

FILED
06-09-2026
Clerk of Circuit Court
ADAMS COUNTY
2026CV000090

STATE OF WISCONSIN

CIRCUIT COURT

ADAMS COUNTY

STATE OF WISCONSIN ex rel. INSTITUTE FOR REFORMING GOVERNMENT,
PO Box 180291
Delafield, WI 53018,

Plaintiff,

Unclassified

Case Code: 30703

v.

Case No. 26-CV-

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING
COMMITTEE
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #1
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #2
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #3
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #4
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #5
201 W. Washington Ave.
Madison, WI 53703,

&

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-COMMITTEE #6
201 W. Washington Ave.
Madison, WI 53703,

Defendants.

SUMMONS

THE STATE OF WISCONSIN

To each person named above as a Defendant:

You are hereby notified that the Plaintiff named above has filed a lawsuit or other legal action against you. The Complaint, which is attached, states the nature and basis of the legal action.

Within 45 days of receiving this Summons, you must respond with a written answer, as that term is used in Chapter 802 of the Wisconsin Statutes, to the Complaint. The court may reject or disregard an answer that does not follow the requirements of the statutes. The answer must be sent or delivered to the court, whose address is: **Adams County Clerk of Courts,** whose address is **401 Adams Street, Suite 6, Friendship, WI 53934**, and to Attorney Thomas C. Kamenick, Plaintiff's attorney, whose address is: **1144 Noridge Trl., Port Washington, WI 53074**.

You may have an attorney help or represent you.

If you do not provide a proper answer within 45 days, the court may grant judgment against you for the award of money or other legal action requested in the Complaint, and you may lose your right to object to anything that is or may be incorrect in the Complaint. A judgment may be enforced as provided by law. A judgment awarding money may become a lien against any real estate you own now or in the future, and may also be enforced by garnishment or seizure of property.

Dated this June 9, 2026.

Respectfully submitted,

WISCONSIN TRANSPARENCY PROJECT
KAMENICK LAW OFFICE, LLC
Attorney for Plaintiff

Electronically Signed by Thomas C. Kamenick

Thomas C. Kamenick, WBN 1063682

(262) 365-7434; tom@wiopenrecords.com

1144 Noridge Trl.

Port Washington, WI 53074

FILED
06-09-2026
Clerk of Circuit Court
ADAMS COUNTY
2026CV000090

STATE OF WISCONSIN

CIRCUIT COURT

ADAMS COUNTY

STATE OF WISCONSIN ex rel. INSTITUTE FOR REFORMING GOVERNMENT,
PO Box 180291
Delafield, WI 53018,

Plaintiff,

Unclassified

Case Code: 30703

v.

Case No. 26-CV-

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING
COMMITTEE
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #1
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #2
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #3
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #4
201 W. Washington Ave.
Madison, WI 53703,

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-
COMMITTEE #5
201 W. Washington Ave.
Madison, WI 53703,

&

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STANDARD SETTING SUB-COMMITTEE #6
201 W. Washington Ave.
Madison, WI 53703,

Defendants.

COMPLAINT

This is an action to enforce Wisconsin's Open Meetings Law, Wis. Stat. §§ 19.81-19.98. State law requires that "all meetings of all state and local governmental bodies shall be publicly held in places reasonably accessible to members of the public and shall be open to all citizens at all times unless otherwise expressly provided by law." Wis. Stat. § 19.81(2). Furthermore, "Every meeting of a governmental body shall be preceded by public notice." Wis. Stat. § 19.83(1).

Plaintiff State of Wisconsin, by its relator pursuant to Wis. Stat. § 19.97(4), Institute for Reforming Government, alleges to the Court as follows:

FACTUAL ALLEGATIONS

Parties

1. Relator Institute for Reforming Government is a Wisconsin non-stock corporation with an address of PO Box 180291, Delafield, Wisconsin 53018.

2. The Institute for Reforming Government's main focus is removing the onerous barriers and red tape separating the individual from an efficient and functioning government. Be it local, state, or federal governance, it is the mission of the Institute for Reforming Government to encourage, educate, and inform people about all levels of government, based on what has worked in states across the country. Through diligent research and effective outreach, the Institute for Reforming Government works to remove the stumbling blocks that have created a slow-moving, expensive behemoth of governance that works against the will of the people.

3. Jacob Curtis is General Counsel and Director of the Institute for Reforming Government's Center for Investigative Oversight.

4. The Wisconsin Department of Public Instruction (“DPI”) is an agency and department of the State of Wisconsin with an address of 201 West Washington Avenue, Madison, Wisconsin 53703.

5. As described more fully below, DPI created the Standard Setting Committee and tasked it with developing recommended test score cutoffs for Wisconsin’s Forward Exam, which DPI later adopted with only minor revisions.

6. Either DPI or the Standard Setting Committee created six Standard Setting Sub-Committees as part of that work.

7. DPI is a necessary party under Wis. Stat. § 803.03(1)(a) because the Open Meetings Law’s remedies include voiding actions taken at illegal meetings, *see* Wis. Stat. § 19.97(3), and complete relief may not be able to be afforded to the Plaintiff if DPI cannot be enjoined from taking action in reliance on voided actions.

8. DPI is a necessary party under Wis. Stat. § 803.03(1)(b) because DPI has an interest in the validity of its actions and its ability to protect that interest will be impaired or impeded if it is not made party to this action.

9. The Standard Setting Committee and Standard Setting Sub-Committees #1-#6 (collectively, “Committees”) have addresses of 201 West Washington Avenue, Madison, Wisconsin 53703.

10. As a “state . . . committee,” the Standard Setting Committee is a “governmental body” under Wis. Stat. § 19.82(1).

11. As a “state . . . committee” or as a “formally constituted subunit” of the Standard Setting Committee, each Standard Setting Sub-Committee is a “governmental body” under Wis. Stat. § 19.82(1).

Venue & Jurisdiction

12. Venue is proper in this County under Wis. Stat. § 801.50(2), as the action arose in this County.

13. This Court has jurisdiction to hear this matter under Wis. Stat. § 19.97, which provides a cause of action to challenge violations of the Open Meetings Law.

Facts

14. Hundreds of thousands of Wisconsin students in grades 3-8 take the Wisconsin Forward Exam every year, which has two content areas: math and English.

15. Students are given one of four performance levels based on their results – developing, approaching, meeting, or advanced. Those performance levels are determined based on “cut scores,” meaning all students of a particular grade who score within a specified numeric range get the same performance level rating.

16. DPI, as part of administering the Wisconsin Forward Exam, is tasked with establishing what those cut scores are for each grade level and content area.

17. In 2012, Wisconsin aligned its cut scores with National Association of Educational Progress standards.

18. But in 2024, DPI lowered and renamed its cut scores, making year-over-year comparisons difficult, if not impossible, and providing students and their families with false confidence that they are labeled “proficient” when they score below average and do not meet national standards for proficiency.

19. “On June 11-14, 2024, a committee of 88 Wisconsin educators participated in a standard setting for the Wisconsin Forward Exam.” DPI, *Wisconsin Forward Exam ELA and Mathematics Standard Setting 2024 Technical Report* (“DPI Report”), 1. A copy of the DPI Report is attached as Exhibit A.

20. Those “standard setting” meetings occurred at the Chula Vista Resort, 1000 Chula Vista Parkway, Wisconsin Dells, Wisconsin 53965, which is in Adams County.

21. “Staff members from DPI and DRC [Data Recognition Corporation] collaborated to conduct the standard setting workshop.” DPI Report, 10.

22. “All participants for the workshop committee were recruited, selected, and invited to the workshop by DPI. The recruitment process strived to empanel a sample of participants for the standard setting with diverse demographics (e.g., ethnicity, gender) and diverse points-of-view (e.g., geographic location).” DPI Report, 11.

23. “The workshop committee was composed of a total of 88 educators.” DPI Report, 12.

24. “Six groups were convened for the standard setting,” one each for English and math for Grades 3-4, Grades 5-6, and Grades 7-8. *Id.*

25. Two of those six “groups” were assigned 14 members, and the other four were assigned 15 members. *Id.*

26. Throughout the four-day conference, the six “groups” (the Standard Setting Sub-Committees) alternated working separately and combined as the Standard Setting Committee to propose, discuss, adjust, and ultimately formally recommend cut scores for the four performance levels for each of the six grades and two content areas. *See* DPI Report 13-22.

27. “Working by consensus, the committee gave their assent to sending these adjusted cut score recommendations to DPI for consideration.” DPI Report 22.

28. DPI staff then reviewed those recommendations and made what they called “small adjustments” to the Standard Setting Committee’s “recommended cut scores to promote consistency across grades and administrations of the Forward Exam.” DPI Report 23.

29. “The Superintendent of [DPI] approved the cut scores for the [English] and mathematics tests in June 2024.” DPI Report 26.

30. Despite DPI’s claim that the Standard Setting Committee’s and Sub-Committee’s meetings were a “routine, transparent process,” the conference was shrouded in secrecy. A redacted copy of an email thread containing that quote is attached as Exhibit B.

31. Upon information and belief, the public was not permitted to attend the conference or any of the meetings of the Standard Setting Committee or Sub-Committees.

32. Upon information and belief, no prior public notice of the Standard Setting Committee’s or Sub-Committees’ meetings was posted.

33. Participants in the conference were required to sign non-disclosure agreements that not only prohibited disclosure of test questions, but also “training materials . . . workshop feedback, and workshop recommendations” as well as “DRC-related information, including without limitation, documents, notes, files, records, oral information, computer files, or similar materials.” DPI Report 327-29.

34. Participants were prohibited from using their own electronic devices or even having electronic devices with them while working. DPI Report 328.

35. Participants were required to use DRC-provided laptops, which were confiscated at the end of each day along with any workshop materials the participants used or created, including their personal notes. DPI Report 33-42.

36. On or about January 21, 2025, Brian Fraley, Publisher of the Dairyland Sentinel, made a record request to DPI for records about the conference. *See* Ex. B.

37. Specifically, Fraley’s request asked for:

- a. “[D]ocumentation, including invitations and relevant discussions regarding the geographic and ideological diversity [of the participants, and] any communication with anyone in your department regarding the vetting of these experts including correspondence with any groups or individuals consulted regarding the composition of this group.”
- b. “[A]gendas, minutes and any Zoom or other recording of the meetings.”
- c. “[A]ny relevant emails and other documents given to the advisory group, including any Non Disclosure contracts or discussions regarding any such agreements.”
- d. “[A] complete timeline of this consultation process and include an itemized listing of any state expenditures including staff time and equipment purchases, meeting space rental, food, travel, lodging or other accommodations.”

38. On or about February 6, 2025, rather than providing responsive records, DPI pointed the Dairyland Sentinel to the DPI Report on its website. *See* Ex. B.

39. The DPI Report did not contain all of the records that had been requested.

40. DPI provided no further records until nearly a year later, after the Institute for Reforming Government sent a letter to DPI on behalf of Dairyland Sentinel demanding DPI cease its illegal delays. A copy of that letter is attached as Exhibit C. *See also* DAIRYLAND SENTINEL, *One Year Later: Dairyland Sentinel, Institute for Reforming Government Press DPI for Transparency on Forward Exam Changes*, Jan. 22, 2026, <https://dairylandsentinel.com/one-year-later-dairyland-sentinel-institute-for-reforming-government-press-dpi-for-transparency-on-forward-exam-changes/>; Brian Fraley, DAIRYLAND SENTINEL, *Delayed DPI Records Reveal Taxpayers Soaked with \$368K Water Park Resort Bill to Weaken State Exam Standards*, Feb. 3, 2026, <https://dairylandsentinel.com/wisconsin-dpi-water-park-spending-investigation/>.

41. Despite taking over a year to fulfill the request, DPI produced only 17 pages of records, comprised of emails, applications, and non-disclosure agreements. Fraley, *Delayed DPI Records, supra*. No receipts or other details of the approximately \$385,000 in taxpayer spending for the conference were provided.

42. On February 4, 2026, one day after Dairyland Sentinel reported on the paltry release, the Wisconsin Legislature’s Joint Finance Committee announced it was withholding approximately \$1,000,000 in funding to DPI until it provided more answers to the public. Corinne Hess, WISCONSIN PUBLIC RADIO, *Wisconsin lawmakers withhold funding to DPI over resort spending*, Feb. 4, 2026, <https://www.wpr.org/news/wisconsin-lawmakers-withhold-funding-to-dpi-over-resort-spending>.

43. Instead of releasing actual invoices and other records of its expenditures, on February 17, 2026, DPI released what it claimed to be a breakdown of the conference costs to Wispolitics.com (rather than to the Dairyland Sentinel). A copy of that release is attached as Exhibit D.

44. That report details approximately \$219,000 in meeting expenses (including lodging; reimbursements for daily stipends, mileage, and dinners; meeting room rental; AV equipment from the hotel; breakfasts and lunches; and DRC-supplied laptops and wifi hotspots), with the remainder being paid to DRC.

45. On April 10, 2026, the Institute for Reforming Government filed a verified complaint with the Adams County District Attorney alleging that the Committees violated the Open Meetings Law on June 11, June 12, June 13, and June 14, 2026. A copy of that verified complaint (not including its exhibits) is attached as Exhibit E.

46. The District Attorney of Adams County has not taken any action to commence an action to enforce the Open Meetings Law based on Institute for Reforming Government's verified complaint.

LEGAL CLAIMS ***Provisions Common to Claims***

47. "In recognition of the fact that a representative government of the American type is dependent upon an informed electorate, it is declared to be the policy of this state that the public is entitled to the fullest and most complete information regarding the affairs of government as is compatible with the conduct of governmental business." Wis. Stat. § 19.81(1).

