21	99	99	99	96	99	99	77	90	98
22	99	99	99	98	99	99	89	95	99
23	99	99	99	99	99	99	94	97	99
24	99	99	99	99	99	99	94	97	99

Table D.9. Interim Predicted Probabilities
Grade 5 Reading Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	2	1	1	1	1	1	1
5	1	1	4	1	1	1	1	1	1
6	1	2	10	1	1	1	1	1	1
7	1	5	19	1	1	1	1	1	1
8	1	10	32	1	1	1	1	1	1
9	1	18	47	1	1	1	1	1	1
10	4	29	62	1	1	3	1	1	1
11	8	43	76	1	1	7	1	1	1
12	15	58	86	1	1	13	1	1	1
13	26	71	93	1	4	23	1	1	1
14	39	82	96	1	8	35	1	1	1
15	54	89	98	1	15	50	1	1	4
16	68	94	99	4	26	64	1	1	9
17	80	97	99	9	39	77	1	2	17
18	88	98	99	17	54	86	1	5	29
19	94	99	99	29	68	92	1	12	43
20	97	99	99	45	80	96	4	22	59
21	98	99	99	62	88	98	11	37	74
22	99	99	99	76	94	99	23	54	85
23	99	99	99	87	97	99	41	70	92
24	99	99	99	94	98	99	61	83	96
25	99	99	99	97	99	99	79	92	98
26	99	99	99	98	99	99	90	96	99
27	99	99	99	99	99	99	95	97	99
28	99	99	99	99	99	99	95	97	99

Table D.10. Interim Predicted Probabilities
Grade 6 Reading Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	4	1	1	1	1	1	1
6	1	2	9	1	1	1	1	1	1
7	1	4	16	1	1	1	1	1	1
8	1	8	27	1	1	1	1	1	1
9	1	15	41	1	1	1	1	1	1
10	4	24	55	1	1	3	1	1	1
11	8	36	69	1	1	6	1	1	1
12	14	49	80	1	1	11	1	1	1
13	23	62	88	1	3	19	1	1	1
14	34	73	93	1	7	29	1	1	1
15	47	83	96	1	12	42	1	1	3
16	61	90	98	3	21	55	1	1	6
17	73	94	99	7	32	68	1	1	12
18	83	97	99	14	45	79	1	3	21
19	90	98	99	25	59	87	1	8	33
20	95	99	99	38	72	93	3	16	47
21	97	99	99	54	82	96	8	27	62
22	99	99	99	69	90	98	17	43	76
23	99	99	99	82	95	99	32	60	86
24	99	99	99	90	97	99	52	75	93
25	99	99	99	95	98	99	71	87	96
26	99	99	99	98	99	99	86	94	98
27	99	99	99	98	99	99	93	96	99
28	99	99	99	98	99	99	93	96	99

Table D.11. Interim Predicted Probabilities
Grade 7 Reading Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	2	1	1	1	1	1	1
6	1	1	5	1	1	1	1	1	1
7	1	3	11	1	1	1	1	1	1
8	1	5	19	1	1	1	1	1	1
9	1	10	31	1	1	1	1	1	1
10	2	18	44	1	1	1	1	1	1
11	5	27	58	1	1	3	1	1	1
12	9	39	70	1	1	7	1	1	1
13	16	52	81	1	2	12	1	1	1
14	25	64	88	1	4	20	1	1	1
15	36	75	93	1	7	30	1	1	2
16	48	84	96	1	13	42	1	1	4
17	61	90	98	3	21	55	1	1	8
18	72	94	99	7	31	67	1	2	14
19	82	97	99	13	44	78	1	4	23
20	89	98	99	22	56	86	1	8	35
21	94	99	99	33	68	92	2	15	48
22	97	99	99	47	79	96	6	25	62
23	98	99	99	61	87	98	13	38	74
24	99	99	99	74	92	99	23	52	84
25	99	99	99	84	96	99	37	66	91
26	99	99	99	91	98	99	54	79	95
27	99	99	99	95	99	99	70	88	98
28	99	99	99	98	99	99	83	94	99
29	99	99	99	99	99	99	91	97	99
30	99	99	99	99	99	99	96	98	99
31	99	99	99	99	99	99	97	99	99
32	99	99	99	99	99	99	97	99	99

Table D.12. Interim Predicted Probabilities
Grade 8 Reading Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1
7	1	1	4	1	1	1	1	1	1
8	1	1	9	1	1	1	1	1	1
9	1	3	16	1	1	1	1	1	1
10	1	7	27	1	1	1	1	1	1
11	1	13	41	1	1	1	1	1	1
12	2	22	55	1	1	1	1	1	1
13	4	33	69	1	1	3	1	1	1
14	9	46	80	1	1	7	1	1	1
15	16	59	89	1	1	13	1	1	1
16	26	71	94	1	3	22	1	1	1
17	39	82	97	1	6	34	1	1	1
18	52	89	98	1	12	48	1	1	3
19	66	94	99	3	21	61	1	1	8
20	78	97	99	6	33	74	1	1	15
21	87	98	99	13	46	84	1	3	25
22	93	99	99	23	60	91	1	8	38
23	96	99	99	37	73	95	2	16	53
24	98	99	99	53	84	97	7	28	68
25	99	99	99	69	91	99	16	43	80
26	99	99	99	81	95	99	30	60	89
27	99	99	99	90	97	99	49	75	94
28	99	99	99	95	99	99	68	86	97
29	99	99	99	98	99	99	83	93	98
30	99	99	99	99	99	99	92	97	99
31	99	99	99	99	99	99	96	98	99
32	99	99	99	99	99	99	96	98	99

Table D.13. Interim Predicted Probabilities
Grade 3 Spanish Reading Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	4	1	1	1	1	1	1
6	1	2	10	1	1	1	1	1	1
7	1	5	20	1	1	1	1	1	1
8	1	11	36	1	1	1	1	1	1
9	3	21	54	1	1	2	1	1	1
10	8	36	71	1	1	6	1	1	1
11	17	53	84	1	1	14	1	1	1
12	30	69	92	1	5	26	1	1	1
13	47	82	97	1	11	42	1	1	4
14	65	91	99	4	22	60	1	1	11
15	79	96	99	11	38	75	1	4	23
16	89	98	99	24	56	87	1	10	39
17	95	99	99	41	73	94	6	22	58
18	98	99	99	61	85	97	16	40	74
19	99	99	99	78	93	99	35	60	87
20	99	99	99	90	97	99	57	78	94
21	99	99	99	95	98	99	77	89	97
22	99	99	99	98	99	99	90	95	98
23	99	99	99	99	99	99	95	97	99
24	99	99	99	99	99	99	95	97	99

Table D.14. Interim Predicted Probabilities
Grade 4 Spanish Reading Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	2	1	1	1	1	1	1
1	1	1	2	1	1	1	1	1	1
2	1	1	4	1	1	1	1	1	1
3	1	3	8	1	1	1	1	1	1
4	1	7	17	1	1	1	1	1	1
5	2	14	31	1	1	1	1	1	1
6	5	24	46	1	1	3	1	1	1
7	10	37	62	1	1	8	1	1	1
8	19	51	76	1	4	14	1	1	1
9	30	65	86	1	7	24	1	1	1
10	43	77	92	2	13	36	1	1	4
11	57	86	96	5	22	50	1	1	8
12	70	92	98	10	34	63	1	3	14
13	81	96	99	18	47	75	1	6	24
14	89	98	99	29	60	85	2	12	36
15	94	99	99	43	73	91	6	21	50
16	97	99	99	58	83	95	12	34	64
17	98	99	99	72	90	98	23	49	77
18	99	99	99	83	95	99	38	64	86
19	99	99	99	91	97	99	56	77	93
20	99	99	99	95	99	99	73	87	96
21	99	99	99	98	99	99	86	94	98
22	99	99	99	99	99	99	93	97	99
23	99	99	99	99	99	99	97	98	99
24	99	99	99	99	99	99	97	98	99