48. "To implement and ensure the public policy herein expressed, all meetings of all state and local governmental bodies shall be publicly held in places reasonably accessible to members of the public and shall be open to all citizens at all times unless otherwise expressly provided by law." Wis. Stat. § 19.81(2).

49. The Open Meetings Law "shall be liberally construed to achieve the purposes set forth in this section, and the rule that penal statutes must be strictly construed shall be limited to the enforcement of forfeitures and shall not otherwise apply to actions brought under this subchapter or to interpretations thereof." Wis. Stat. § 19.81(4).

50. Under Wis. Stat. § 19.83(1), "Every meeting of a governmental body shall be preceded by public notice as provided in s. 19.84, and shall be held in open session."

51. A “governmental body” is “a state or local agency, board, commission, committee, council, department or public body corporate and politic created by constitution, statute, ordinance, rule or order . . . or a formally constituted subunit of any of the foregoing.” Wis. Stat. § 19.82(1).

52. “This list of entities is broad enough to include virtually any collective governmental entity, regardless of what it is labeled.” Wis. Att’y Gen., *Wis. Open Meetings Law Compliance Guide* (Mar. 2025), 2.

53. A governmental body must have a concrete membership, such that the existence of a quorum can be determined, and must possess some collective responsibility, authority, power, or duty. *State ex rel. Krueger v. Appleton Area Sch. Dist.*, 2017 WI 70, ¶24, 376 Wis. 2d 239, 898 N.W.2d 35.

54. “The term ‘rule or order’ has been liberally construed to include any directive, formal or informal, creating a body and assigning it duties.” *Compliance Guide* at 2. “This includes directives from governmental bodies, presiding officers of governmental bodies, or certain governmental officials, such as county executives, mayors, or heads of a state or local agency, department, or division.”

55. For example, the Wisconsin Supreme Court has ruled that a curriculum review committee was subject to the Open Meetings Law even though it was created by high-ranking district administrators, not the school board itself. *Krueger*, 2017 WI 70, ¶¶27-42.

56. Wisconsin’s Attorney General has also concluded that the following bodies were “created by rule or order”: “A committee appointed by the school superintendent to consider school library materials”; “A citizen’s advisory group appointed by the mayor”; and “A citizen’s advisory committee appointed by a county executive.” *Compliance Guide* at 4.

57. A “subunit” is “a separate, smaller body created by a parent body and composed exclusively of members of the parent body.” *Compliance Guide* at 6.

58. A “‘Meeting’ means the convening of members of a governmental body for the purpose of exercising the responsibilities, authority, power or duties delegated to or vested in the body.” Wis. Stat. § 19.82(2).

59. “If one-half or more of the members of a governmental body are present, the meeting is rebuttably presumed to be for the purpose of exercising the responsibilities, authority, power or duties delegated to or vested in the body.” Wis. Stat. § 19.82(2).

60. Under *State ex rel. Newspapers Inc. v. Showers*, 135 Wis. 2d 77, 398 N.W.2d 154 (1987), a “meeting” occurs when two tests have been met: the “purpose” and “numbers” tests.

61. “First, there must be a purpose to engage in governmental business, be it discussion, decision or information gathering.” *Id.* at 102.

62. “Second, the number of members present must be sufficient to determine the parent body’s course of action regarding the proposal discussed.” *Id.*

63. Governmental business can be “formal or informal. . . includ[ing] discussion, decision, and information gathering.” *State ex rel. Badke v. Vill. Bd. of Greendale*, 173 Wis. 2d 553, 494 N.W.2d 408 (1993).

64. “Purely advisory bodies are therefore subject to the law, even though they do not possess final decision-making power, as long as they are created by constitution, statute, ordinance, rule, or order.” *Compliance Guide* at 2 (citing *State v. Swanson*, 92 Wis. 2d 310, 317, 284 N.W.2d 655 (1979)).

65. Under Wis. Stat. § 19.84(2), “Every public notice of a meeting of a governmental body shall set forth the time, date, place and subject matter of the meeting, including that intended for consideration at any contemplated closed session, in such form as is reasonably likely to apprise members of the public and the news media thereof.”

66. Public notice must be provided to: (1) the public; (2) to news media who have filed a written request; and (3) to an official newspaper or one likely to give notice in the area. Wis. Stat. § 19.84(1)(b).

67. Notice to “the public” can be accomplished in one of three ways: (1) three physical postings; (2) one physical posting and on a government website; or (3) paid publication. Wis. Stat. § 19.84(1)(b)1.-3.

68. The Open Meetings Law “shall be enforced in the name and on behalf of the state by the attorney general or, upon the verified complaint of any person, by the district attorney of any county wherein a violation may occur.” Wis. Stat. § 19.97(1).

69. “In addition and supplementary to the remedy provided in s. 19.96, the attorney general or the district attorney may commence an action, separately or in conjunction with an action brought under s. 19.96, to obtain such other legal or equitable relief, including but not limited to mandamus, injunction or declaratory judgment, as may be appropriate under the circumstances.” Wis. Stat. § 19.97(2).

70. “Any action taken at a meeting of a governmental body held in violation of this subchapter is voidable, upon action brought by the attorney general or the district attorney of the county wherein the violation occurred. However, any judgment declaring such action void shall not be entered unless the court finds, under the facts of the particular case, that the public interest in the enforcement of this subchapter outweighs any public interest which there may be in sustaining the validity of the action taken.” Wis. Stat. § 19.97(3).

71. “If the district attorney refuses or otherwise fails to commence an action to enforce this subchapter within 20 days after receiving a verified complaint, the person making such complaint may bring an action under subs. (1) to (3) on his or her relation in the name, and on behalf, of the state.” Wis. Stat. § 19.97(4).

The Standard Setting Committee and its Sub-Committees Are All “Governmental Bodies”

72. DPI, a state department, deliberately created the Standard Setting Committee and assigned it a specific duty – following DRC’s processes to develop and make a recommended set of cut scores for the Forward Exam’s performance levels in English and math.

73. The Standard Setting Committee had a concrete membership. DPI recruited, selected, and invited the 88 members of the Standard Setting Committee based on their demographics and expertise.

74. The Standard Setting Committee possessed and exercised a collective responsibility – recommending a set of cut scores for the Forward Exam’s performance levels in English and math to DPI, which acted upon those recommendations.

75. Although the Standard Setting Committee did not vote, it reached its decisions via “consensus” and acted upon those decisions by forwarding its recommendations to DPI. *See Compliance Guide* at 24 (noting a governmental body can make decisions “by consensus”).

76. DPI’s own Report referred to the 88-member group as a “committee” at least 37 times just in its primary text (not counting the hundreds of pages of appendices included with the Report), including multiple instances referring to it as the “standard setting committee.”

77. The Standard Setting Committee created six Sub-Committees and assigned each a specific duty – providing specific grade-level recommendations for either English or math.

78. Each Sub-Committee had a concrete membership of either 14 or 15 members.

79. Each Sub-Committee possessed and exercised a collective responsibility – providing specific grade-level recommendations for English or math to the Standard Setting Committee, which acted upon those recommendations.

80. Each Sub-Committee, although it did not vote, did reach decisions via consensus and acted upon those decisions by forwarding its recommendations to the Standard Setting Committee.

**Claims I-IV Against DPI and the Standard Setting Committee
Violations of Wis. Stat. § 19.83(1); Failure to Notice & Hold in Open Session**

81. The Standard Setting Committee held meetings on June 11, June 12, June 13, and June 14, 2024.

82. Those meetings were not preceded by public notice and were therefore held in violation of Wis. Stat. § 19.83(1).

83. Those meetings were not held in open session and were therefore held in violation of Wis. Stat. § 19.83(1).

**Claims V+ Against DPI and Each Sub-Committee
Violations of Wis. Stat. § 19.83(1); Failure to Notice & Hold in Open Session**

84. Each Sub-Committee held an unknown number of meetings on June 11, June 12, June 13, and June 14, 2024.

85. Those meetings were not preceded by public notice and were therefore held in violation of Wis. Stat. § 19.83(1).

86. Those meetings were not held in open session and were therefore held in violation of Wis. Stat. § 19.83(1).

RELIEF REQUESTED

WHEREFORE, the Plaintiff requests the following relief:

1. Judgment against the Defendants declaring they violated the Open Meetings Law on each complained-of occasion;
2. Judgment against the Defendants for the Relator's actual and necessary costs of prosecution, including reasonable attorney fees;
3. Judgment against the Defendants voiding any actions taken at illegal meetings;

4. Such other relief as the Court deems appropriate.

Dated this June 9, 2026.

Respectfully submitted,
WISCONSIN TRANSPARENCY PROJECT
KAMENICK LAW OFFICE, LLC
Attorney for Plaintiff

Electronically Signed by Thomas C. Kamenick

Thomas C. Kamenick, WBN 1063682
(262) 365-7434; tom@wiopenrecords.com
1144 Noridge Trl.
Port Washington, WI 53074



WISCONSIN DEPARTMENT OF
Public Instruction

EXHIBIT**A**

Wisconsin Forward Exam ELA and Mathematics

Standard Setting 2024 Technical Report

**Prepared for the
Wisconsin Department of Public Instruction**

**Data Recognition Corporation
Maple Grove, MN 55311**



Developed and published by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. Copyright © 2024 Data Recognition Corporation. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

Table of Contents

Executive Summary	1
Standard Setting Process	2
Standard Setting Methodology	4
About this Section	4
Background.....	4
Selecting the Standard Setting Methodology	5
Performance Level Descriptors (PLDs).....	5
Benchmarks	8
Ordered Item Booklets (OIBs).....	9
Selecting Items for the OIBs	9
Response Probability for the OIBs	9
Data and Other Workshop Materials.....	10
Wisconsin Content Standards	10
Performance Level Descriptors (PLDs)	10
Ordered Item Books (OIBs)	10
Item Maps	10
Benchmarks.....	10
Standard Setting Staff.....	10
DPI Staff	11
DRC Staff	11
Workshop Committee	11
Configuration of the Committee	12
Standard Setting Procedure.....	13
Opening Session	13
Participant Training.....	13
Discussion of the PLDs and the Threshold Students.....	13
Study of the OIBs and Item Maps	14
Secondary Training on Placing Bookmarks	14
Round 1 Bookmarks	14
Presentation of Round 1 Recommendations	15
Round 2 Bookmarks	15

Presentation of Round 2 Recommendations	15
Round 3 Bookmarks	16
Repeat the Process	16
Presentation of Round 3 Recommendations	16
Across-Grade Discussion	17
Workshop Evaluation.....	17
Workshop Security.....	17
Results	18
Participants' Round 1 Recommendations.....	18
Participants' Round 2 Recommendations.....	19
Participants' Round 3 Recommendations.....	20
Recommendations from the Articulation Discussion.....	20
Post-Standard Setting Analysis and Cut Score Adjustments	23
Conditional Standard Errors of Measurement (CSEM)	24
Post-Workshop Cut Score Adjustments.....	25
Cut Score Approval.....	26
Evidence of Procedural Validity	26
Committee Diversity.....	26
Committee Training.....	26
Participants' Perceived Validity of the Workshop	27
References.....	29

Appendices

Appendix A. 2024 Wisconsin Standard Setting Agenda	31
Appendix B1. Training Materials	44
Appendix B2. 2024 Wisconsin Standard Setting Mid-Process Evaluation	46
Section 1 of 3: Mid-Process Evaluation for Wisconsin	46
Section 2 of 3: About Your Experiences So Far	47
Section 3 of 3: Readiness	48
Appendix B3. 2024 Wisconsin Standard Setting Mid-Process Evaluation, Results ...	49
Section 1 of 3: Mid-Process Evaluation for Wisconsin	49
Section 2 of 3: About Your Experiences So Far	51
Section 3 of 3: Readiness	52
Appendix C. Detailed Reports of Participants' Judgments	53
ELA	54
Math	73
Appendix D. Graphical Representation of Participants' Judgments	92
ELA	93
Math	112
Appendix E. Performance Level Descriptors	131
ELA	132
Math	271
Appendix F1. 2024 Wisconsin Standard Setting Pre-Workshop Survey	327
Section 1 of 5: Pre-Workshop Survey for the Wisconsin Standard Setting	327
Section 2 of 5: Security Agreements	327
Section 3 of 5: About Your Experience Before the Workshop	330
Section 4 of 5: About You and Your Experience	330
Section 5 of 5: Thank you!	333
Appendix F2. 2024 Wisconsin Standard Setting Pre-Workshop Survey, Results	334
Section 3 of 5: About Your Experience Before the Workshop	334
Section 4 of 5: About You and Your Experience	335
Appendix F3. 2024 Wisconsin Standard Setting Post-Workshop Evaluation	341
Section 1 of 3: Post-Workshop Evaluation	341
Section 2 of 3: About the Recommendations	342
Section 3 of 3: Thank you!	343

Appendix F4. 2024 Wisconsin Standard Setting Post-Workshop Evaluation, Results	344
Section 1 of 3: Post-Workshop Evaluation.....	344
Section 2 of 3: About the Recommendations.....	348
Appendix F5. 2024 Wisconsin Standard Setting Articulation Evaluation.....	350
Section 1 of 3: Articulation Evaluation	350
Section 2 of 3: About the Recommendations.....	351
Section 3 of 3: Thank you!	352
Appendix F6. 2024 Wisconsin Standard Setting Articulation Evaluation, Results....	353
Section 1 of 3: Articulation Evaluation	353
Section 2 of 3: About the Recommendations.....	356
Appendix G. Participant List.....	358

Executive Summary

On June 11–14, 2024, a committee of 88 Wisconsin educators participated in a standard setting for the Wisconsin Forward Exam in grades 3–8 English language arts (ELA) and mathematics. At the workshop, participants recommended cut scores to divide students into four performance levels: Developing, Approaching, Meeting, and Advanced.

The standard setting was required because of recent changes to the tests. The spring 2024 administration of the Forward Exam was the first to operationally measure the Wisconsin Standards for ELA and mathematics, published in 2020 and 2021 respectively. New cut scores were needed that aligned with the new content standards.

To recommend cut scores, participants engaged in the Bookmark Standard Setting Procedure (Lewis et al., 1996). This well-documented procedure has been used nationwide to establish performance standards for large-scale assessments, including the previous version of the Wisconsin Forward Exam. The standard setting was sponsored by the Wisconsin Department of Public Instruction (DPI) and was facilitated by Data Recognition Corporation (DRC).

Table 1 shows the approved cut scores and associated impact data. Impact data are the percent of spring 2024 tested students classified in each performance level when the cut scores are applied.

Table 1. Approved cut scores and associated impact data for the Wisconsin Forward Exam, by content area and grade

Content Area	Grade	Approved Cut Scores			Associated Impact Data				
		App.	Meet.	Adv.	Dev.	App.	Meet.	Adv.	Meet. + Adv.
ELA	3	1511	1560	1622	17.3%	31.4%	39.1%	12.2%	51.3%
	4	1532	1581	1646	17.9%	29.1%	42.2%	10.8%	53.0%
	5	1549	1599	1658	16.2%	30.6%	41.1%	12.1%	53.2%
	6	1570	1613	1671	17.8%	28.4%	40.8%	13.0%	53.8%
	7	1572	1623	1696	16.8%	31.5%	41.2%	10.5%	51.7%
	8	1587	1641	1715	18.8%	30.6%	38.8%	11.8%	50.6%
Math	3	1506	1548	1597	18.9%	25.4%	37.3%	18.4%	55.7%
	4	1529	1576	1625	18.4%	27.4%	36.7%	17.5%	54.2%
	5	1558	1598	1641	19.8%	27.1%	32.0%	21.1%	53.1%
	6	1583	1619	1656	22.0%	25.2%	31.8%	21.0%	52.8%
	7	1590	1633	1684	21.2%	25.8%	34.0%	19.0%	53.0%
	8	1603	1653	1701	19.3%	27.8%	32.5%	20.4%	52.9%

Standard Setting Process

Participants were divided into six groups of 14–15 participants, and each group focused on two tests. The groups were: grades 3–4 ELA, grades 5–6 ELA, grades 7–8 ELA, grades 3–4 mathematics, grades 5–6 mathematics, and grades 7–8 mathematics.

To make recommendations, participants engaged in three rounds of discussions and judgments. Specifically, the committee performed the following tasks:

1. Each group began with their lowest assigned grade (i.e., grade 3, 5, or 7).
2. Participants studied the state content standards, examined the performance level descriptors (PLDs), and discussed the expectations of students on the threshold (point-of-entry) for each performance level.
3. Participants examined items from the spring 2024 Wisconsin Forward Exam in an ordered item booklet (OIB). The OIB presented the items in order of difficulty, as based on student performance on the items. For multi-point items, each score point was ordered separately in the OIB, as based on student performance on each point.
4. Participants noted the knowledge and skills needed to answer each item in the OIB correctly. For multi-point items, participants recorded the knowledge and skills needed to earn each score point.
5. Participants then identified the page in the OIB where a threshold Meeting student (a student with just enough knowledge and skills to be considered Meeting) would have command of the knowledge and skills measured by items before that page (e.g., would have command of the skills on pages 1–28 in the OIB). These pages in the OIB were called *bookmarks*. Participants then repeated the process for threshold Advanced and Approaching students.
6. Participants made their judgments independently and recorded them electronically.
7. Participants discussed their judgments in three rounds of discussions and decisions. After each round, participants worked individually to revise their bookmarks.
8. In each round, each participant's recommended cut scores were defined as the scale scores needed to have a more-likely-than-not probability of answering all the items correctly before the participant-identified bookmarks.
9. After each round, participants were shown a visual display of recommended cut scores from the entire committee.
10. After Round 1, participants were shown a visual display of the bookmarks placed by participants in Round 1, plus the median bookmarks for the group.

11. After Round 2, participants were shown impact data associated with the cut score recommendations. Impact data are the percentages of students who would be classified in each performance level if the cut scores were applied to the data from spring 2024. To help participants contextualize these impact data, participants were also shown the impact data for the other grades in their content area, plus the impact data from neighboring states (i.e., Illinois, Michigan, Minnesota).
12. As a committee, participants discussed their judgments, and then updated their bookmarks individually.
13. After Round 3, participants were shown the impact data across grades 3, 5, and 7. Participants then repeated the process for grades 4, 6, and 8.

Participants were informed that their recommendations would be sent to DPI for review and consideration. After the standard setting, DPI staff and its technical advisors examined the educator cut score recommendations and recommended a small number of adjustments for both ELA and math to promote consistency across grades. Details about these adjustments, as well as participants' cut score recommendations from the three rounds of the Bookmark Procedure, are included in the Methodology section of this report.

The State Superintendent of Public Instruction considered the cut score recommendations, with the proposed adjustments, and approved them in June 2024. The approved cut scores and associated impact data are shown in Table 1.

Standard Setting Methodology

On June 11–14, 2024, the Wisconsin Department of Public Instruction (DPI) partnered with Data Recognition Corporation (DRC) to conduct a standard setting for the Wisconsin Forward Exam in grades 3–8 English language arts (ELA) and mathematics. The purpose of the standard setting was to develop performance standards for the twelve assessments. This process included the development of cut scores which divide students into four performance levels: Developing, Approaching, Meeting, and Advanced.

Eighty-eight Wisconsin educators and stakeholders worked individually and in committees to recommend performance standards for the tests. The performance standards were approved by the State Superintendent of Public Instruction in June 2024.

About this Section

This section details the planning of the standard setting, the implementation of the workshop, the analysis of Wisconsin educators' recommendations, and the approval of the cut scores. A summary of this work can be found in Chapter I of this report. Further details about the workshop, such as workshop agenda and detailed presentations of participants' recommendations, can be found in appendices of this report.

Background

Wisconsin's statewide tests of ELA and mathematics have recently gone through several changes. The state content standards, the *Wisconsin Standards for English Language Arts* were updated and published by DPI in May 2020, and the *Wisconsin Standards for Mathematics* were updated and published by DPI in May 2021. These content standards describe the knowledge and skills that students should be taught in ELA and mathematics in each grade from kindergarten to high school. The updated Wisconsin Forward Exam in grades 3–8 ELA and mathematics measured these new standards operationally for the first time in spring 2024.

The purpose of the standard setting is to establish cut scores for the assessments which reflect the state's expectations for student performance throughout the state. During this standard setting, educators recommended cut scores on the Forward Exam that reflected these content-based expectations on the tests, as informed by test data from Wisconsin students.

In addition to the updated content of the Wisconsin Forward Exam, DPI updated the names of the *performance levels* associated with the test. The new performance level terminology promotes academic potential, engagement, and growth at every level, and improves feelings of encouragement and motivation among students. The new performance level names are Developing, Approaching, Meeting, and Advanced.

Selecting the Standard Setting Methodology

The Bookmark Standard Setting Procedure (Lewis, et al., 1996; Lewis, et al., 2012) was used to recommend cut scores for the Wisconsin tests of ELA and mathematics. This method has been used on assessments across the nation (Karantonis & Sireci, 2006) and most recently in Wisconsin for the state's social studies assessments (Data Recognition Corporation, 2022). The Bookmark Procedure was also used in 2016 for the previous Wisconsin Forward Exams of ELA and mathematics.

The Bookmark Procedure has been well documented in the standard setting literature. Developed in 1996, the procedure has been implemented in over half of the states in the U.S. and abroad by DRC and by other major testing firms, making it the most widely used standard setting procedure in K–12 education (Karantonis & Sireci, 2006; Zieky, 2012).

As an item-mapping process, the Bookmark Procedure is particularly useful for large-scale assessments that include both traditional multiple-choice and technology-enhanced items, like the Wisconsin Forward Exam. Specifically, the ELA and mathematics assessments include multiple-choice items modeled using the three-parameter logistic (3PL) model; and two-point, autoscored constructed-response items modeled using the two-parameter partial-credit (2PPC) model. Additional information about the modeling, scaling, and equating of the test forms can be found in the program technical report.

The Bookmark Procedure allows these different item types to be ordered together in ordered item booklets. Because of this, and because of its history of use in Wisconsin and nationally, DPI selected the Bookmark Procedure for the 2024 standard setting for ELA and mathematics.

The standard setting process also incorporated elements of the evidence-based standard setting framework (McClarty et al., 2013). Before the standard setting, focused attention was paid to the types of performance standards that DPI would consider reasonable. Selected policy information was provided to standard setting participants in the form of *benchmarks* (see Phillips, 2012), allowing educators to consider this policy information in an actionable way as they made their content-based judgments during the Bookmark Procedure. Using this framework, participants were able to collect and evaluate evidence for the performance standards throughout the standard setting process.

Performance Level Descriptors (PLDs)

Performance level descriptors (PLDs) summarize the knowledge, skills, and abilities expected of students in each performance level. Specifically, there are four types of PLDs (Egan et al., 2012), each with a different focus.

- 1) Policy PLDs set out the Department's vision for each performance level. Policy PLDs are not specific to any given test; rather, they represent a policy vision for each performance level. The policy PLDs for the ELA and mathematics assessments are

presented in Table 2. In the table, emphasis is added to reveal the differences between the descriptors.

- 2) Range PLDs specify the knowledge, skills, and abilities expected of students in each performance level on a given test. For example, a range PLD may list the expectations of students who are in Approaching in grade 8 mathematics. These expectations include those for students who are just in the Approaching level, those who are well within the Approaching level, and those who are nearly (but not quite) at the Meeting level. Range PLDs are often shared with teachers and schools to help them understand the level of construct mastery expected of students in each performance level on each test.
- 3) Threshold PLDs specify the knowledge, skills, and abilities expected of students who are at the point-of-entry in each performance level on a given test. For example, a threshold PLD may list the expectations of students who have just enough skill to be considered Meeting in grade 8 mathematics. Whereas the range PLD specifies the expectations for all Meeting on the test, the threshold PLD seeks to specify the expectations for a student who has just entered the Meeting level. These descriptors are typically used by participants at standard setting workshops to help inform decisions they make about cut scores.
- 4) Reporting PLDs, like range PLDs, specify the knowledge, skills, and abilities expected of students in each performance level on a given test; however, they are designed to communicate this information to stakeholders and educators in the field through score reporting. Reporting PLDs typically comprise a version of the policy or range PLDs, and the language in the reporting PLDs is adjusted to be accessible to a wide audience that may not have in-depth content knowledge.

Table 2. Policy performance level descriptors (PLDs) for the Wisconsin Forward Exam

Level	Policy Performance Level Descriptor
<i>Developing</i>	Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.
<i>Approaching</i>	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.
<i>Meeting</i>	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.
<i>Advanced</i>	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Before the standard setting, DPI verified that the same policy PLDs used for the other Wisconsin Forward Exams would also be used for the newly revised ELA and mathematics assessments.

In the months preceding the standard setting, DPI worked with its internal content experts and with DRC to draft range PLDs for ELA and mathematics. The goal of this process was to develop a set of range PLDs which would (a) help standard setting participants understand the types of knowledge, skills, and abilities expected of students in each performance level; and (b) help Wisconsin educators understand the types of content-based expectations for students in each performance level.

To create the range PLDs, content experts started with the Wisconsin Standards for ELA and mathematics and the policy PLDs shown in Table 2. For each content standard, a brief description was created that summarized what Developing, Approaching, Meeting, and Advanced students should know or should be able to do in relation to that particular standard.

The range PLDs were drafted by DRC, and they were then edited by DPI and DRC. These edits were designed to promote consistency among the range PLDs at several levels. First, DPI and DRC examined the range PLDs to be sure the knowledge and skills expected of students increased appropriately for students in each successive performance level (i.e., within-grade articulation). Second, edits were made to be sure the content-based expectations for students increased appropriately in successive grades (i.e., vertical articulation). Third, edits were made to promote clarity and usefulness throughout the set of range PLDs. The PLDs were approved by DPI for use at the standard setting and are presented in Appendix E of this report.

At the standard setting, participants studied the range PLDs to understand the expectations for students in each performance level. In small groups, the participants then used these expectations to develop informal threshold PLDs for the tests. These threshold PLDs described the types of knowledge and skills expected of students at the point-of-entry of the Approaching, Meeting, and Advanced levels. These descriptors were developed by standard setting participants for their use during discussions at the standard setting and are not included in this report. The development of these threshold PLDs is summarized later in this section.

Reporting PLDs were not part of the scope of this standard setting. However, DPI may choose to use the policy PLDs or elements of the range PLDs as part of its overall reporting strategy for the Wisconsin Forward Exam program.

Benchmarks

Benchmarks comprised an important component of the standard setting process. Benchmarks refer to any external content- or policy-based information that is presented to participants to help them make their cut score recommendations. The use of benchmarks at standard setting is well established (Phillips, 2012; McClarty et al., 2013), especially in the Bookmark Procedure (Lewis, et al., 2012). Many states have used benchmarks to provide actionable, policy-based information to standard setting participants. Participants can then bring their content-based expertise to bear, joining it with the benchmarks. Thoughtful use of benchmarks can bring policy- and content-based information together in a meaningful way.