Table D.15. Interim Predicted Probabilities
Grade 5 Spanish Reading Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	2	1	1	1	1	1	1
4	1	1	6	1	1	1	1	1	1
5	1	3	12	1	1	1	1	1	1
6	1	7	22	1	1	1	1	1	1
7	1	13	35	1	1	1	1	1	1
8	3	22	50	1	1	3	1	1	1
9	7	34	65	1	1	7	1	1	1
10	13	48	78	1	2	13	1	1	1
11	22	62	87	1	5	22	1	1	1
12	34	74	93	1	10	34	1	1	1
13	47	84	97	2	17	47	1	1	2
14	61	91	98	5	27	61	1	1	5
15	73	95	99	10	39	73	1	1	10
16	83	97	99	17	52	83	1	3	17
17	90	99	99	28	66	90	1	6	28
18	95	99	99	42	77	95	2	13	41
19	97	99	99	56	86	97	5	23	56
20	99	99	99	70	92	98	11	36	70
21	99	99	99	82	96	99	21	51	81
22	99	99	99	90	98	99	36	67	89
23	99	99	99	95	99	99	54	80	94
24	99	99	99	97	99	99	72	89	97
25	99	99	99	99	99	99	85	94	98
26	99	99	99	99	99	99	93	97	99
27	99	99	99	99	99	99	96	98	99
28	99	99	99	99	99	99	96	98	99

Table D.16. Interim Predicted Probabilities
Algebra I Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	2	1	1	1	1	1	1
4	1	1	5	1	1	1	1	1	1
5	1	2	11	1	1	1	1	1	1
6	1	5	21	1	1	1	1	1	1
7	1	11	35	1	1	1	1	1	1
8	1	20	52	1	1	1	1	1	1
9	2	32	68	1	1	2	1	1	1
10	5	47	82	1	1	5	1	1	1
11	9	62	91	1	1	9	1	1	1
12	17	75	96	1	1	17	1	1	1
13	28	85	98	1	4	28	1	1	1
14	41	92	99	1	7	41	1	1	1
15	55	96	99	1	14	56	1	1	2
16	69	98	99	1	23	69	1	1	5
17	80	99	99	2	35	80	1	1	10
18	89	99	99	5	48	89	1	1	18
19	94	99	99	10	62	94	1	3	29
20	97	99	99	18	74	97	1	6	42
21	98	99	99	30	84	98	1	12	56
22	99	99	99	43	90	99	1	21	70
23	99	99	99	58	95	99	3	33	81
24	99	99	99	72	97	99	8	47	89
25	99	99	99	83	99	99	16	62	94
26	99	99	99	90	99	99	28	75	97
27	99	99	99	95	99	99	44	85	98
28	99	99	99	97	99	99	60	91	99
29	99	99	99	99	99	99	75	95	99
30	99	99	99	99	99	99	86	98	99
31	99	99	99	99	99	99	93	99	99
32	99	99	99	99	99	99	96	99	99
33	99	99	99	99	99	99	98	99	99
34	99	99	99	99	99	99	99	99	99
35	99	99	99	99	99	99	99	99	99
36	99	99	99	99	99	99	99	99	99

Table D.17. Interim Predicted Probabilities
English I Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1
10	1	1	2	1	1	1	1	1	1
11	1	1	5	1	1	1	1	1	1
12	1	3	10	1	1	1	1	1	1
13	1	6	19	1	1	1	1	1	1
14	1	11	30	1	1	2	1	1	1
15	1	19	43	1	1	5	1	1	1
16	3	30	57	1	2	11	1	1	1
17	6	43	70	1	5	19	1	1	1
18	12	57	81	1	10	30	1	1	1
19	21	70	89	1	18	43	1	1	1
20	33	80	94	3	29	57	1	1	1
21	47	88	97	7	42	70	1	1	1
22	61	93	98	13	56	81	1	1	1
23	74	97	99	24	69	89	1	1	1
24	84	98	99	37	80	94	1	1	1
25	91	99	99	52	88	97	1	1	1
26	95	99	99	66	93	98	1	1	4
27	97	99	99	79	97	99	1	2	10
28	99	99	99	88	98	99	1	6	21
29	99	99	99	93	99	99	2	15	36
30	99	99	99	97	99	99	8	30	54
31	99	99	99	98	99	99	20	48	71
32	99	99	99	99	99	99	40	67	84
33	99	99	99	99	99	99	63	82	92
34	99	99	99	99	99	99	81	91	96
35	99	99	99	99	99	99	91	95	97
36	99	99	99	99	99	99	92	95	97

Table D.18. Interim Predicted Probabilities
English II Opportunity I

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1
11	1	1	3	1	1	1	1	1	1
12	1	1	7	1	1	1	1	1	1
13	1	1	14	1	1	1	1	1	1
14	1	2	23	1	1	2	1	1	1
15	1	6	36	1	1	4	1	1	1
16	1	11	50	1	1	9	1	1	1
17	1	19	64	1	1	16	1	1	1
18	2	30	76	1	3	27	1	1	1
19	5	44	86	1	6	39	1	1	1
20	11	58	92	1	12	54	1	1	1
21	20	71	96	1	21	67	1	1	1
22	33	81	98	4	34	79	1	1	1
23	48	89	99	10	48	87	1	1	1
24	63	94	99	19	62	93	1	1	1
25	76	97	99	32	75	96	1	1	1
26	86	98	99	47	85	98	1	1	1
27	93	99	99	63	92	99	1	1	3
28	96	99	99	77	96	99	1	1	8
29	98	99	99	87	98	99	1	2	18
30	99	99	99	94	99	99	1	8	33
31	99	99	99	97	99	99	7	20	52
32	99	99	99	98	99	99	20	40	70
33	99	99	99	99	99	99	43	62	84
34	99	99	99	99	99	99	68	81	92
35	99	99	99	99	99	99	86	91	96
36	99	99	99	99	99	99	90	92	96

Table D.19. Interim Predicted Probabilities
Grade 3 Mathematics Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	4	1	1	1	1	1	1
4	1	2	8	1	1	1	1	1	1
5	1	4	16	1	1	1	1	1	1
6	1	9	27	1	1	1	1	1	1
7	3	15	41	1	1	2	1	1	1
8	5	24	56	1	1	4	1	1	1
9	10	36	70	1	1	8	1	1	1
10	16	48	80	1	2	14	1	1	1
11	25	60	88	1	4	23	1	1	1
12	36	71	93	1	7	34	1	1	2
13	48	81	96	2	13	46	1	1	5
14	61	87	98	4	20	58	1	1	9
15	72	92	98	8	30	69	1	1	16
16	81	95	99	15	42	78	1	3	25
17	88	97	99	24	54	85	1	7	36
18	93	98	99	36	65	90	3	14	48
19	96	99	99	50	75	93	7	23	59
20	97	99	99	64	83	95	15	36	70
21	98	99	99	76	89	96	28	50	78
22	99	99	99	85	93	97	45	64	84
23	99	99	99	91	95	97	62	75	88
24	99	99	99	94	96	97	77	84	90
25	99	99	99	95	96	97	85	88	90
26	99	99	99	95	96	97	86	88	90

Table D.20. Interim Predicted Probabilities
Grade 4 Mathematics Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	3	6	1	1	1	1	1	1
1	1	3	6	1	1	1	1	1	1
2	2	6	13	1	1	1	1	1	1
3	3	13	26	1	1	2	1	1	1
4	7	24	43	1	1	5	1	1	1
5	13	38	61	1	2	10	1	1	1
6	22	54	76	1	5	18	1	1	1
7	34	68	87	1	10	30	1	1	4
8	46	79	93	3	18	43	1	1	8
9	59	87	96	6	28	57	1	3	14
10	71	93	98	11	39	68	1	5	23
11	80	96	99	17	51	78	1	10	33
12	87	97	99	26	62	85	2	16	44
13	92	98	99	37	72	90	5	25	55
14	95	99	99	49	80	93	9	35	65
15	97	99	99	60	86	96	15	46	74
16	98	99	99	71	91	97	24	57	81
17	99	99	99	79	94	98	35	66	86
18	99	99	99	86	96	98	47	75	89
19	99	99	99	91	97	99	60	82	92
20	99	99	99	94	98	99	71	87	94
21	99	99	99	96	98	99	80	91	95
22	99	99	99	97	98	99	86	93	96
23	99	99	99	98	99	99	91	95	96
24	99	99	99	98	99	99	93	95	96
25	99	99	99	98	99	99	94	95	96
26	99	99	99	98	99	99	94	95	96

Table D.21. Interim Predicted Probabilities
Grade 5 Mathematics Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	2	3	1	1	1	1	1	1
1	1	2	3	1	1	1	1	1	1
2	1	2	6	1	1	1	1	1	1
3	1	5	13	1	1	1	1	1	1
4	1	10	24	1	1	1	1	1	1
5	3	19	39	1	1	2	1	1	1
6	5	30	55	1	1	4	1	1	1
7	9	43	70	1	1	8	1	1	1
8	16	57	81	1	3	14	1	1	1
9	24	69	89	1	6	23	1	1	2
10	35	79	94	1	10	34	1	1	4
11	46	86	96	1	17	46	1	1	7
12	58	91	98	2	25	57	1	2	12
13	69	95	99	5	35	67	1	3	20
14	78	97	99	9	45	76	1	6	28
15	85	98	99	15	56	83	1	11	38
16	90	99	99	23	65	88	1	17	48
17	94	99	99	33	74	92	3	25	58
18	96	99	99	44	81	94	6	34	67
19	98	99	99	55	86	96	11	44	74
20	98	99	99	66	90	97	19	54	81
21	99	99	99	75	93	98	29	64	85
22	99	99	99	83	95	98	41	72	89
23	99	99	99	89	97	99	53	79	92
24	99	99	99	93	97	99	65	85	94
25	99	99	99	95	98	99	75	89	95
26	99	99	99	97	98	99	83	92	96
27	99	99	99	98	98	99	89	94	96
28	99	99	99	98	98	99	92	95	96
29	99	99	99	98	98	99	93	95	96
30	99	99	99	98	98	99	93	95	96

Table D.22. Interim Predicted Probabilities
Grade 6 Mathematics Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	2	4	7	1	1	1	1	1	1
1	2	4	7	1	1	1	1	1	1
2	2	7	15	1	1	1	1	1	1
3	3	14	30	1	1	1	1	1	1
4	6	25	48	1	1	4	1	1	1
5	11	39	66	1	1	8	1	1	1
6	19	53	80	1	3	15	1	1	1
7	28	67	89	1	6	25	1	1	1
8	40	78	95	1	10	37	1	1	1
9	53	87	97	2	17	50	1	1	3
10	64	92	99	4	25	63	1	1	6
11	75	95	99	7	35	74	1	1	11
12	83	97	99	12	45	82	1	1	17
13	89	98	99	19	56	88	1	3	26
14	93	99	99	27	66	93	1	6	36
15	96	99	99	37	75	95	1	10	47
16	98	99	99	48	82	97	2	16	57
17	99	99	99	59	88	98	4	23	67
18	99	99	99	70	92	99	8	32	75
19	99	99	99	78	95	99	14	42	82
20	99	99	99	85	96	99	22	53	87
21	99	99	99	91	98	99	32	63	91
22	99	99	99	94	98	99	44	72	93
23	99	99	99	96	99	99	57	80	95
24	99	99	99	98	99	99	69	86	96
25	99	99	99	98	99	99	79	90	97
26	99	99	99	99	99	99	87	93	97
27	99	99	99	99	99	99	92	95	98
28	99	99	99	99	99	99	94	96	98
29	99	99	99	99	99	99	95	96	98
30	99	99	99	99	99	99	95	96	98

Table D.23. Interim Predicted Probabilities
Grade 7 Mathematics Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	2	3	1	1	1	1	1	1
1	1	2	3	1	1	1	1	1	1
2	1	3	6	1	1	1	1	1	1
3	1	5	11	1	1	1	1	1	1
4	1	9	21	1	1	1	1	1	1
5	2	16	34	1	1	2	1	1	1
6	4	26	49	1	1	4	1	1	1
7	7	38	64	1	1	7	1	1	1
8	12	51	76	1	3	13	1	1	1
9	18	63	85	1	5	20	1	1	1
10	27	74	91	1	9	30	1	1	1
11	37	83	95	1	15	41	1	1	1
12	48	89	97	2	22	52	1	1	1
13	59	93	98	4	31	63	1	1	3
14	69	96	99	6	41	73	1	1	6
15	78	97	99	11	51	80	1	1	10
16	85	98	99	17	61	86	1	2	16
17	90	99	99	24	70	91	1	5	23
18	94	99	99	34	78	94	1	8	32
19	96	99	99	44	84	96	1	13	41
20	98	99	99	55	89	97	2	20	51
21	99	99	99	65	92	98	4	28	60
22	99	99	99	75	95	98	8	37	68
23	99	99	99	82	97	99	14	47	75
24	99	99	99	88	98	99	22	57	81
25	99	99	99	92	98	99	32	67	86
26	99	99	99	95	99	99	44	75	89
27	99	99	99	97	99	99	57	81	92
28	99	99	99	98	99	99	68	86	94
29	99	99	99	98	99	99	78	90	95
30	99	99	99	99	99	99	85	93	96
31	99	99	99	99	99	99	90	94	96
32	99	99	99	99	99	99	93	95	96
33	99	99	99	99	99	99	94	95	96
34	99	99	99	99	99	99	94	95	96

Table D.24. Interim Predicted Probabilities
Grade 8 Mathematics Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	2	1	1	1	1	1	1
3	1	1	3	1	1	1	1	1	1
4	1	2	7	1	1	1	1	1	1
5	1	3	14	1	1	1	1	1	1
6	1	7	24	1	1	1	1	1	1
7	1	12	37	1	1	2	1	1	1
8	2	19	51	1	1	4	1	1	1
9	4	28	65	1	1	9	1	1	1
10	7	39	76	1	1	14	1	1	1
11	11	51	85	1	3	23	1	1	1
12	18	62	91	1	6	32	1	1	1
13	26	72	94	1	10	43	1	1	1
14	35	80	97	1	16	54	1	1	1
15	46	87	98	2	23	65	1	1	1
16	57	92	99	4	32	74	1	1	2
17	67	95	99	8	42	81	1	1	3
18	76	97	99	13	52	87	1	1	6
19	84	98	99	20	62	91	1	1	11
20	89	99	99	29	72	94	1	1	17
21	93	99	99	40	79	96	1	3	24
22	96	99	99	51	85	97	1	6	33
23	98	99	99	62	90	98	1	10	43
24	98	99	99	73	93	99	2	17	53
25	99	99	99	81	96	99	5	26	63
26	99	99	99	88	97	99	11	37	71
27	99	99	99	93	98	99	20	49	78
28	99	99	99	95	99	99	33	61	84
29	99	99	99	97	99	99	48	72	89
30	99	99	99	98	99	99	63	81	92
31	99	99	99	99	99	99	77	87	94
32	99	99	99	99	99	99	86	91	95
33	99	99	99	99	99	99	91	93	95
34	99	99	99	99	99	99	91	93	95

Table D.25. Interim Predicted Probabilities
Grade 3 Reading Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	2	1	1	1	1	1	1
4	1	1	5	1	1	1	1	1	1
5	1	2	10	1	1	1	1	1	1
6	1	5	19	1	1	1	1	1	1
7	2	10	31	1	1	1	1	1	1
8	3	16	44	1	1	1	1	1	1
9	7	26	59	1	1	3	1	1	1
10	12	38	71	1	1	7	1	1	1
11	21	50	81	1	1	13	1	1	1
12	31	63	89	1	4	22	1	1	3
13	44	74	93	1	8	33	1	1	6
14	58	83	96	3	14	45	1	1	12
15	71	89	98	7	24	58	1	3	21
16	81	94	98	15	36	69	1	8	32
17	89	96	99	26	49	79	5	15	45
18	94	98	99	41	63	86	11	27	58
19	96	98	99	57	75	90	23	42	70
20	98	99	99	72	84	94	40	57	79
21	99	99	99	83	90	95	59	72	86
22	99	99	99	90	93	96	75	82	90
23	99	99	99	93	95	96	86	88	91
24	99	99	99	93	95	96	87	88	91