The performance of Wisconsin students on the ELA and mathematics assessments was not necessarily expected to be the same in 2024 as observed in previous years. Notably, the content standards for the tests had changed, so the knowledge and skills measured by the tests were somewhat different. In addition, the previous standard setting for the tests (held in 2016) used data from the National Assessment of Educational Progress (NAEP) as a point-of-reference: standard setting participants in 2016 used state NAEP performance to contextualize their cut score recommendations. With the new version of the Wisconsin Forward Exam, however, DPI wished educators to focus primarily on the knowledge and skills expected of students in each performance level, not the performance of Wisconsin students on NAEP.

DPI noted that it wanted to make sure (a) standard setting participants would make content-based recommendations that linked the cut scores to the Wisconsin state content standards; and (b) standard setting participants had a way to contextualize the impact data associated with their cut score recommendations. Accordingly, DPI chose to present benchmarked impact data based on the 2023 performance of students on the ELA and mathematics tests during the Bookmark Procedure. Specifically, DPI chose to present the 2023 performance of students from Wisconsin and from three nearby states:

- Wisconsin
- Minnesota

- Illinois
- Michigan

Participants were shown these benchmarked impact data alongside the impact data for their cut score recommendations from the Wisconsin Forward Exam. Participants considered how similar or different the impact data were from those of neighboring states, and they were encouraged to use the benchmarks as a reasonability check for their recommendations. Participants were reminded throughout the process that their cut score recommendations should be based primarily on content, and the knowledge and skills expected of students in each performance level should be the main driver behind their recommendations.

Ordered Item Booklets (OIBs)

The ordered item booklet (OIB) is a key component of the Bookmark Procedure. An OIB contains the items from a test, ordered by difficulty. A separate OIB was prepared for each grade and content area combination at the standard setting.

Within each OIB, items are ordered by their difficulty on the test scale. Easier items appear earlier in the OIB, and harder items appear later. The ordering of the items is based on each item's scale location, which is based on observed student performance.

Selecting Items for the OIBs

To create the OIBs, DRC selected items for three purposes, shown here.

- 1) **Approximately 75 items.** For each grade, the operational items were pooled together. However, using all these items would yield an OIB with well over 100 pages: a long OIB is often unwieldy at a standard setting. To create an OIB that would focus the time and attention of standard setting participants, approximately 75 items were selected for each OIB.
- 2) **Mirror the test blueprint.** The selected items for the OIB proportionally mirrored the reporting categories used for the operational test. In this way, the collection of items presented to participants at the standard setting was representative of future operational forms of the tests.
- 3) **Variety of difficulty levels.** A variety of easy, medium, and difficult items were selected. The difficulty of each item was defined as its RP-adjusted location on the test scale.

Response Probability for the OIBs

Items are ordered in the OIB using a response probability (RP) criterion. An RP criterion specifies the probability with which a student with a given ability would be able to correctly answer an item of the same difficulty. For example, if the RP criterion is 0.50 (RP50), students with ability just at the cut score would have a 50% chance of correctly answering items with difficulty at the cut score.

In the Bookmark Procedure, items are often ordered using an RP criterion of 0.67 with an adjustment for guessing (RP67GA; Lewis, et al., 1998). However, other RP criteria

are frequently used, including RP50 (Cizek & Bunch, 2007, p. 162; Mitzel, et al., 2001). At the 2022 Wisconsin standard setting for social studies, the OIBs were created with a response probability of 0.50 (RP50): the RP-adjusted scale location for each item in the OIB was associated with the scale score needed to have a 50% chance of answering the item correctly (Data Recognition Corporation, 2019).

To promote continuity with the previous standard setting, RP50 was used to create the OIBs for the standard setting. The actual OIBs used at the standard setting contain secure test information and are not included in this report.

Data and Other Workshop Materials

All the materials used at the standard setting workshop were based on test items and results from the Spring 2024 administration of the Wisconsin Forward Exam for ELA and mathematics. Participants used these materials to help make their cut score recommendations.

Wisconsin Content Standards

The state content standards formed the basis for all decisions at the standard setting. These content standards, as adopted by the State Superintendent of Public Instruction, detail the knowledge, skills, and abilities that students should be taught in each grade. Copies of the content standards were distributed to workshop participants.

Performance Level Descriptors (PLDs)

The PLDs used at the standard setting are described earlier in this section.

Ordered Item Books (OIBs)

The composition of the OIBs used at the standard setting are described earlier in this section.

Item Maps

The item map summarizes information about the items in an OIB. For each item, the item map indicates: the order of difficulty, the item type, the correct answer, and the content standard to which the item is aligned.

The operational item maps incorporate secure test information and are not included in this report. However, Appendix B shows the item map that was used during the participant training sessions. This training version of the item map does not include secure test information.

Benchmarks

As described previously in this section, participants were shown benchmarked impact data from other neighboring states during the Bookmark Procedure.

Standard Setting Staff

Staff members from DPI and DRC collaborated to conduct the standard setting workshop. They worked in facilitative roles and did not contribute to the cut score recommendations during the standard setting workshop.

DPI Staff

DPI staff members attended the workshop to monitor the process, answer assessment and curriculum questions, and address DPI policy questions.

DPI was represented at the workshop by Viji Somasundaram, Director of Office of Educational Accountability (OEA); Philip Olsen, Assistant Director of OEA; Alison O'Hara, OEA Education Consultant; Jennifer Teasdale, OEA Education Program Specialist; Duane Dorn, OEA Education Consultant; Lauren Zellmer, OEA Education Consultant; Philip Cranley, OEA Education Consultant; Bianca Williams-Griffin, English Language Arts Consultant; Mary Mooney, Mathematics Consultant; Julie Bormett, Mathematics Consultant; and Erin Forrest, Marketing Specialist. These DPI staff members worked in concert to monitor the standard setting and answer DPI specific questions as they arose.

DRC Staff

The DRC Standard Setting Team was composed of Ricardo Mercado, Research Director; Marc Julian, Ph.D., Executive Vice President of Research; Keith Boughton, Ph.D., Sr. Psychometrician; Kim Hudson, Ph.D., Psychometrician; Christie Plackner, Sr. Research Director; Dave Chayer, Consultant; Sara Kendallen, Sr. Research Analyst; Ping Wan, Sr. Statistical Analyst; Chalin Walters, Sr. Statistical Analyst; Lee McKenna, Sr. Statistical Analyst; Jenni Miska, Research Analyst; and Julie Pointer, Sr. Research Coordinator.

Julie Pointner of DRC Psychometric Services oversaw the event and facilitated communication between participants, DRC staff, and DPI. Project management for the workshop was provided by Sherri Nooyen, DRC Vice President of Educational Program Management; Michael Kulzer, DRC Program Lead; and Megan Mahlberg, Project Manager.

Content experts from DRC Test Development worked with each group at the workshop to provide content-based support. These content experts were Eric Jenson, Sr. Manager; Bill Breeden, Test Development Specialist; Aaron Bulman, Sr. Test Development Specialist; April Ellwanger, Sr. Manager; Wendy Fair, Sr. Test Development Specialist; and Suzanne Hindman, National Assessment Development Specialist.

Workshop Committee

All participants for the workshop committee were recruited, selected, and invited to the workshop by DPI. The recruitment process strived to empanel a sample of participants for the standard setting with diverse demographics (e.g., ethnicity, gender) and diverse points-of-view (e.g., geographic location).

The DPI took special care to identify workshop participants who:

- a) were well qualified (e.g., had experience with the Wisconsin Standards),

- b) were diverse in terms of demographic characteristics (e.g., gender, ethnicity),
- c) were diverse in terms of geographic location within the state, and,
- d) had knowledge of the tested content and population.

Participants were asked to self-report their demographic characteristics (e.g., ethnicity, number of years in the profession) as part of the pre-workshop survey. Selected findings from the pre-workshop survey are shown here. Of the 88 workshop participants, 87 completed the pre-workshop survey. Of these respondents:

- 80 committee members were female;
- 72 were white, eight were Black or African-American, one was Asian, three preferred not to answer, and three were of multiple races;
- 48 were general education teachers, 21 were curriculum staff, six were school-level administrators, five were district-level administrators, five were teachers of English language learners, and two were special education teachers;
- 31 worked in rural systems, 27 in suburban systems, and 29 in urban systems; and
- 74% worked in education for more than 10 years, and 36% for more than 20 years.

Configuration of the Committee

The workshop committee was composed of a total of 88 educators. Six groups were convened for the standard setting, as listed here.

- Grades 3–4 ELA (14 participants)
- Grades 5–6 ELA (14 participants)
- Grades 7–8 ELA (15 participants)
- Grades 3–4 Mathematics (15 participants)
- Grades 5–6 Mathematics (15 participants)
- Grades 7–8 Mathematics (15 participants)

Participants in each of the six groups were subdivided into three tables of 4–5 participants. One participant at each table served as the table leader. Table leaders moderated discussions at their tables. The table leaders were not members of the workshop staff, and they contributed to their committees' recommendations. A list of participant names as well as their school district affiliation is included in Appendix G.

Standard Setting Procedure

The standard setting workshop took place over a four-day period. The meeting was conducted in-person at Wisconsin Dells, Wisconsin. The workshop agenda is included in Appendix A.

Opening Session

The workshop began with an opening session by the DPI. During this session, Ms. O'Hara, Mr. Olsen, and Ms. Somasundaram of DPI welcomed the participants to the workshop and described the purpose of the workshop.

Participant Training

Following the opening session, Mr. Mercado from DRC introduced the standard setting methodology. Participants were introduced to the materials that would be used during the workshop.

Following the training session, participants were divided into their pre-assigned groups and breakout rooms. Each group convened in a separate breakout room.

Discussion of the PLDs and the Threshold Students

The DRC facilitators instructed participants to read the content standards and policy PLDs, and to consider the knowledge and skills that students were expected to demonstrate in each performance level. Specifically, participants were asked to use the policy PLDs, range PLDs, and content standards to develop draft versions of threshold PLDs.

Participants engaged in structured discussions about the knowledge and skills they expected to be demonstrated by each of the three threshold students. The three threshold students were just Approaching, just Meeting, and just Advanced. To engage in these discussions, participants referred to the policy and range PLDs, the content standards, and their knowledge of students.

As a group, participants discussed the range PLD for each performance level and the differences between them. During this discussion, participants considered the overall level of rigor implied by each PLD. To focus participants on the lines of demarcation between the performance levels, participants were asked to discuss the knowledge and skills that separated students in one performance level from those in another. For example, participants were asked to discuss the knowledge and skills that separated the highest performing Approaching students from the lowest performing Meeting students. All participants were instructed to refer to the content standards and range PLDs during this discussion.

Participants recorded their expectations for students at the thresholds of each performance level in shared electronic documents which were made available to all participants. Participants were instructed that they could review and revise the threshold PLDs throughout the workshop, but that the expectations for students in each

performance level must be based on the content standards, the policy PLDs, and the range PLDs.

By the end of this discussion, participants had thoroughly considered the PLDs, content standards, and threshold students, and they reached an understanding of the types of skills that the threshold student, for each performance level, should have. The PLDs shared with participants is presented in Appendix E of this report.

Study of the OIBs and Item Maps

Participants examined the items in the OIB in terms of what each item measured. Participants were instructed to take notes on the item maps about the knowledge and skills required to answer the items correctly. Participants examined the items online and took notes on electronic spreadsheets.

Secondary Training on Placing Bookmarks

Mr. Mercado provided the participants with training for placing bookmarks. Participants were told how cut score recommendations could be represented by bookmarks. Participants were instructed that all items preceding the bookmark contain the knowledge and skills that a student who is at the point-of-entry of the Approaching level, for example, is expected to know. The training presentation is available upon request. A selection of the training materials used during this session are included in Appendix B.

Participants were also informed that they should have a content-based rationale for each of their bookmarks, and that these rationales should refer to the alignment between the knowledge, skills, and abilities in the PLDs and those in the items before the bookmark. Participants were instructed that they would share these rationales verbally with their breakout rooms after Round 1 was complete.

Following training, participants were tested on their understanding of bookmark placement with a short quiz, termed a mid-process evaluation. Participants completed the mid-process evaluation. Afterwards, participants were provided the correct answers for the mid-process evaluation, as well as explanations of those answers. The mid-process evaluation and results are presented under the heading "Committee Training," as well as in Appendix B.

Round 1 Bookmarks

Participants then made their Round 1 bookmark judgments. Participants were informed that bookmark placement is an individual activity. They referred to their OIBs, item maps, PLDs, and content standards.

Participants recorded their bookmark placements on an electronic form, along with a few words about their content-based rationale for doing so. Participants were instructed that they should have a content-based rationale for each bookmark placement that linked the content measured by the items before their bookmark and the content-based expectations for the threshold student. These content-based rationales were solely for participants' reference during their breakout room's discussion before Round 2.

Participants then completed Round 1 by recording their bookmark placements on a secure web-based survey platform.

Presentation of Round 1 Recommendations

Following Round 1 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 1 recommendations. Specifically, participants were shown a visual display that illustrated the bookmarks placed by committee members, median bookmark placements for each table, as well as the overall median bookmarks for the group.

Round 2 Bookmarks

For each performance level, participants discussed the rationales behind their Round 1 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 1. Participants were also informed that they could discuss items outside the range of their bookmarks.

These content-based discussions took place at each table. The conversations were led by the table leader, a participant selected to lead the conversation for each table. A facilitator from DRC observed each table and assisted the table leader and participants, as needed.

Participants referred to their OIBs, item maps, PLDs, and the content standards throughout the discussion. Following this discussion, participants placed their Round 2 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they would be free to retain their bookmarks from Round 1 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Presentation of Round 2 Recommendations

Following Round 2 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 2 recommendations and associated impact data.