Table D.26. Interim Predicted Probabilities
Grade 4 Reading Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	3	1	1	1	1	1	1
1	1	1	3	1	1	1	1	1	1
2	1	2	5	1	1	1	1	1	1
3	1	4	11	1	1	1	1	1	1
4	1	9	21	1	1	1	1	1	1
5	3	17	36	1	1	1	1	1	1
6	6	28	52	1	1	4	1	1	1
7	12	42	67	1	1	8	1	1	1
8	20	56	79	1	4	15	1	1	1
9	31	69	87	1	7	24	1	1	2
10	43	79	93	1	13	35	1	1	4
11	56	87	96	3	21	48	1	1	8
12	69	92	98	7	32	60	1	3	15
13	79	95	98	14	44	70	1	7	23
14	87	97	99	23	56	79	2	12	34
15	92	98	99	35	67	86	4	21	45
16	95	99	99	49	77	90	10	31	57
17	97	99	99	62	84	93	18	44	67
18	98	99	99	74	89	95	31	57	76
19	99	99	99	84	93	97	46	68	83
20	99	99	99	90	95	97	62	78	87
21	99	99	99	94	97	98	75	85	91
22	99	99	99	96	97	98	85	89	92
23	99	99	99	96	97	98	89	91	92
24	99	99	99	96	97	98	89	91	92

Table D.27. Interim Predicted Probabilities
Grade 5 Reading Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	2	1	1	1	1	1	1
5	1	1	5	1	1	1	1	1	1
6	1	3	10	1	1	1	1	1	1
7	1	6	18	1	1	1	1	1	1
8	1	11	29	1	1	1	1	1	1
9	2	18	41	1	1	3	1	1	1
10	4	27	55	1	1	6	1	1	1
11	7	38	67	1	2	10	1	1	1
12	13	50	77	1	4	17	1	1	1
13	21	62	85	1	7	27	1	1	2
14	31	72	90	1	12	38	1	1	4
15	42	81	94	2	20	49	1	1	8
16	55	87	96	5	29	60	1	2	15
17	66	92	98	10	40	70	1	5	23
18	77	95	98	18	52	79	1	10	33
19	85	97	99	29	63	85	3	17	45
20	91	98	99	42	73	90	6	26	56
21	94	98	99	55	81	93	13	38	66
22	97	99	99	68	87	95	24	51	75
23	98	99	99	79	91	96	39	63	82
24	99	99	99	87	94	97	55	74	87
25	99	99	99	92	96	97	70	82	90
26	99	99	99	95	96	97	81	88	92
27	99	99	99	95	96	97	88	90	92
28	99	99	99	95	96	97	88	90	92

Table D.28. Interim Predicted Probabilities
Grade 6 Reading Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	2	1	1	1	1	1	1
5	1	1	4	1	1	1	1	1	1
6	1	2	9	1	1	1	1	1	1
7	1	4	16	1	1	1	1	1	1
8	1	8	25	1	1	1	1	1	1
9	2	14	37	1	1	1	1	1	1
10	5	21	50	1	1	3	1	1	1
11	9	31	62	1	1	6	1	1	1
12	15	42	73	1	2	11	1	1	1
13	23	54	82	1	3	19	1	1	1
14	33	65	88	1	7	28	1	1	2
15	44	75	93	2	12	39	1	1	5
16	56	83	95	4	19	50	1	1	10
17	68	89	97	8	29	61	1	3	16
18	77	93	98	15	40	71	1	6	25
19	85	96	99	25	52	79	2	11	36
20	91	97	99	37	64	85	5	19	48
21	94	98	99	50	74	90	11	30	59
22	97	99	99	64	82	93	22	44	69
23	98	99	99	75	88	95	36	57	78
24	99	99	99	84	92	96	52	70	84
25	99	99	99	90	95	97	68	80	88
26	99	99	99	94	96	97	80	86	91
27	99	99	99	95	96	97	87	90	91
28	99	99	99	95	96	97	87	90	91

Table D.29. Interim Predicted Probabilities
Grade 7 Reading Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	3	1	1	1	1	1	1
6	1	1	6	1	1	1	1	1	1
7	1	3	12	1	1	1	1	1	1
8	1	5	19	1	1	1	1	1	1
9	1	10	30	1	1	1	1	1	1
10	2	16	41	1	1	2	1	1	1
11	5	24	54	1	1	5	1	1	1
12	8	34	66	1	1	9	1	1	1
13	14	45	76	1	2	15	1	1	1
14	21	57	84	1	5	22	1	1	2
15	30	67	89	1	9	32	1	1	5
16	41	77	93	2	15	42	1	1	9
17	53	84	96	4	22	53	1	2	14
18	65	89	97	8	32	63	1	5	22
19	75	93	98	14	42	72	1	9	31
20	83	96	99	23	53	80	3	15	41
21	89	97	99	33	64	86	6	23	52
22	93	98	99	45	74	90	11	33	62
23	96	99	99	58	81	93	20	45	71
24	97	99	99	70	87	95	31	56	78
25	98	99	99	79	91	97	44	67	84
26	99	99	99	87	94	97	58	77	89
27	99	99	99	92	96	98	71	84	92
28	99	99	99	95	97	98	81	89	94
29	99	99	99	96	98	98	88	92	95
30	99	99	99	97	98	98	92	94	95
31	99	99	99	97	98	98	93	94	95
32	99	99	99	97	98	98	93	94	95

Table D.30. Interim Predicted Probabilities
Grade 8 Reading Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1
6	1	1	2	1	1	1	1	1	1
7	1	1	4	1	1	1	1	1	1
8	1	3	8	1	1	1	1	1	1
9	1	5	14	1	1	1	1	1	1
10	1	9	21	1	1	1	1	1	1
11	1	15	31	1	1	1	1	1	1
12	3	23	43	1	1	2	1	1	1
13	6	32	54	1	1	4	1	1	1
14	10	43	65	1	2	8	1	1	1
15	17	53	75	1	3	13	1	1	1
16	25	64	83	1	7	20	1	1	1
17	35	73	89	1	11	29	1	1	1
18	47	81	93	2	18	40	1	1	3
19	58	87	95	5	26	51	1	1	6
20	69	92	97	10	36	62	1	2	12
21	78	95	98	17	47	71	1	5	19
22	86	96	99	27	58	79	1	10	29
23	91	98	99	38	68	86	4	17	40
24	94	98	99	51	77	90	8	26	52
25	97	99	99	64	84	93	16	38	63
26	98	99	99	75	89	96	27	51	73
27	99	99	99	84	93	97	42	64	81
28	99	99	99	90	95	98	58	75	87
29	99	99	99	94	97	98	72	83	91
30	99	99	99	96	97	98	83	89	93
31	99	99	99	96	97	98	89	91	93
32	99	99	99	96	97	98	89	91	93

Table D.31. Interim Predicted Probabilities
Grade 3 Spanish Reading Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	3	1	1	1	1	1	1
5	1	2	6	1	1	1	1	1	1
6	1	4	11	1	1	1	1	1	1
7	1	8	20	1	1	1	1	1	1
8	3	14	31	1	1	1	1	1	1
9	6	22	44	1	1	3	1	1	1
10	10	33	58	1	1	7	1	1	1
11	17	45	70	1	3	13	1	1	1
12	27	58	81	1	7	22	1	1	2
13	39	70	88	2	12	33	1	1	4
14	52	80	93	5	21	45	1	2	9
15	65	87	96	11	32	58	1	4	17
16	77	92	97	20	45	70	2	9	27
17	86	96	98	32	59	80	5	18	40
18	92	97	99	47	71	87	12	30	54
19	95	98	99	63	81	92	23	45	67
20	97	99	99	76	88	95	40	60	78
21	98	99	99	86	93	96	59	74	85
22	99	99	99	92	95	97	75	84	90
23	99	99	99	94	96	97	86	90	92
24	99	99	99	94	96	97	87	90	92

Table D.32. Interim Predicted Probabilities
Grade 4 Spanish Reading Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	2	1	1	1	1	1	1
1	1	1	2	1	1	1	1	1	1
2	1	1	3	1	1	1	1	1	1
3	1	3	7	1	1	1	1	1	1
4	1	7	14	1	1	1	1	1	1
5	3	13	25	1	1	1	1	1	1
6	5	22	39	1	1	3	1	1	1
7	10	33	53	1	2	7	1	1	1
8	18	46	67	1	4	13	1	1	1
9	28	60	78	1	8	21	1	1	1
10	40	71	87	3	14	32	1	1	4
11	53	81	92	5	22	44	1	1	8
12	65	88	95	10	33	57	1	4	14
13	76	92	97	18	45	68	1	7	22
14	84	95	98	28	57	77	3	14	33
15	90	97	99	40	68	84	6	22	44
16	94	98	99	54	77	89	13	33	56
17	96	99	99	66	84	93	23	46	67
18	98	99	99	77	89	95	36	58	76
19	99	99	99	85	93	96	50	69	82
20	99	99	99	90	95	97	65	78	87
21	99	99	99	94	96	97	77	85	90
22	99	99	99	96	97	97	85	89	92
23	99	99	99	96	97	97	89	91	92
24	99	99	99	96	97	97	89	91	92