In a single session, participants were shown the impact data associated with their median Round 1 bookmark judgments. Participants were then shown the benchmarks. The benchmarks comprised the 2023 impact data from several nearby states (i.e., Minnesota, Illinois, Michigan), as well as the 2023 impact data from the Wisconsin Forward Exam. Participants were encouraged to compare the benchmarked impact data with the impact data from their Round 1 recommendations. Participants were informed that DPI did *not* require or necessarily expect the impact data from their recommendations to match any of the benchmarked impact data, but that they should instead use the benchmarked impact data as a reasonability check for their recommendations.

Round 3 Bookmarks

For each performance level, participants discussed the rationales behind their Round 2 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 2. Participants were also informed that they could discuss items outside the range of their bookmarks. Participants were also instructed to consider the benchmarks. Participants were told that if the impact data associated with their recommendations were unexpectedly different than the benchmarked impact data, then they should revisit the content-based expectations of the threshold students and discuss these expectations with their colleagues.

These content-based discussions took place as a group. Participants referred to their OIBs, item maps, benchmarks, PLDs, and the content standards throughout the discussions. Following this discussion, participants placed their Round 3 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they would be free to retain their bookmarks from Round 2 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Repeat the Process

Participants then repeated the process for the next grade in their grade group.

Presentation of Round 3 Recommendations

After each group was done with their ratings for both grades, participants were shown their Round 3 recommendations and associated impact data. Then each content area group was convened as a single committee, and DRC presented the impact data associated with the cut score recommendations from all grade groups, as taken from their Round 3 median bookmark placements.

Participants were instructed to consider these questions:

1. How would you describe the pattern in the impact data across grades?
2. Are there any cut scores from your group that you have questions about? If so, what kind of latitude does the group have around our final bookmarks that are still consistent with the content?
3. Are there any cut scores from the other group that you have questions about?

Impact data based on the median Round 3 bookmarks were presented to participants at this time to aid their discussion. Participants discussed the recommendations in their groups, and table leaders took notes on their participants' reactions to the three questions above. All participants were told that the table leaders would soon convene to discuss the across-grade articulation of the cut scores, and the table leaders could recommend adjustments, if needed.

Across-Grade Discussion

Table leaders then discussed the recommendations as a committee for their content area. Participants shared their views of their recommended cut scores, including their reactions to the three questions posted above with their table leader, who went on to participate in the across-grade discussion. Three table leaders represented each grade group at this discussion, for a total of nine committee members.

Participants were informed that they could recommend adjustments to the cut scores, if needed, to promote better articulation across grades. However, participants were cautioned against suggesting adjustments which were inconsistent with the content: any adjusted bookmarks should still link the PLDs, tested content, and content standards.

The committees worked by consensus. As described later in this section, the committees had an in-depth conversation about the articulation between the grades for their content area, and they recommended several adjustments to promote better articulation across grades.

Workshop Evaluation

To conclude the workshop, participants were asked to complete a written evaluation. Selected results are presented later in this chapter. The complete results of the evaluations are included in Appendix F.

Workshop Security

Throughout the workshop, participants discussed operational test items, data and other confidential materials. Accordingly, test security was of paramount importance throughout the standard setting. In accordance with industry best practices, all participants signed non-disclosure agreements during the registration process and as part of the pre-workshop survey. This agreement is presented in Appendix F of this report.

DRC reminded participants about the importance of test security during the workshop. DRC staff monitored the meeting rooms during the standard setting to monitor participants' use of the test materials. At the end of each day, access to all online resources was revoked from all participants. The test items were protected by one-time test tickets, which were controlled by the DRC Test Development Technology department. At the conclusion of the workshop, access to the secure materials was revoked, all online resources were removed from the network, and all one-time test tickets were deleted.

During and at the conclusion of the workshop, DRC reminded participants about the importance of test security. DRC reminded participants that they agreed not to disclose the contents of the test items or the committee's discussions. However, DRC also reminded participants that the standard setting process itself was not part of the workshop's *secure materials*, and they were welcome to tell others that they had participated in the Bookmark Procedure, that they engaged in multiple rounds of

content-based discussions with other educators, and that they recommended cut scores for the tests. Questions about test security were directed to DRC staff.

Results

The standard setting was conducted according to the plans created by DPI and DRC prior to the workshop. The results of the workshop are presented in this section.

Participants' Round 1 Recommendations

Table 3 shows participants' recommendations from Round 1 of the Bookmark Procedure. (All the impact data shown in the table and in this section are based on Wisconsin students' performance in spring 2024.) In Round 1, participants made their recommendations independently and without discussion.

Table 3. Cut score recommendations and associated impact data from Round 1

Content Area	Grade	Round 1 Medians			Associated Impact Data				
		App.	Meet.	Adv.	Dev.	App.	Meet.	Adv.	Meet. + Adv.
ELA	3	1502	1539	1585	13.5%	20.0%	33.2%	33.3%	66.5%
	4	1532	1576	1643	17.9%	25.7%	44.5%	12.0%	56.5%
	5	1525	1561	1619	7.3%	15.1%	39.4%	38.4%	77.8%
	6	1564	1607	1665	15.1%	26.5%	42.5%	15.9%	58.4%
	7	1565	1604	1641	13.7%	21.6%	25.5%	39.1%	64.6%
	8	1587	1650	1696	18.8%	36.4%	25.4%	19.4%	44.8%
Math	3	1504	1537	1577	18.0%	18.4%	31.1%	32.5%	63.6%
	4	1529	1570	1625	18.4%	23.1%	41.0%	17.5%	58.5%
	5	1572	1598	1625	27.6%	19.2%	21.1%	32.1%	53.2%
	6	1572	1608	1650	16.5%	21.7%	35.9%	25.8%	61.7%
	7	1595	1638	1678	23.6%	26.8%	27.1%	22.5%	49.6%
	8	1611	1649	1702	22.8%	21.6%	35.8%	19.9%	55.7%

Participants' Round 2 Recommendations

Table 4 shows participants' recommendations from Round 2 of the Bookmark Procedure. Before placing their Round 2 bookmarks, participants discussed their Round 1 bookmark placements with their colleagues at their tables. After this discussion, participants placed their bookmarks independently.

Table 4. Cut score recommendations and associated impact data from Round 2

Content Area	Grade	Round 2 Medians			Associated Impact Data				
		App.	Meet.	Adv.	Dev.	App.	Meet.	Adv.	Meet. + Adv.
ELA	3	1502	1539	1585	13.5%	20.0%	33.2%	33.3%	66.5%
	4	1537	1578	1644	20.3%	24.6%	43.5%	11.6%	55.1%
	5	1525	1563	1617	7.3%	16.1%	36.7%	39.9%	76.6%
	6	1573	1605	1665	19.3%	20.7%	44.1%	15.9%	60.0%
	7	1556	1613	1641	10.3%	31.1%	19.5%	39.1%	58.6%
	8	1587	1652	1696	18.8%	37.7%	24.2%	19.4%	43.6%
Math	3	1504	1532	1577	18.0%	15.1%	34.4%	32.5%	66.9%
	4	1532	1576	1629	19.6%	26.2%	39.1%	15.1%	54.2%
	5	1565	1591	1625	23.5%	17.8%	26.6%	32.1%	58.7%
	6	1572	1608	1650	16.5%	21.7%	35.9%	25.8%	61.7%
	7	1597	1635	1678	24.7%	23.7%	29.2%	22.5%	51.7%
	8	1611	1649	1700	22.8%	21.6%	34.6%	21.0%	55.6%

Participants' Round 3 Recommendations

Table 5 shows participants' recommendations from Round 3 of the Bookmark Procedure. Before placing their Round 3 bookmarks, participants were shown the impact data associated with their Round 2 recommendations, as well as the benchmarked impact data from nearby states. Participants then discussed their Round 2 bookmarks with their colleagues in their group. After this discussion, participants placed their bookmarks individually.

Participants' individual recommendations from all rounds may be found in Appendix C of this report. Graphical representations of participant's individual recommendations may be found in Appendix D of this report.

Table 5. Cut score recommendations and associated impact data from Round 3

Content Area	Grade	Round 3 Medians			Associated Impact Data				
		App.	Meet.	Adv.	Dev.	App.	Meet.	Adv.	Meet. + Adv.
ELA	3	1511	1563	1622	17.3%	33.5%	36.9%	12.2%	49.1%
	4	1532	1581	1646	17.9%	29.1%	42.2%	10.8%	53.0%
	5	1545	1593	1646	14.4%	28.1%	38.5%	19.1%	57.5%
	6	1570	1607	1665	17.8%	23.7%	42.5%	15.9%	58.5%
	7	1572	1623	1696	16.8%	31.5%	41.2%	10.5%	51.7%
	8	1587	1648	1715	18.8%	35.1%	34.4%	11.8%	46.1%
Math	3	1506	1537	1597	18.9%	17.5%	45.2%	18.4%	63.6%
	4	1529	1576	1630	18.4%	27.4%	39.7%	14.5%	54.2%
	5	1551	1598	1641	16.5%	30.4%	32.0%	21.1%	53.2%
	6	1583	1619	1656	22.0%	25.2%	31.8%	21.0%	52.8%
	7	1597	1633	1684	24.7%	22.3%	34.0%	19.0%	53.0%
	8	1611	1659	1700	22.8%	28.5%	27.7%	21.0%	48.7%

Recommendations from the Articulation Discussion

Throughout the standard setting process, participants were informed they would have an opportunity at the end of the workshop to consider the across-grade articulation of the performance standards. Participants were told that performance standards were well-articulated when the impact data associated with a set of cut scores formed a reasonable, explainable pattern across grades.

After the final round of recommendations, participants inspected the impact data from all six grades from their content area, and they considered whether these impact data formed a reasonable, explainable pattern across grades. Participants and table leaders discussed the results. The table leaders from each content area then convened to discuss their fellow participants' views about the across-grade articulation of the committees' recommendations. Table leaders were then asked whether they would

recommend any adjustments to the cut scores to promote better articulation across grades.

The table leaders for ELA met separately from the table leaders for mathematics. However, both groups engaged in similar discussions. As part of wide-ranging conversations, both groups of table leaders reported that their fellow participants found the overall pattern of student performance to be reasonable and explainable when viewed across grades. Specifically, the ELA group noted that they felt the proportion of students classified as Advanced based on their recommendations (i.e., approximately 13–14% per grade) better reflected the reality of their classrooms than the analogous proportions observed in 2023 (i.e., approximately 8% per grade). The mathematics group noted that they expected student performance to be somewhat better in lower grades (i.e., a higher proportion of students classified as Meets or above) than in upper grades, and that this pattern mirrored those observed in other states. The mathematics group also noted that they expected more students to be classified as Advanced than in 2023 (i.e., approximately 10% per grade).

DRC asked table leaders whether they wished to adjust any cut scores to promote better articulation across grades. Working systematically, each group recommended adjustments, as described below. All adjustments were made to promote better across-grade articulation (vertical articulation) among the cut score recommendations. Although the cut scores are presented in terms of scale-score points in this document, table leaders (and workshop participants) focused primarily on bookmark values (OIB page numbers). Accordingly, the adjustments are shown here in terms of both scale and bookmarks.

- ELA, Grade 5, Meeting: from 1593 to 1595 (bookmark from page 40.5 to 42)
- ELA, Grade 5, Advanced: from 1646 to 1654 (bookmark from page 67.5 to 70)
- ELA, Grade 6, Meeting: from 1607 to 1610 (bookmark from page 38 to 40)
- ELA, Grade 6, Advanced: from 1665 to 1667 (bookmark from page 69 to 70)
- ELA, Grade 8, Meeting: from 1648 to 1645 (bookmark from page 49 to 47)
- Math, Grade 3, Meeting: from 1537 to 1540 (bookmark from page 32 to 35)
- Math, Grade 4, Advanced: from 1630 to 1629 (bookmark from page 71 to 70)
- Math, Grade 5, Approaching: from 1551 to 1558 (bookmark from page 11 to 14)
- Math, Grade 8, Advanced: from 1700 to 1701 (bookmark from page 62 to 63)

Each of the adjustments was relatively small in terms of change in bookmark, all within a range of 3 OIB pages from the Round 3 median bookmark. On the scale score metric, each of the adjustments was less than one conditional standard error of measurement (CSEM) value. CSEM values for the recommended scores are presented later in this document.

Working by consensus, the committee gave their assent to sending these adjusted cut score recommendations to DPI for consideration. Accordingly, the cut scores shown in Table 6 are the final recommendations from the standard setting committee.

Table 6. Cut score recommendations and associated impact data from the articulation discussion at the conclusion of the standard setting workshop

Content Area	Grade	Articulation Cut Scores			Associated Impact Data				
		App.	Meet.	Adv.	Dev.	App.	Meet.	Adv.	Meet. + Adv.
ELA	3	1511	1563	1622	17.3%	33.5%	36.9%	12.2%	49.1%
	4	1532	1581	1646	17.9%	29.1%	42.2%	10.8%	53.0%
	5	1545	1595	1654	14.4%	29.5%	41.8%	14.3%	56.1%
	6	1570	1610	1667	17.8%	26.0%	41.3%	14.9%	56.2%
	7	1572	1623	1696	16.8%	31.5%	41.2%	10.5%	51.7%
	8	1587	1645	1715	18.8%	33.2%	36.2%	11.8%	48.0%
Math	3	1506	1540	1597	18.9%	19.6%	43.1%	18.4%	61.5%
	4	1529	1576	1629	18.4%	27.4%	39.0%	15.1%	54.2%
	5	1558	1598	1641	19.8%	27.1%	32.0%	21.1%	53.2%
	6	1583	1619	1656	22.0%	25.2%	31.8%	21.0%	52.8%
	7	1597	1633	1684	24.7%	22.3%	34.0%	19.0%	53.0%
	8	1611	1659	1701	22.8%	28.5%	28.3%	20.4%	48.7%

The table leaders recognized that DPI and its technical advisors would take their recommendations under advisement, and that the Department may take additional information into account during this process. Participants understood that the Superintendent had the final responsibility to approve the cut scores; and accordingly, DPI and the Superintendent had the authority to adjust the cut scores, if needed, based on this additional information.

In general, participants were satisfied with their recommendations and with the standard setting process. Additional information about participants' level of satisfaction in the process, as reported on the post-workshop evaluation, can be found later in this section.

Post-Standard Setting Analysis and Cut Score Adjustments

After the standard setting, DPI recognized that Wisconsin educators engaged in a rigorous, content-based process to recommend cut scores. The Department also recognized that the Forward Exam assessments should send consistent signals to schools about student performance. Accordingly, DPI considered making small adjustments to participants' recommended cut scores to promote consistency across grades and administrations of the Forward Exam. Such post-workshop adjustments are common in standard setting, and they allow states to balance both content- and policy-based needs in their performance standards.

Conditional Standard Errors of Measurement (CSEM)

To contextualize any potential cut-score adjustments, DPI first considered the conditional standard error of measurement (CSEM) values associated with the recommendations.

The statistical precision associated with any test score, including cut scores, can be quantified by the conditional standard error of measurement (CSEM). Were a student to take a test many times, the student’s test scores would be similar each time but not identical: the distribution of hypothetical scores can be described by the CSEM. Specifically, one assumes the student’s scores would fall within a range of ±1 CSEM about two-thirds of the time.

The CSEM values associated with participants’ recommended cut scores are shown in Table 7. These values are expressed in terms of scale score points (i.e., on the scale metric).

Table 7. Conditional standard error of measurement (CSEM) values associated with participants’ Round 3 cut score recommendations

Content Area	Grade	CSEM Values		
		App.	Meet.	Adv.
ELA	3	17	14	17
	4	14	14	18
	5	16	15	15
	6	15	13	16
	7	17	15	20
	8	19	17	20
Math	3	14	11	11
	4	15	10	9
	5	14	10	10
	6	12	9	9
	7	14	11	11
	8	16	12	11

In general, when a state adopts cut scores that are within ±2 CSEM of participants’ originally recommended cut scores—and especially within ±1 CSEM—the cut scores still reflect the content-based expectations of the standard setting committee. Such adjustments also allow states to temper the cut scores with the real-world implementation of the tests.

Post-Workshop Cut Score Adjustments

DPI examined participants' cut score recommendations and the associated CSEM values. DPI then considered adjustments to the cut scores using the associated CSEM values as a reference. These adjustments (and associated CSEM) are shown here.

- ELA, Grade 3: Meeting from 1563 to 1560 (-0.25 CSEM)
- ELA, Grade 5: Approaching from 1545 to 1549 (+0.25 CSEM), Meeting from 1595 to 1599 (+0.25 CSEM), Advanced from 1654 to 1658 (+0.25 CSEM)
- ELA, Grade 6: Meeting from 1610 to 1613 (+0.25 CSEM), Advanced from 1667 to 1671 (+0.25 CSEM)
- ELA, Grade 8: Meeting from 1645 to 1641 (-0.25 CSEM)
- Math, Grade 3: Meeting from 1540 to 1548 (+0.75 CSEM)
- Math, Grade 4: Advanced from 1629 to 1625 (-0.50 CSEM)
- Math, Grade 7: Approaching from 1597 to 1590 (-0.50 CSEM)
- Math, Grade 8: Approaching from 1611 to 1603 (-0.50 CSEM), Meeting from 1659 to 1653 (-0.50 CSEM)

As shown here, the adjustments were small: each of the adjustments described above were within ± 0.75 CSEM, and most were within ± 0.25 CSEM. Each adjustment was made to promote consistency across grades or administrations, and highly consistent with participants' recommendations. The adjusted cut scores and associated impact data are shown in Table 8.

Table 8. Post-workshop adjusted cut scores and associated impact data

Content Area	Grade	Approved Cut Scores			Associated Impact Data				
		App.	Meet.	Adv.	Dev.	App.	Meet.	Adv.	Meet. + Adv.
ELA	3	1511	1560	1622	17.3%	31.4%	39.1%	12.2%	51.3%
	4	1532	1581	1646	17.9%	29.1%	42.2%	10.8%	53.0%
	5	1549	1599	1658	16.2%	30.6%	41.1%	12.1%	53.2%
	6	1570	1613	1671	17.8%	28.4%	40.8%	13.0%	53.8%
	7	1572	1623	1696	16.8%	31.5%	41.2%	10.5%	51.7%
	8	1587	1641	1715	18.8%	30.6%	38.8%	11.8%	50.6%
Math	3	1506	1548	1597	18.9%	25.4%	37.3%	18.4%	55.7%
	4	1529	1576	1625	18.4%	27.4%	36.7%	17.5%	54.2%
	5	1558	1598	1641	19.8%	27.1%	32.0%	21.1%	53.1%
	6	1583	1619	1656	22.0%	25.2%	31.8%	21.0%	52.8%
	7	1590	1633	1684	21.2%	25.8%	34.0%	19.0%	53.0%
	8	1603	1653	1701	19.3%	27.8%	32.5%	20.4%	52.9%

Cut Score Approval

The Superintendent of the Wisconsin Department of Public Instruction approved the cut scores for the ELA and mathematics tests in June 2024. The Superintendent approved the cut scores as shown in Table 8. Accordingly, the cut scores shown in Table 8 are the final, approved cut scores for the ELA and mathematics tests of the Wisconsin Forward Exam. For convenience, these cut scores are also shown in Table 1 of the Executive Summary in Chapter I of this document.

Evidence of Procedural Validity

The standard setting was conducted using a diverse, well-trained committee, and was perceived as valid by participants. This section supports these claims.

Committee Diversity

As part of the workshop evaluation, participants were asked about their backgrounds. The self-reported demographic characteristics of the participants are documented earlier in this section. Of the 88 participants in the standard setting committee, 87 responded to a request on the first day of the workshop to share background and demographic information. The committee demographics are similar to those of the population of Wisconsin teachers. As such, the committee was diverse and reflected the teachers of the state of Wisconsin.

The full results of the participant evaluations, including participants' self-reported demographic and background information, may be found in Appendix F.

Committee Training

During the standard setting workshop, it was clear to the facilitators that participants understood how to make judgments as part of the standard setting methodology (e.g., setting bookmarks). To confirm participants' knowledge of the methodology, they were given a short quiz, termed a mid-process evaluation, after training. The mid-process evaluation and detailed results are shown in Appendix B. Of the 88 standard setting committee participants, 86 submitted completed mid-process evaluations.

Participants answered items 1–5 on the mid-process evaluation correctly most of the time. This indicates that, on the whole, participants were well prepared to make judgments and that the training was effective. Results of the mid-process evaluation are shown in Table 9. All questions on the mid-process evaluation were scored dichotomously.

Table 9. Participants answering each item correctly on the training mid-process evaluation

N	#1	#2	#3	#4	#5
86	82/86	77/86	48/86	85/86	87/86

As shown in Table 9, participants tended to do well on the mid-process evaluation quiz, but they had more difficulty with item #3 (which introduced a scenario where a student just barely made it into a given performance level based on a set of demonstrated skills). The answer for this item was discussed with the committee, and participants asked questions about the item before the process continued. After the mid-process evaluation, facilitators checked-in with participants to make sure they understood how cut scores could be represented in OIBs with bookmarks.

Participants' Perceived Validity of the Workshop

Participants indicated their perceived validity of the workshop and their recommendations as part of the post-workshop evaluation. Hambleton (2001) noted that evaluations are important evidence for establishing the validity of performance levels.

Generally, participants were satisfied with their recommendations and with the workshop as a whole. Table 10 shows participants' level of satisfaction with their recommendations. Particularly, participants understood the connection between the benchmarks and their cut score recommendations, and participants generally agreed that the final recommendations reflected the work of the standard setting committee.

Of the 88 participants, all 88 submitted post-workshop evaluations. When asked if, "...the committee's recommended cut scores are too low, too high, or just right: (Approaching Cut Score/Meeting Cut Score/Advanced Cut Score)," the responses for "Just Right" ranged from 68% to 89% across all grades and content areas. Moreover, fewer than 5% of participants said their group's recommendations were "Much Too High" or "Much Too Low" for any given grade.

The full workshop evaluation, along with participants' responses, are presented in Appendix F of this report.

Table 10. Participants' level of agreement to several statements on the post-workshop evaluation

Statement	Response				<i>Agree + Strongly Agree</i>
	Strongly Disagree	Disagree	Agree	Strongly Agree	
During the workshop, my opinions were considered.	0%	0%	30%	70%	100%
My group's work was reflected in the presentation of recommendations.	0%	0%	27%	73%	100%
My opinions were valued by my group.	0%	0%	27%	73%	100%
I believe this process will yield defensible cut scores.	0%	0%	40%	60%	100%

References

- Cizek, G. J., & Bunch, M. B. (2007). *Standard setting: A guide to establishing and evaluating performance standards on tests*. Sage.
- Data Recognition Corporation. (2019). *Wisconsin standard setting 2019 final technical report*. Wisconsin Department of Public Instruction.
- Egan, K.L., Schneider, M.C., & Ferrara, S. (2012). Performance level descriptors: History, practice, and a proposed framework. In G. J. Cizek (Ed.), *Setting performance standards: Foundations, methods, and innovations* (2nd ed., pp. 79–106). Routledge.
- Hambleton, R. K. (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 89–116). Lawrence Erlbaum.
- Karantonis, A., & Sireci, S. G. (2006). The Bookmark standard setting method: A literature review. *Educational Measurement: Issues and Practice*, 25, 4–12.
- Lewis, D. M., Green, D. R., Mitzel, H. C., Baum, K., & Patz, R. J. (1998, April). The bookmark standard setting procedure: Methodology and recent implementations. Paper presented at the annual meeting of the National Council for Measurement in Education, San Diego, CA.
- Lewis, D. M., Mitzel, H. C., & Green, D. R. (1996, June). Standard setting: A bookmark approach. In D. R. Green (Chair), *IRT-based standard-setting procedures utilizing behavioral anchoring*. Symposium conducted at the Council of Chief State School Officers National Conference on Large-scale Assessment, Phoenix, AZ.
- Lewis, D. M., Mitzel, H. C., Mercado, R. L., & Schulz, E. M. (2012). The Bookmark Standard Setting Procedure. In G. J. Cizek (Ed.), *Setting performance standards: Foundations, methods, and innovations* (2nd ed., pp. 225–253). Routledge.
- McClarty, K.L., Way, W.D., Porter, A.C., Beimers, J.N., & Miles, J.A. (2013). Evidence-based standard setting: Establishing a validity framework for cut scores. *Educational Researcher*, 42(2), 78-88.
<https://doi.org/10.3102/2F0013189X12470855>
- Mitzel, H. C., Lewis, D. M., Patz, R. J., & Green, D. R. (2001). The Bookmark Procedure: Psychological perspectives. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 249–281). Lawrence Erlbaum.

Phillips, G.W. (2012). The benchmark method of standard setting. In G. J. Cizek (Ed.), *Setting performance standards: Foundations, methods, and innovations* (2nd ed., pp. 232–346). Routledge.

Wisconsin Department of Public Instruction. (2018). *Wisconsin standards for social studies*.
https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/2018_WI_Social_Studies_Standards.pdf

Zieky, M.J. (2012). So much has changed: An historical overview of setting cut scores. In G. J. Cizek (Ed.), *Setting performance standards: Foundations, methods, and innovations* (2nd ed., pp. 15–32). Routledge.

Appendix A. 2024 Wisconsin Standard Setting Agenda



WISCONSIN DEPARTMENT OF
Public Instruction

Workshop Agenda

Wisconsin Forward Exam
Grades 3–8 English Language Arts (ELA) and Mathematics

Standard Setting Workshop
Wisconsin Dells, WI
June 11–14, 2024





WISCONSIN DEPARTMENT OF **Public Instruction**

Welcome to the Wisconsin Forward Exam 2024 standard setting workshop! The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Tuesday, June 11

Welcome!

- 7:15–8:15 AM Participant Registration and Breakfast**
Participants check-in at the registration table to sign a confidentiality agreement and collect their packet of materials. Registration will be available starting at 7:15 am, and all participants are encouraged to register by 8:15 am.
- 8:30 AM Opening Session**
DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.
- 9:00 AM Standard Setting Methodology**
DRC introduces participants to the Bookmark Standard Setting Procedure and shows how a cut score can be represented in an ordered item booklet (OIB) as a bookmark.
- 10:30 AM Break**
- 10:45 AM Study Content Standards and Range PLDs for Grade 3/5/7**
On their own, participants study the content standards and the range performance level descriptors (PLDs).
- Participants read the content standards for grade 3, 5, or 7 to review the knowledge and skills that students should learn in the course.
 - Then participants begin to consider the content-based expectations for students in each performance level.

Tuesday, June 11 (*continued*)

ALDs and Threshold Student for Grade 3, 5, or 7

- 11:00 AM** **Discuss the ALDs and Threshold Students for Grade 3/5/7**
In tables, participants discuss the content-based expectations for all three threshold students, starting with the threshold *Meeting* student.
- Each table should consider the knowledge, skills, and abilities expected of the *Meeting* threshold student; that is, a student who is just entering the *Meeting* performance level.
 - The table should create a brief, bulleted list that describes the skills expected of the threshold *Meeting* student.
 - Participants should then continue by discussing the content-based expectations of the threshold *Advanced* student and the threshold *Approaching* student.
 - To engage in this discussion, participants refer to the ALDs, the content standards, and their knowledge of students.
- Noon** **Lunch**
The group breaks for 60 minutes.
- 1:00 PM** **Discuss the Threshold Students as a Group for Grade 3/5/7**
The facilitator asks each table to share their threshold student descriptions, starting with threshold *Meeting* and continuing with threshold *Advanced* and *Approaching*.
- A spokesperson from each table should be prepared to report some of the highlights from the table's discussion of the threshold students.
 - Each table should take notes during the discussion and update their bulleted lists of the skills expected of each of the three threshold students.
- 2:15 PM** **Break**
- 2:30 PM** **Examine a Sample Student Test for Grade 3/5/7**
Participants examine a sample of test items from the student's perspective.
- Participants should briefly review these items to get a general sense of what is measured by the test and how it is measured.