Table D.33. Interim Predicted Probabilities
Grade 5 Spanish Reading Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	2	1	1	1	1	1	1
4	1	1	3	1	1	1	1	1	1
5	1	2	7	1	1	1	1	1	1
6	1	5	12	1	1	1	1	1	1
7	1	9	20	1	1	1	1	1	1
8	2	15	31	1	1	2	1	1	1
9	4	23	43	1	1	4	1	1	1
10	8	33	56	1	2	8	1	1	1
11	13	44	68	1	4	14	1	1	1
12	21	56	78	1	7	22	1	1	1
13	30	67	86	1	13	32	1	1	1
14	41	77	91	3	20	43	1	1	2
15	53	84	95	7	29	55	1	1	5
16	65	90	97	12	40	66	1	2	10
17	75	94	98	20	51	75	1	4	16
18	84	96	99	30	63	83	1	8	26
19	90	98	99	42	73	89	3	15	37
20	94	98	99	55	81	92	6	24	49
21	96	99	99	68	87	95	13	36	60
22	98	99	99	78	92	97	24	49	71
23	99	99	99	86	95	98	38	62	80
24	99	99	99	92	96	98	54	74	86
25	99	99	99	95	97	98	70	83	90
26	99	99	99	97	98	98	82	89	92
27	99	99	99	97	98	98	88	91	93
28	99	99	99	97	98	98	88	91	93

Table D.34. Interim Predicted Probabilities
Algebra I Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	2	1	1	1	1	1	1
3	1	1	3	1	1	1	1	1	1
4	1	2	7	1	1	1	1	1	1
5	1	4	13	1	1	1	1	1	1
6	1	8	22	1	1	1	1	1	1
7	1	13	34	1	1	1	1	1	1
8	3	21	48	1	1	2	1	1	1
9	5	31	62	1	1	5	1	1	1
10	9	42	74	1	1	8	1	1	1
11	14	54	84	1	2	14	1	1	1
12	21	66	90	1	4	22	1	1	1
13	29	76	94	1	7	32	1	1	1
14	40	84	97	1	12	43	1	1	3
15	51	90	98	1	18	55	1	1	6
16	62	94	99	3	27	65	1	1	11
17	72	96	99	5	36	75	1	2	17
18	80	98	99	9	47	82	1	3	25
19	87	99	99	15	57	88	1	6	34
20	92	99	99	23	67	92	1	11	45
21	95	99	99	33	76	95	1	17	55
22	97	99	99	44	83	97	3	25	65
23	98	99	99	56	88	98	7	35	74
24	99	99	99	67	92	99	12	46	81
25	99	99	99	76	95	99	21	57	87
26	99	99	99	84	97	99	31	67	91
27	99	99	99	90	98	99	44	76	94
28	99	99	99	94	99	99	57	83	96
29	99	99	99	96	99	99	69	89	97
30	99	99	99	98	99	99	79	92	98
31	99	99	99	98	99	99	87	95	98
32	99	99	99	99	99	99	92	97	99
33	99	99	99	99	99	99	95	97	99
34	99	99	99	99	99	99	97	98	99
35	99	99	99	99	99	99	97	98	99
36	99	99	99	99	99	99	97	98	99

Table D.35. Interim Predicted Probabilities
English I Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1
8	1	1	2	1	1	1	1	1	1
9	1	1	4	1	1	1	1	1	1
10	1	1	7	1	1	1	1	1	1
11	1	2	12	1	1	1	1	1	1
12	1	5	20	1	1	3	1	1	1
13	1	9	30	1	1	6	1	1	1
14	3	15	41	1	1	10	1	1	1
15	5	22	52	1	3	17	1	1	1
16	9	32	64	1	6	25	1	1	1
17	15	43	73	1	11	35	1	1	1
18	23	54	81	3	17	46	1	1	1
19	32	64	88	6	25	57	1	1	1
20	43	74	92	11	35	67	1	1	1
21	55	82	95	18	46	76	1	1	1
22	66	88	97	27	57	83	1	1	1
23	75	92	98	38	67	89	1	1	3
24	83	95	99	50	76	93	1	1	6
25	89	97	99	62	84	95	1	1	10
26	93	98	99	72	89	97	1	4	17
27	96	99	99	81	93	98	2	8	27
28	97	99	99	88	96	99	4	15	38
29	98	99	99	92	97	99	10	25	51
30	99	99	99	96	98	99	20	38	64
31	99	99	99	97	99	99	34	53	75
32	99	99	99	98	99	99	51	68	84
33	99	99	99	99	99	99	68	80	90
34	99	99	99	99	99	99	82	89	94
35	99	99	99	99	99	99	90	93	95
36	99	99	99	99	99	99	90	93	95

Table D.36. Interim Predicted Probabilities
English II Opportunity II

Raw Score	Probability of Reaching *Approaches Grade Level*			Probability of Reaching *Meets Grade Level*			Probability of Reaching *Masters Grade Level*		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1
10	1	1	2	1	1	1	1	1	1
11	1	1	4	1	1	1	1	1	1
12	1	1	8	1	1	1	1	1	1
13	1	3	14	1	1	1	1	1	1
14	1	6	21	1	1	3	1	1	1
15	1	10	31	1	1	6	1	1	1
16	1	16	42	1	1	10	1	1	1
17	2	24	53	1	3	16	1	1	1
18	5	34	64	1	6	24	1	1	1
19	9	45	74	1	11	34	1	1	1
20	16	56	82	1	17	45	1	1	1
21	24	66	88	3	26	56	1	1	1
22	35	75	92	7	36	66	1	1	1
23	47	83	95	13	47	75	1	1	1
24	59	89	97	21	58	83	1	1	1
25	70	93	98	32	69	88	1	1	1
26	80	95	99	45	78	92	1	1	3
27	87	97	99	58	85	95	1	1	7
28	92	98	99	70	90	97	1	3	13
29	95	99	99	80	94	98	1	7	22
30	97	99	99	88	96	99	4	14	35
31	98	99	99	93	98	99	10	26	49
32	99	99	99	96	98	99	23	42	64
33	99	99	99	98	99	99	42	60	77
34	99	99	99	98	99	99	63	76	87
35	99	99	99	99	99	99	81	87	92
36	99	99	99	99	99	99	86	88	92

Appendix E: 2018–2019 Interim Administrations Participating Student Demographic Characteristics

Table E.1. Interim Participating Student Demographic Characteristics—Grade 3

Number of Students	STAAR Spring 2019	Interim 2018–2019	Mathematics Opportunity 1	Mathematics Opportunity 2	Reading Opportunity 1	Reading Opportunity 2
	356,484	82,903	71,067	34,543	71,023	33,649
Male	51.1	51.4	51.3	51.5	51.3	51.6
Female	48.9	48.6	48.7	48.5	48.7	48.4
Hispanic/Latino	48.1	52.5	53.0	50.0	53.9	49.9
American Indian or Alaska Native	0.3	0.3	0.3	0.4	0.3	0.4
Asian	5.0	2.5	2.5	2.8	2.5	2.8
Black or African American	13.6	12.8	12.6	12.2	12.8	12.5
Native Hawaiian or Pacific Islander	0.2	0.2	0.2	0.2	0.2	0.2
White	29.8	29.0	28.7	31.6	27.7	31.3
Two or more races	2.9	2.7	2.6	2.8	2.6	2.8
Economically Disadvantaged	59.6	65.4	65.5	62.5	66.3	62.7
Title I, Part A Participants	74.4	83.6	84.4	83.3	85.7	84.7
Migrant	0.3	0.4	0.4	0.3	0.4	0.3
Current Limited English Proficient	19.7	17.9	18.4	15.0	18.5	15.1
Bilingual	11.6	10.1	10.6	7.5	10.6	7.2
ESL Participants	8.6	7.5	7.4	7.2	7.5	7.5
Special Education	10.1	10.6	10.4	10.4	10.4	10.5
Gifted/Talented Participants	9.0	8.5	8.6	8.5	8.7	8.6
At-Risk	44.3	47.6	48.2	45.9	48.5	46.1

Table E.2. Interim Participating Student Demographic Characteristics—Grade 4

Number of Students	STAAR Spring 2019	Interim 2018–2019	Mathematics Opportunity 1	Mathematics Opportunity 2	Reading Opportunity 1	Reading Opportunity 2
	380,106	87,766	75,551	36,830	75,305	34,395
Male	51.0	51.2	51.1	51.0	51.1	51.0
Female	49.0	48.8	48.9	49.0	48.9	49.0
Hispanic/Latino	50.0	54.0	54.7	52.9	55.4	52.8
American Indian or Alaska Native	0.3	0.3	0.3	0.4	0.3	0.5
Asian	4.8	2.3	2.3	2.6	2.3	2.7
Black or African American	13.4	12.4	12.5	11.5	12.8	11.9
Native Hawaiian or Pacific Islander	0.2	0.2	0.2	0.1	0.2	0.1
White	28.6	28.2	27.5	29.7	26.6	29.3
Two or more races	2.7	2.5	2.4	2.7	2.4	2.7
Economically Disadvantaged	60.6	65.7	66.2	63.4	66.9	63.4
Title I, Part A Participants	74.9	83.6	84.6	83.7	85.8	83.7
Migrant	0.3	0.4	0.4	0.3	0.4	0.3
Current Limited English Proficient	19.7	18.5	19.0	16.8	19.1	16.9
Bilingual	12.0	10.6	11.1	9.5	11.1	9.8
ESL Participants	8.1	7.7	7.7	7.3	7.7	6.9
Special Education	10.1	10.7	10.5	10.6	10.6	10.7
Gifted/Talented Participants	10.0	9.6	9.7	9.9	9.6	10.1
At-Risk	43.9	47.1	47.6	44.9	48.0	45.0

Table E.3. Interim Participating Student Demographic Characteristics—Grade 5

Number of Students	STAAR Spring 2019	Interim 2018–2019	Mathematics Opportunity 1	Mathematics Opportunity 2	Reading Opportunity 1	Reading Opportunity 2
	395,563	93,797	79,722	37,586	81,153	34,981
Male	51.0	50.8	50.8	50.4	50.8	50.6
Female	48.9	49.2	49.2	49.6	49.2	49.4
Hispanic/Latino	51.1	54.5	55.5	53.6	56.2	53.6
American Indian or Alaska Native	0.3	0.3	0.3	0.4	0.3	0.4
Asian	4.7	2.8	2.7	2.7	2.7	2.7
Black or African American	12.9	12.0	12.2	11.8	12.3	12.2
Native Hawaiian or Pacific Islander	0.1	0.2	0.2	0.2	0.2	0.2
White	28.0	27.7	26.8	28.8	26.0	28.2
Two or more races	2.7	2.5	2.4	2.6	2.4	2.6
Economically Disadvantaged	60.5	64.3	65.3	62.6	65.8	63.1
Title I, Part A Participants	73.9	80.5	82.0	82.2	83.5	84.8
Migrant	0.3	0.4	0.5	0.3	0.5	0.3
Current Limited English Proficient	18.9	18.0	18.5	17.0	18.8	17.2
Bilingual	11.7	11.2	11.9	11.0	12.1	11.4
ESL Participants	7.7	6.8	6.6	6.5	6.7	6.2
Special Education	9.7	10.1	10.0	9.6	10.1	9.7
Gifted/Talented Participants	11.3	10.8	10.8	10.7	10.7	10.8
At-Risk	50.7	53.9	54.7	52.8	55.1	53.5

Table E.4. Interim Participating Student Demographic Characteristics—Grade 6

Number of Students	STAAR Spring 2019	Interim 2018–2019	Mathematics Opportunity 1	Mathematics Opportunity 2	Reading Opportunity 1	Reading Opportunity 2
	411,832	89,736	75,413	35,755	74,219	35,243
Male	51.2	51.0	50.8	51.0	50.9	50.9
Female	48.8	49.0	49.2	49.0	49.1	49.1
Hispanic/Latino	52.9	54.8	55.9	52.8	56.1	52.8
American Indian or Alaska Native	0.3	0.3	0.3	0.4	0.3	0.4
Asian	4.4	2.3	2.1	2.5	2.2	2.6
Black or African American	12.6	11.7	12.0	11.9	12.2	12.1
Native Hawaiian or Pacific Islander	0.2	0.2	0.2	0.2	0.2	0.2
White	27.1	28.3	27.2	29.8	26.8	29.4
Two or more races	2.5	2.3	2.3	2.3	2.3	2.4
Economically Disadvantaged	60.8	64.6	65.1	62.7	65.5	62.7
Title I, Part A Participants	65.1	73.6	73.2	70.4	75.2	71.4
Migrant	0.4	0.4	0.4	0.3	0.4	0.3
Current Limited English Proficient	18.9	17.4	18.2	16.3	18.2	16.0
Bilingual	2.2	2.1	2.0	3.0	2.3	3.1
ESL Participants	16.6	15.0	15.7	13.2	15.6	12.9
Special Education	9.3	10.2	10.1	9.6	10.2	9.6
Gifted/Talented Participants	11.1	10.8	10.8	10.7	10.7	10.7
At-Risk	48.6	52.4	53.1	50.4	53.6	50.3

Table E.5. Interim Participating Student Demographic Characteristics—Grade 7

Number of Students	STAAR Spring 2019	Interim 2018–2019	Mathematics Opportunity 1	Mathematics Opportunity 2	Reading Opportunity 1	Reading Opportunity 2
	408,593	89,731	65,549	31,508	72,386	34,027
Male	51.1	50.9	51.0	50.7	51.0	50.8
Female	48.9	49.1	49.0	49.3	49.0	49.2
Hispanic/Latino	52.5	54.2	57.2	52.3	55.9	52.3
American Indian or Alaska Native	0.3	0.4	0.4	0.4	0.3	0.4
Asian	4.8	2.4	1.6	2.2	2.2	2.9
Black or African American	12.4	11.6	11.9	12.0	11.9	11.2
Native Hawaiian or Pacific Islander	0.1	0.2	0.2	0.1	0.2	0.1
White	27.4	29.0	26.7	30.6	27.3	30.6
Two or more races	2.4	2.2	2.0	2.4	2.2	2.4
Economically Disadvantaged	59.5	62.7	65.6	61.2	63.7	59.6
Title I, Part A Participants	61.9	66.3	68.2	61.5	68.0	63.3
Migrant	0.4	0.4	0.5	0.3	0.5	0.3
Current Limited English Proficient	16.8	15.8	17.7	15.9	16.7	14.9
Bilingual	0.6	0.7	0.4	0.9	0.7	1.3
ESL Participants	15.8	14.9	16.7	14.5	15.7	13.6
Special Education	8.8	9.9	10.6	10.6	9.8	9.5
Gifted/Talented Participants	11.8	10.7	9.0	7.9	11.1	11.1
At-Risk	49.7	54.1	58.4	56.6	55.0	52.4

Table E.6. Interim Participating Student Demographic Characteristics—Grade 8

Number of Students	STAAR Spring 2019	Interim 2018–2019	Mathematics Opportunity 1	Mathematics Opportunity 2	Reading Opportunity 1	Reading Opportunity 2
	444,628	97,985	64,910	31,874	71,602	35,057
Male	51.2	51.5	52.2	51.6	51.8	51.6
Female	48.8	48.5	47.8	48.4	48.2	48.4
Hispanic/Latino	51.4	53.4	54.8	52.8	55.9	52.9
American Indian or Alaska Native	0.3	0.3	0.3	0.3	0.3	0.3
Asian	5.0	2.8	2.2	2.9	2.1	2.7
Black or African American	12.0	11.4	13.1	11.8	11.7	11.0
Native Hawaiian or Pacific Islander	0.1	0.2	0.2	0.2	0.2	0.2
White	28.7	29.7	27.2	29.6	27.7	30.5
Two or more races	2.4	2.2	2.1	2.3	2.0	2.3
Economically Disadvantaged	56.4	59.8	63.7	61.1	62.2	59.3
Title I, Part A Participants	60.3	66.4	67.7	65.1	68.0	65.3
Migrant	0.4	0.4	0.5	0.2	0.5	0.2
Current Limited English Proficient	14.5	13.8	16.9	15.4	15.2	13.5
Bilingual	0.5	0.6	0.4	1.0	0.4	0.8
ESL Participants	12.7	13.1	16.1	14.3	14.4	12.7
Special Education	7.9	8.7	10.2	10.1	9.4	9.0
Gifted/Talented Participants	12.8	11.5	8.0	7.6	10.3	10.4
At-Risk	47.7	52.0	59.5	57.3	55.9	53.4