Tuesday, June 11 (continued)**OIB for Grade 3, 5, or 7****3:00 PM Begin Study the OIB for Grade 3/5/7**

The facilitator introduces this task by inviting participants to find the item map on the Hub. The facilitator leads the group in a review of each column on the item map. Participants then examine the items in the ordered item booklet (OIB).

- Each participant should briefly examine the items in the OIB, as ordered by students' performance on the test.
- All participants are encouraged to take notes on the item map, focusing on the knowledge and skills measured by each item.
- Facilitators remind participants to use the *Ideas & Comments* section of the Hub, as needed, to record comments and suggestions about the test items.

3:55 PM Secure Workstations

Participants close all web browsers on their laptops. Then participants place their workshop materials in their folders and leave their folders on top of their laptops.

4:00 PM Dismissal

Wednesday, June 12**Round 1 for Grade 3, 5, or 7****7:15–8:15 AM Participant Check-In and Breakfast**

Breakfast is available starting at 7:15 am. All participants are encouraged to make their way to their breakout rooms by 8:15 am to begin the workshop.

8:30 AM Complete Study of the OIB for Grade 3/5/7

Participants complete their study of the OIB.

- If finished early, participants should review the items in the OIB and consider how the three threshold students might perform on them.
- Participants are asked *not* to discuss their potential bookmark placements with their colleagues during this time.

10:30 AM Break**10:45 AM Bookmark Placement Orientation**

In a general session, DRC reintroduces bookmark placement, describing how bookmarks are placed and what bookmarks mean.

- After the training, participants return to their breakout rooms to complete a short evaluation of the process so far.

11:30 AM Round 1 Bookmark Placement for Grade 3/5/7

Facilitators direct all participants to place their Round 1 bookmarks.

- Bookmark placement is always an individual activity.
- Participants mark their bookmark placements on their electronic item maps.
- Then participants complete the post-round survey.

Noon Lunch

The group breaks for 60 minutes.

1:00 PM Presentation of Feedback from Round 1 for Grade 3/5/7

The facilitator presents feedback from Round 1, including additional information to consider during the process.

Wednesday, June 12 (continued)**Rounds 2 and 3 for Grade 3, 5, or 7**

- 1:15 PM** **Discuss Round 1 as a Table for Grade 3/5/7**
In their tables, participants discuss their bookmark placements for each cut score.
- The table leader should lead the discussion at each table.
 - Starting with *Meeting*, participants should share where they placed their bookmark, and why they placed it there. Participants should refer to the items in the OIB, the PLDs, and the threshold student descriptions.
 - The table should start with the participant with the lowest bookmark, and then progress upward to the participant with the highest bookmark.
 - After *Meeting*, the discussion should continue with *Advanced* and *Approaching*.
- 2:15 PM** **Break**
- 2:30 PM** **Round 2 Bookmark Placement for Grade 3/5/7**
Facilitators direct all participants to place their Round 2 bookmarks.
- Bookmark placement is always an individual activity.
 - Participants mark their bookmark placements on their electronic item maps.
 - Then participants complete the post-round survey.
- 2:45 PM** **Discuss Round 2 as a Group for Grade 3/5/7**
The facilitator presents a summary of the Round 2 judgments to the entire group. Afterwards, the facilitator leads a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 1.
- 3:45 PM** **Round 3 Bookmark Placement for Grade 3/5/7**
Facilitators direct all participants to place their Round 3 bookmarks.
- Bookmark placement is always an individual activity.
 - Participants mark their bookmark placements on their electronic item maps.
 - Then participants complete the post-round survey.
- 3:55 PM** **Secure Workstations**
Participants close all web browsers on their laptops. Then participants place their workshop materials in their folders and leave their folders on top of their laptops.
- 4:00 PM** **Dismissal**

Thursday, June 13**ALDs and Threshold Students for Grade 4, 6, or 8****7:15–8:15 AM Participant Check-In and Breakfast**

Breakfast is available starting at 7:15 am. All participants are encouraged to make their way to their breakout rooms by 8:15 am to begin the workshop.

8:30 AM Study Content Standards and Range PLDs for Grade 4/6/8

On their own, participants study the content standards and the range performance level descriptors (PLDs).

- Participants read the content standards for grade 4, 6, or 8 to review the knowledge and skills that students should learn in the course.
- Then participants begin to consider the content-based expectations for students in each performance level.

8:45 AM Discuss the ALDs and Threshold Students for Grade 4/6/8

In tables, participants discuss the content-based expectations for all three threshold students, starting with the threshold *Meeting* student.

- Each table should consider the knowledge, skills, and abilities expected of the *Meeting* threshold student; that is, a student who is just entering the *Meeting* performance level.
- The table should create a brief, bulleted list that describes the skills expected of the threshold *Meeting* student.
- Participants should then continue by discussing the content-based expectations of the threshold *Advanced* student and the threshold *Approaching* student.
- To engage in this discussion, participants refer to the ALDs, the content standards, and their knowledge of students.

10:30 AM Break**11:45 AM Discuss the Threshold Students as a Group for Grade 4/6/8**

The facilitator asks each table to share their threshold student descriptions, starting with threshold *Meeting* and continuing with threshold *Advanced* and *Approaching*.

- A spokesperson from each table should be prepared to report some of the highlights from the table's discussion of the threshold students.
- Each table should take notes during the discussion and update their bulleted lists of the skills expected of each of the three threshold students.

Noon Lunch

The group breaks for 60 minutes.

Thursday, June 13 (continued)
OIB and Round 1 for Grade 4, 6, or 8

- 1:00 PM Study the OIB for Grade 4/6/8**
The facilitator introduces this task by inviting participants to find the item map on the Hub. The facilitator leads the group in a review of each column on the item map. Participants then examine the items in the ordered item booklet (OIB).
- Each participant should briefly examine the items in the OIB, as ordered by students' performance on the test.
 - All participants are encouraged to take notes on the item map, focusing on the knowledge and skills measured by each item.
 - Facilitators remind participants to use the *Ideas & Comments* section of the Hub, as needed, to record comments and suggestions about the test items.
- 2:15 PM Break**
- 2:45 PM Complete Study of the OIB for Grade 4/6/8**
Participants complete their study of the OIB.
- If finished early, participants should review the items in the OIB and consider how the three threshold students might perform on them.
 - Participants are asked *not* to discuss their potential bookmark placements with their colleagues during this time.
- 3:30 PM Round 1 Bookmark Placement for Grade 4/6/8**
Facilitators direct all participants to place their Round 1 bookmarks.
- Bookmark placement is always an individual activity.
 - Participants mark their bookmark placements on their electronic item maps.
 - Then participants complete the post-round survey.
- 3:55 PM Secure Workstations**
Participants close all web browsers on their laptops. Then participants place their workshop materials in their folders and leave their folders on top of their laptops.
- 4:00 PM Dismissal**

Friday, June 14**Round 2 for Grade 4, 6, or 8****7:15–8:15 AM Participant Check-In and Breakfast**

Breakfast is available starting at 7:15 am. All participants are encouraged to make their way to their breakout rooms by 8:15 am to begin the workshop.

8:30 AM Presentation of Feedback from Round 1 for Grade 4/6/8

The facilitator presents feedback from Round 1, including additional information to consider during the process.

8:45 AM Discuss Round 1 as a Table for Grade 4/6/8

In their tables, participants discuss their bookmark placements for each cut score.

- The table leader should lead the discussion at each table.
- Starting with *Meeting*, participants should share where they placed their bookmark, and why they placed it there. Participants should refer to the items in the OIB, the PLDs, and the threshold student descriptions.
- The table should start with the participant with the lowest bookmark, and then progress upward to the participant with the highest bookmark.
- After *Meeting*, the discussion should continue with *Advanced* and *Approaching*.

10:30 AM Break**11:30 AM Complete Discussion of Round 1 as a Table for Grade 4/6/8****11:30 AM Round 2 Bookmark Placement for Grade 4/6/8**

Facilitators direct all participants to place their Round 2 bookmarks.

- Bookmark placement is always an individual activity.
- Participants mark their bookmark placements on their electronic item maps.
- Then participants complete the post-round survey.

Noon Lunch

The group breaks for 60 minutes.

Friday, June 14 (*continued*)**Round 3 for Grade 4, 6, or 8 and Review Recommendations****1:00 PM Discuss Round 2 as a Group for Grade 4/6/8**

The facilitator presents a summary of the Round 2 judgments to the entire group. Afterwards, the facilitator leads a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 1.

2:00 PM Round 3 Bookmark Placement for Grade 4/6/8

Facilitators direct all participants to place their Round 3 bookmarks.

- Bookmark placement is always an individual activity.
- Participants mark their bookmark placements on their electronic item maps.
- Then participants complete the post-round survey.

2:15 PM Break**2:30 PM Presentation of Recommendations**

The facilitator presents a summary of the recommendations from all grades. Participants are encouraged to consider whether the recommendations form a clear, explainable pattern across grades.

- Participants are encouraged to share their thoughts about the recommendations with their table leaders.
- Table leaders should take notes about their participants' views for use during the across-grade discussion.

3:00 PM Workshop Evaluation and Dismissal for Most Participants

Each participant completes an evaluation of the standard setting.

- Afterwards, table leaders go to the across-grade discussion. The location of this discussion will be announced by the facilitator.
- All other participants are dismissed with the thanks of DPI and DRC.

Friday, June 14 (*continued*)

Across-Grade Discussion for Table Leaders

3:00 PM Across-Grade Discussion for Table Leaders

In a general session, the table leaders from each group discuss their groups' recommendations and the consistency across grades. If needed, the table leaders recommend adjustments to their recommendations to improve across-grade consistency (*articulation*).

3:50 PM Articulation Evaluation for Table Leaders

Each table leader completes an evaluation of the across-grade discussion.

4:00 PM Dismissal for Table Leaders

- Table leaders are dismissed with the thanks of DPI and DRC.

Agenda at a Glance

Wisconsin Forward Exam Standard Setting



WISCONSIN DEPARTMENT OF
Public Instruction

Tuesday, June 11

7:15–8:15 AM..... Participant Registration and Breakfast
8:30 AM..... Opening Session
9:00 AM..... Standard Setting Methodology
10:30 AM..... Break
10:45 AM..... Study Content Standards and Range
PLDs for Grade 3/5/7
11:00 AM..... Discuss the ALDs and Threshold
Students for Grade 3/5/7
Noon..... Lunch
1:00 PM..... Discuss the Threshold Students as a
Group for Grade 3/5/7
2:15 PM..... Break
2:30 PM..... Examine a Sample Student Test for
Grade 3/5/7
3:00 PM..... Begin Study the OIB for Grade 3/5/7
3:55 PM..... Secure Workstations
4:00 PM..... Dismissal

Wednesday, June 12

7:15–8:15 AM..... Participant Check-In and Breakfast
8:30 AM..... Complete Study of the OIB for Grade
3/5/7
10:30 AM..... Break
10:45 AM..... Bookmark Placement Orientation
11:30 AM..... Round 1 Bookmark Placement for
Grade 3/5/7
Noon..... Lunch
1:00 PM..... Presentation of Feedback from Round
1 for Grade 3/5/7
1:15 PM..... Discuss Round 1 as a Table for Grade
3/5/7
2:15 PM..... Break
2:30 PM..... Round 2 Bookmark Placement for
Grade 3/5/7
2:45 PM..... Discuss Round 2 as a Group for Grade
3/5/7
3:45 PM..... Round 3 Bookmark Placement for
Grade 3/5/7
3:55 PM..... Secure Workstations
4:00 PM..... Dismissal

Thursday, June 13

7:15–8:15 AM..... Participant Check-In and Breakfast
8:30 AM..... Study Content Standards and Range
PLDs for Grade 4/6/8
8:45 AM..... Discuss the ALDs and Threshold
Students for Grade 4/6/8
10:30 AM..... Break
11:45 AM..... Discuss the Threshold Students as a
Group for Grade 4/6/8
Noon..... Lunch
1:00 PM..... Study the OIB for Grade 4/6/8
2:15 PM..... Break
2:45 PM..... Complete Study of the OIB for Grade
4/6/8
3:30 PM..... Round 1 Bookmark Placement for
Grade 4/6/8
3:55 PM..... Secure Workstations
4:00 PM..... Dismissal

Friday, June 14

7:15–8:15 AM..... Participant Check-In and Breakfast
8:30 AM..... Presentation of Feedback from Round
1 for Grade 4/6/8
8:45 AM..... Discuss Round 1 as a Table for Grade
4/6/8
10:30 AM..... Break
11:30 AM..... Complete Discussion of Round 1 as a
Table for Grade 4/6/8
11:30 AM..... Round 2 Bookmark Placement for
Grade 4/6/8
Noon..... Lunch
1:00 PM..... Discuss Round 2 as a Group for Grade
4/6/8
2:00 PM..... Round 3 Bookmark Placement for
Grade 4/6/8
2:15 PM..... Break
2:30 PM..... Presentation of Recommendations
3:00 PM..... Workshop Evaluation and Dismissal
for Most Participants
3:00 PM..... Across-Grade Discussion for Table Leaders
3:50 PM..... Articulation Evaluation for Table Leaders
4:00 PM..... Dismissal for Table Leaders

Appendix B1. Training Materials

Figure B.1. Wisconsin Forward Exam 2024 Item Map for Training

Wisconsin Forward Exam 2024 Standard Setting Item Map for Training				Participant Name: _____
Order of Difficulty	Item Type	Score Key	What does this item measure? What do you know about a student who can answer this item correctly?	Notes
1	MC	C		
2	CR	See rubric		
3	MS	Point 1 of 2 (A or D)		
4	MC	A		
5	MC	D		
6	MS	Point 2 of 2 (A and D)		
7	MC	D		
8	CR	See rubric		

Appendix B2. 2024 Wisconsin Standard Setting Mid-Process Evaluation

Section 1 of 3: Mid-Process Evaluation for Wisconsin

This section of the evaluation asks a few questions about bookmark placement, just to make sure everyone understands the process. Don't worry: you learned everything you needed to know during the training. Try your best on the questions. You'll see the answers after you finish the evaluation.