Table E.7. Interim Participating Student Demographic Characteristics—Grade 3 Spanish

Number of Students	STAAR Spring 2019	Interim 2018–2019	Mathematics Opportunity 1	Mathematics Opportunity 2	Reading Opportunity 1	Reading Opportunity 2
	33,549	6,640	2,941	1,899	5,935	3,215
Male	49.5	49.0	50.3	49.5	49.1	49.7
Female	50.5	51.0	49.7	50.5	50.9	50.3
Hispanic/Latino	98.6	98.5	98.1	98.1	98.6	98.4
American Indian or Alaska Native	0.3	0.7	1.1	1.2	0.7	1.0
Asian	-					
Black or African American	0.1	0.1	0.1	0.1	0.1	0.1
Native Hawaiian or Pacific Islander	-	-	-		-	-
White	0.8	0.7	0.7	0.6	0.6	0.5
Two or more races	0.1	-	-	0.1	0.1	-
Economically Disadvantaged	91.3	89.8	88.3	83.0	90.5	86.5
Title I, Part A Participants	96.9	98.5	98.6	98.6	98.6	97.7
Migrant	0.5	0.4	0.4	0.5	0.4	0.6
Current Limited English Proficient	97.2	97.4	97.7	95.6	97.8	96.4
Bilingual	97.6	97.7	99.0	98.5	98.5	97.0
ESL Participants	1.4	1.9	0.5	1.1	1.1	2.6
Special Education	6.1	6.6	7.0	6.4	6.7	6.7
Gifted/Talented Participants	6.7	4.3	4.5	5.5	4.1	4.9
At-Risk	96.4	98.0	98.7	97.1	98.5	97.5

Table E.8. Interim Participating Student Demographic Characteristics—Grade 4 Spanish

Number of Students	STAAR Spring 2019	Interim 2018–2019	Mathematics Opportunity 1	Mathematics Opportunity 2	Reading Opportunity 1	Reading Opportunity 2
	25,889	4,996	1,932	1,022	4,428	2,147
Male	49.6	49.9	50.7	52.3	50.1	51.2
Female	50.4	50.1	49.3	47.7	49.9	48.8
Hispanic/Latino	98.6	98.5	98.0	96.8	98.6	97.9
American Indian or Alaska Native	0.3	0.5	0.7	0.9	0.5	0.9
Asian	-	-		0.1		-
Black or African American	0.1	-	0.1		-	
Native Hawaiian or Pacific Islander	-	-	0.1	0.1	-	-
White	0.9	0.9	1.0	1.9	0.7	0.9
Two or more races	0.1	0.1	0.1	0.2	0.1	0.1
Economically Disadvantaged	91.3	89.4	87.0	79.6	90.5	85.4
Title I, Part A Participants	97.1	97.0	97.4	97.8	98.0	96.4
Migrant	0.7	0.5	0.5	0.2	0.5	0.5
Current Limited English Proficient	97.3	97.0	97.7	91.2	98.1	94.7
Bilingual	96.6	97.2	96.4	96.6	97.6	98.7
ESL Participants	2.3	2.3	3.1	2.3	2.1	0.6
Special Education	6.2	7.1	7.2	7.2	7.0	6.9
Gifted/Talented Participants	7.4	4.7	4.0	4.6	4.6	5.3
At-Risk	95.7	96.9	97.3	90.9	98.1	94.8

Table E.9. Interim Participating Student Demographic Characteristics—Grade 5 Spanish

Number of Students	STAAR Spring 2019	Interim 2018–2019	Mathematics Opportunity 1	Mathematics Opportunity 2	Reading Opportunity 1	Reading Opportunity 2
	16,325	2,371	856	385	2,059	885
Male	50.3	50.0	54.2	54.0	50.6	50.7
Female	49.7	50.0	45.8	46.0	49.4	49.3
Hispanic/Latino	98.4	98.6	98.4	98.7	98.7	98.5
American Indian or Alaska Native	0.3	0.3	0.2	0.5	0.2	0.5
Asian	-	-	0.1			
Black or African American	-	-			-	0.1
Native Hawaiian or Pacific Islander	-					
White	1.1	1.1	1.3	0.8	1.0	0.9
Two or more races	-					
Economically Disadvantaged	90.3	88.3	85.3	82.6	89.4	86.1
Title I, Part A Participants	95.9	95.6	93.3	96.6	96.9	97.7
Migrant	0.9	0.6	0.9	1.6	0.7	1.0
Current Limited English Proficient	96.7	96.6	96.7	93.2	97.3	95.0
Bilingual	93.4	96.0	93.8	92.5	96.5	96.7
ESL Participants	4.9	3.1	5.4	5.5	2.8	1.9
Special Education	6.3	7.2	6.5	6.0	7.4	8.7
Gifted/Talented Participants	8.2	2.7	2.3	3.1	2.9	1.9
At-Risk	95.1	97.0	97.4	93.0	97.7	94.9

Table E.10. Interim Participating Student Demographic Characteristics—Algebra I

Number of Students	STAAR Spring 2019	Interim 2018–2019	Opportunity 1	Opportunity 2
	416,308	70,369	55,884	32,526
Male	51.9	51.6	51.5	51.6
Female	48.1	48.4	48.5	48.4
Hispanic/Latino	53.1	53.5	55.1	50.2
American Indian or Alaska Native	0.3	0.4	0.3	0.4
Asian	4.3	2.6	2.6	3.0
Black or African American	13.2	12.0	12.0	13.1
Native Hawaiian or Pacific Islander	0.2	0.2	0.1	0.2
White	26.6	29.1	27.9	30.6
Two or more races	2.2	2.1	1.9	2.4
Economically Disadvantaged	58.8	60.0	61.1	57.1
Title I, Part A Participants	49.9	53.8	55.5	48.7
Migrant	0.4	0.3	0.4	0.3
Current Limited English Proficient	14.4	12.2	12.8	12.0
Bilingual	0.3	0.4	0.4	0.4
ESL Participants	13.8	11.8	12.4	11.5
Special Education	9.5	9.1	8.8	9.6
Gifted/Talented Participants	9.7	10.3	11.2	8.6
At-Risk	53.0	53.0	52.2	54.4

Table E.11. Interim Participating Student Demographic Characteristics—English I

Number of Students	STAAR Spring 2019	Interim 2018–2019	Opportunity 1	Opportunity 2
	467,832	72,973	60,605	27,518
Male	53.7	52.5	52.5	52.2
Female	46.3	47.5	47.5	47.8
Hispanic/Latino	55.4	52.5	53.0	52.1
American Indian or Alaska Native	0.3	0.3	0.4	0.4
Asian	3.9	3.1	3.1	3.2
Black or African American	13.8	12.9	13.3	12.5
Native Hawaiian or Pacific Islander	0.2	0.2	0.1	0.3
White	24.3	28.7	28.0	29.1
Two or more races	2.0	2.1	2.0	2.3
Economically Disadvantaged	61.8	59.9	60.2	58.3
Title I, Part A Participants	48.0	47.6	47.2	46.3
Migrant	0.5	0.4	0.4	0.4
Current Limited English Proficient	18.0	13.3	13.9	12.5
Bilingual	0.2	0.1	0.1	-
ESL Participants	17.1	12.9	13.5	12.1
Special Education	10.3	10.0	10.0	9.8
Gifted/Talented Participants	7.6	7.8	7.9	7.2
At-Risk	59.9	57.2	56.6	57.4

Table E.12. Interim Participating Student Demographic Characteristics—English II

Number of Students	STAAR Spring 2019	Interim 2018–2019	Opportunity 1	Opportunity 2
	445,525	73,912	58,059	32,285
Male	52.4	51.1	50.9	51.0
Female	47.6	48.9	49.1	49.0
Hispanic/Latino	53.9	53.8	54.7	52.0
American Indian or Alaska Native	0.3	0.4	0.3	0.4
Asian	4.2	3.0	2.7	3.7
Black or African American	13.4	12.1	12.2	12.3
Native Hawaiian or Pacific Islander	0.2	0.2	0.1	0.2
White	25.9	28.5	27.8	29.1
Two or more races	2.0	2.1	2.1	2.2
Economically Disadvantaged	58.1	58.2	58.6	56.0
Title I, Part A Participants	45.9	50.2	50.3	47.7
Migrant	0.5	0.4	0.4	0.3
Current Limited English Proficient	14.8	11.3	11.7	10.3
Bilingual	0.1	0.2	0.2	0.1
ESL Participants	13.8	11.0	11.4	10.1
Special Education	8.5	8.4	8.3	8.1
Gifted/Talented Participants	8.3	8.3	8.3	8.4
At-Risk	55.3	53.2	52.9	53.3

Appendix F: 2018–2019 Interim Administrations Predicted Probabilities and Observed STAAR Performance Levels

The tables and figures in this appendix are the detailed summaries of predicted probabilities of reaching of *Approaches Grade Level* and *Meets Grade Level* performance on their spring 2019 STAAR assessments at the time of the interim pilot administration and the observed students' performance levels on the spring 2019 STAAR assessments.

These summaries are presented in two ways and their interpretation should take into consideration the model assumptions and interim assessment purposes as detailed in the section titled "Predicting the Probabilities of Reaching Each Performance Level on the Corresponding STAAR Assessment".

1. Tables by test and interim opportunity indicate the results of when interim assessments predicted that a student would be more likely to reach a performance level (i.e., with greater than 50% probability) and the student did reach that performance level or when interim assessments predicted that a student would be more likely to not reach a performance level (i.e., with a 50% or lower probability) and the student did not reach it.

2. Bar graphs by test and interim opportunity indicate the percentages of whether students reach a performance level or not as well as the predicted probability of them reaching that performance level grouped by the intervals of 10%.

An Example Table of Interim Predicted Probabilities and Observed STAAR Performance Levels

① The total number of interim Opportunity I assessments administered in November 2018 with corresponding summative assessments taken in spring 2019.

② The total number of interim Opportunity II assessments administered in February 2019 with corresponding summative assessments taken in spring 2019.

③ The percentages of Opportunity I students whose interim assessment predicted 50% or lower probabilityprobability of reaching *Approaches Grade Level* performance level AND their summative performance level is Below *Approaches Grade Level*—did not reach *Approaches Grade Level*.

④ The percentages of Opportunity I students whose interim assessment predicted 50% or lower probability probability of reaching *Approaches Grade Level* performance level AND their summative performance level is *Approaches Grade Level*, *Meets Grade Level*, or *Masters Grade Level*.

⑤ The percentages of Opportunity I students whose interim assessment predicted higher than 50% probability of reaching *Approaches Grade Level* performance level AND their summative performance level is Below *Approaches Grade Level*—did not reach *Approaches Grade Level*.

⑥ The percentages of Opportunity I students whose interim assessment predicted higher than 50% probability of reaching *Approaches Grade Level* performance level AND their summative performance level is *Approaches Grade Level*, *Meets Grade Level*, or *Masters Grade Level*.

The numbers indicated by ⑦–⑩ are the same as ③–⑥ on the summary of *Meets Grade Level* performance level. Opporutnity II numbers can be interpreted in the same way as their corresponding ones for Opportunity I.

	Opportunity I			**Opportunity II**		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	31,188 1	3 22%	4 46%	21,709 2	24%	27%
>50%		0% 5	31% 6		1%	48%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	31,188 1	7 54%	8 38%	21,709 2	56%	24%
>50%		0% 9	7% 10		1%	18%

Table F.1. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 3 Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	31,188	22%	46%	21,709	24%	27%
>50%		0%	31%		1%	48%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	31,188	54%	38%	21,709	56%	24%
>50%		0%	7%		1%	18%

Table F.2. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 4 Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	31,364	21%	16%	22,940	18%	5%
>50%		7%	57%		12%	65%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	31,364	54%	21%	22,940	46%	5%
>50%		3%	22%		14%	35%

Table F.3. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 5 Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	32,570	15%	22%	24,280	16%	10%
>50%		2%	61%		4%	70%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	32,570	44%	29%	24,280	44%	14%
>50%		1%	26%		4%	38%

Table F.4. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 6 Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	28,302	20%	23%	20,023	14%	7%
>50%		3%	55%		10%	69%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	28,302	58%	18%	20,023	54%	9%
>50%		2%	21%		5%	31%

Table F.5. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 7 Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	24,016	29%	30%	15,748	27%	16%
>50%		3%	38%		8%	50%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	24,016	65%	22%	15,748	65%	11%
>50%		1%	12%		4%	20%

Table F.6. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 8 Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	22,188	22%	39%	15,623	22%	23%
>50%		3%	36%		5%	50%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	22,188	56%	36%	15,623	57%	24%
>50%		0%	8%		1%	18%

Table F.7. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 3 Reading

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	30,045	24%	26%	19,406	24%	26%
>50%		2%	48%		2%	48%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	30,045	24%	26%	19,406	24%	26%
>50%		2%	48%		2%	48%

Table F.8. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 4 Reading

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	31,107	20%	12%	21,281	17%	5%
>50%		8%	61%		14%	65%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	31,107	52%	12%	21,281	48%	7%
>50%		8%	28%		15%	31%

Table F.9. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 5 Reading

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	34,133	19%	14%	21,846	18%	7%
>50%		5%	62%		8%	66%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	34,133	48%	20%	21,846	42%	8%
>50%		3%	29%		11%	39%

Table F.10. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 6 Reading

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	33,087	31%	13%	20,693	29%	9%
>50%		6%	50%		8%	55%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	33,087	61%	9%	20,693	60%	9%
>50%		7%	22%		7%	24%

Table F.11. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 7 Reading

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	30,900	22%	10%	18,854	20%	5%
>50%		8%	61%		11%	64%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	30,900	49%	11%	18,854	46%	6%
>50%		8%	32%		12%	35%

Table F.12. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 8 Reading

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	30,993	21%	13%	20,924	22%	11%
>50%		5%	62%		5%	62%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	30,993	49%	19%	20,924	45%	11%
>50%		3%	29%		7%	37%

Table F.13. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 3 Spanish Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	973	31%	53%	1,538	32%	34%
>50%		1%	15%		1%	32%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	973	72%	26%	1,538	70%	22%
>50%		0%	2%		1%	8%

Table F.14. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 4 Spanish Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	588	36%	22%	754	30%	8%
>50%		6%	36%		11%	51%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	588	68%	20%	754	60%	6%
>50%		2%	11%		11%	22%

Table F.15. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 5 Spanish Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	276	29%	31%	276	32%	12%
>50%		2%	39%		9%	47%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	276	63%	26%	276	71%	8%
>50%		1%	11%		4%	17%

Table F.16. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 3 Spanish Reading

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	3,019	28%	32%	2,276	28%	27%
>50%		3%	37%		4%	42%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	3,019	62%	26%	2,276	61%	24%
>50%		2%	11%		2%	14%

Table F.17. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 4 Spanish Reading

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	2,379	27%	10%	1,402	27%	7%
>50%		13%	50%		14%	52%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	2,379	63%	11%	1,402	61%	7%
>50%		8%	18%		10%	22%

Table F.18. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 5 Spanish Reading

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	1,193	13%	17%	522	22%	14%
>50%		3%	66%		5%	59%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	1,193	38%	20%	522	49%	11%
>50%		5%	36%		7%	33%

Table F.19. Interim Predicted Probabilities and Observed STAAR Performance Levels
Algebra I

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	21,351	12%	31%	12,791	17%	21%
>50%		2%	56%		3%	60%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	21,351	36%	50%	12,791	45%	32%
>50%		0%	14%		1%	22%

Table F.20. Interim Predicted Probabilities and Observed STAAR Performance Levels
English I

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	24,927	29%	22%	17,595	32%	21%
>50%		3%	47%		3%	45%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	24,927	45%	24%	17,595	47%	21%
>50%		2%	30%		2%	30%

Table F.21. Interim Predicted Probabilities and Observed STAAR Performance Levels
English II

	Opportunity I			Opportunity II		
Probability of Reaching ***Approaches Grade Level***	Observed STAAR Performance Level			Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	24,053	28%	24%	20,938	28%	21%
>50%		2%	47%		3%	49%
Probability of Reaching ***Meets Grade Level***	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	24,053	45%	22%	20,938	45%	24%
>50%		2%	32%		2%	29%