1. What is your full name? (*Open Response, Short Answer*).

2. What content area are you assigned to at this workshop? (*Multiple Choice, Select One*).

- A. ELA.
- B. Math.

Suppose the bookmarks were placed in a sample ordered item booklet (OIB) as follows:

- Approaching: Bookmark on Page 2,
- Meeting: Bookmark on Page 5,
- Advanced: Bookmark on Page 8.

3. Of which items does a student need to have command to just make it into Meeting performance level? (*Multiple Choice, Select One*).

- A. 1 to 4
- B. 1 to 5
- C. 1 to 7

4. Imagine a student has command of the content in ONLY items 1 through 3 (and nothing else). In which performance level would this student be? Hint: Ask yourself what a student must know to be classified in Meeting. (This one's tricky!) (*Multiple Choice, Select One*).

- A. Approaching.
- B. Meeting.
- C. Advanced.

5. If a student has command of the content in items 1 through 7, in which performance level is the student? (Multiple Choice, Select One).

- A. Approaching.
- B. Meeting.
- C. Advanced.

6. Fill in the blank: For the Meeting threshold student, the items before the Meeting bookmark will be _____ than the items after the bookmark. (Multiple Choice, Select One).

- A. easier to answer.
- B. about the same difficulty.
- C. harder to answer.

7. What does an Advanced bookmark placed on Page 8 represent? (Multiple Choice, Select One).

- A. Students must have command of the content measured by the items on Pages 1-7 to be Advanced.
- B. Students must answer EVERY ONE of the items before Page 8 correctly (and miss none) to be Advanced.
- C. Students must have command of the content measured by the items on Pages 8-9 to be Advanced.

Section 2 of 3: About Your Experiences So Far

For this section, think about your experiences with the opening training, the performance level descriptors (PLDs), and this supplemental training.

8. Please consider the statements below and mark your level of agreement or disagreement you have with each (Strongly Disagree, Disagree, Agree, or Strongly Agree). (Multiple Choice, Select One Agreement Response per subitem).

- A. The training provided a clear description of the workshop goals.
- B. The training session leader clearly explained the standard setting procedure.
- C. The training session leader clearly explained the materials used in the standard setting process.
- D. The training addressed many of my questions and concerns.
- E. The practice exercises were useful.
- F. The opening session provided a clear overview of the standard setting process.

- G. My role in the standard setting was well described.
- H. I feel prepared to complete the standard setting task.
- I. The performance level descriptors (PLDs) are clear.
- J. Adequate information was provided regarding the PLDs.
- K. The PLDs communicate a reasonable profile of students' achievement at each level.

Section 3 of 3: Readiness.

Before the committee begins Round 1, the facilitators want to make sure everyone feels reasonably comfortable with the process. In this section, indicate whether you are ready to proceed.

9. Are you ready to proceed with Round 1? (Multiple Choice, Select One).

- A. Yes I am ready.
- B. Not yet: I have questions.

10. If not ready to proceed, please write your questions here. Questions will be addressed as a group. *Note: This question is optional. (Open Response, Short Answer).

Appendix B3. 2024 Wisconsin Standard Setting Mid-Process Evaluation, Results

86 participants completed the Mid-Process evaluation. Percentages in Appendix B3 are calculated using an N of 86. Question 1 includes personally identifiable information, and has been excluded from results below. Questions 3 through 7 are evaluation questions that have a correct answer. Correct and Incorrect Responses were not displayed as response choices to participants, but indicated in Tables B3.3 through B3.7 for viewing convenience. In addition to individual responses, questions 2 through 7 are summarized in Table B3.i. For complete questions as presented to participants, refer to Appendix B2.

Section 1 of 3: Mid-Process Evaluation for Wisconsin

Table B3.1. Participants' Content Area

Content Area	N	Percent
ELA	41	48%
Math	45	52%

Table B3.2. Mid-Process Evaluation Dichotomized Responses

Question	Correct Response		Incorrect Response	
	N	Percent	N	Percent
Q1. Of which items does a student need to have command to just make it into the Meeting performance level?	82	95%	4	5%
Q2. Imagine a student has command of the content in ONLY items 1 through 3 (and nothing else). In which performance level would this student be?	77	90%	9	10%
Q3. If a student has command of the content in items 1 through 7, in which performance level is the student?	48	56%	38	44%
Q4. Fill in the blank: For the Meeting threshold student, the items before the Meeting bookmark will be _____ than the items after the bookmark.	85	99%	1	1%
Q5. What does an Advanced bookmark placed on Page 8 represent?	77	90%	9	10%

Table B3.3. Question 1 Responses

Response Options, Q1	N	Percent
1 to 4 *Correct Response	82	95%
1 to 5 *Incorrect Response	3	3%
1 to 7 *Incorrect Response	1	1%

Table B3.4. Question 2 Responses

Response Options, Q2	N	Percent
Approaching *Correct Response	77	90%
Meeting *Incorrect Response	9	10%
Advanced *Incorrect Response	0	0%

Table B3.5. Question 3 Responses

Response Options, Q3	N	Percent
Approaching *Incorrect Response	0	0%
Meeting *Incorrect Response	38	44%
Advanced *Correct Response	48	56%

Table B3.6. Question 4 Responses

Response Options, Q4	N	Percent
Easier to answer. *Correct Response	85	99%
About the same difficulty. *Incorrect Response	1	1%
Harder to answer. *Incorrect Response	0	0%

Table B3.7. Question 5 Responses

Response Options, Q5	N	Percent
Students must have command of the content measured by the items on Pages 1-7 to be Advanced. *Correct Response	77	90%
Students must answer EVERY ONE of the items before Page 8 correctly (and miss none) to be Advanced. *Incorrect Response	1	1%
Students must have command of the content measured by the items on Pages 8-9 to be Advanced.	8	9%

Section 2 of 3: About Your Experiences So Far

Table B3.8. Participant Experiences

Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	Percent	N	Percent	N	Percent	N	Percent
8A. The training provided a clear description of the workshop goals.	1	1%	2	2%	37	43%	46	53%
8B. The training session leader clearly explained the standard setting procedure.	1	1%	3	3%	35	41%	47	55%
8C. The training session leader clearly explained the materials used in the standard setting process.	1	1%	1	1%	38	44%	46	53%
8D. The training addressed many of my questions and concerns	1	1%	1	1%	43	50%	41	48%
8E. The practice exercises were useful.	1	1%	2	2%	38	44%	45	52%
8F. The opening session provided a clear overview of the standard setting process.	1	1%	1	1%	35	41%	49	57%
8G. My role in the standard setting was well described.	1	1%	2	2%	37	43%	46	53%
8H. I feel prepared to complete the standard setting task.	1	1%	0	0%	45	52%	40	47%
8I. The performance level descriptors (PLDs) are clear.	1	1%	3	3%	46	53%	36	42%
8J. Adequate information was provided regarding the PLDs.	1	1%	5	6%	41	48%	39	45%
8K. The PLDs communicate a reasonable profile of students' achievement at each level.	1	1%	3	3%	45	52%	37	43%

Section 3 of 3: Readiness

Table B3.9. Readiness to Proceed

Ready to Proceed	N	Percent
Yes	85	99%
Not yet: I have questions	1	1%

Appendix C. Detailed Reports of Participants' Judgments

ELA

Table C1. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 3 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	601	24	40	60	1516	1550	1584
1	602	23	47	72	1511	1561	1634
1	603	24	43	63	1516	1557	1599
1	604	29	41	61	1526	1555	1585
2	605	17	36	59	1502	1539	1584
2	606	17	39	60	1502	1545	1584
2	607	15	39	63	1495	1545	1599
2	608	24	35	61	1516	1537	1585
2	609	15	35	50	1495	1537	1565
3	610	1	21	62	1412	1507	1591
3	611	12	31	50	1489	1529	1565
3	613	20	32	70	1506	1530	1622
3	614	10	29	50	1487	1526	1565

Table C2. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 3 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	17	36	61	1502	1539	1585
25th %ile	15	32	59	1495	1530	1584
75th %ile	24	40	63	1516	1550	1599
Minimum	1	21	50	1412	1507	1565
Maximum	29	47	72	1526	1561	1634

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 3 Round 1, Impact Data:

- **Developing:** 13.46%
- **Approaching:** 20.03%
- **Meeting:** 33.17%
- **Advanced:** 33.34%

Table C3. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 3 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	601	24	40	60	1516	1550	1584
1	602	23	43	62	1511	1557	1591
1	603	24	42	61	1516	1555	1585
1	604	25	42	62	1522	1555	1591
2	605	17	37	59	1502	1541	1584
2	606	17	36	61	1502	1539	1585
2	607	18	45	65	1503	1560	1601
2	608	17	35	59	1502	1537	1584
2	609	15	35	59	1495	1537	1584
3	610	16	32	62	1498	1530	1591
3	611	16	32	54	1498	1530	1575
3	613	16	32	61	1498	1530	1585
3	614	16	32	54	1498	1530	1575

Table C4. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 3 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	17	36	61	1502	1539	1585
25th %ile	16	32	59	1498	1530	1584
75th %ile	23	42	62	1511	1555	1591
Minimum	15	32	54	1495	1530	1575
Maximum	25	45	65	1522	1560	1601

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 3 Round 2, Impact Data:

- **Developing:** 13.46%
- **Approaching:** 20.03%
- **Meeting:** 33.17%
- **Advanced:** 33.34%

**Table C5. Bookmark Placements and Associated Cut Score Recommendations,
ELA Grade 3 Round 3, Individual**

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	601	24	49	68	1516	1563	1617
1	602	23	45	70	1511	1560	1622
1	603	31	54	71	1529	1575	1624
1	604	22	49	70	1509	1563	1622
2	605	25	43	70	1522	1557	1622
2	606	25	48	71	1522	1562	1624
2	607	22	49	70	1509	1563	1622
2	608	24	39	68	1516	1545	1617
2	609	24	48	70	1516	1562	1622
3	610	21	49	71	1507	1563	1624
3	611	21	49	71	1507	1563	1624
3	613	21	49	71	1507	1563	1624
3	614	21	49	70	1507	1563	1622

**Table C6. Bookmark Placements and Associated Cut Score Recommendations,
ELA Grade 3 Round 3, Overall**

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	23	49	70	1511	1563	1622
25th %ile	21	48	70	1507	1562	1622
75th %ile	24	49	71	1516	1563	1624
Minimum	21	39	68	1507	1545	1617
Maximum	31	54	71	1529	1575	1624

**Bookmark Placements and Associated Cut Score Recommendations,
ELA Grade 3 Round 3, Impact Data:**

- **Developing:** 17.34%.
- **Approaching:** 33.55%.
- **Meeting:** 36.89%.
- **Advanced:** 12.23%.

Table C7. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 4 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	601	22	41	64	1534	1570	1622
1	602	24	46	62	1540	1575	1620
1	603	25	50	70	1540	1585	1646
1	604	21	43	62	1532	1571	1620
2	605	21	47	71	1532	1576	1649
2	606	17	39	70	1523	1566	1646
2	607	27	52	69	1546	1587	1643
2	608	26	61	69	1540	1610	1643
2	609	25	50	69	1540	1585	1643
3	610	14	47	72	1518	1576	1653
3	611	14	49	69	1518	1583	1643
3	612	19	39	70	1527	1566	1646
3	613	18	46	69	1524	1575	1643
3	614	18	52	62	1524	1587	1620

Table C8. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 4 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	21	47	69	1532	1576	1643
25th %ile	18	43.75	65.25	1524	1572	1627.25
75th %ile	24.75	50	70	1540	1585	1646
Minimum	14	39	62	1518	1566	1620
Maximum	27	61	72	1546	1610	1653

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 4 Round 1, Impact Data:

- **Developing:** 17.88%
- **Approaching:** 25.65%
- **Meeting:** 44.45%
- **Advanced:** 12.03%

Table C9. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 4 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	601	25	49	68	1540	1583	1640
1	602	22	48	70	1534	1580	1646
1	603	25	49	70	1540	1583	1646
1	604	21	49	66	1532	1583	1627
2	605	24	47	71	1540	1576	1649
2	606	24	48	71	1540	1580	1649
2	607	26	49	70	1540	1583	1646
2	608	26	47	69	1540	1576	1643
2	609	25	49	69	1540	1583	1643
3	610	18	46	70	1524	1575	1646
3	611	18	46	69	1524	1575	1643
3	612	19	46	70	1527	1575	1646
3	613	18	46	69	1524	1575	1643
3	614	18	46	69	1524	1575	1643

Table C10. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 4 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	23	47.5	69.5	1537	1578	1644.5
25th %ile	18.25	46	69	1524.75	1575	1643
75th %ile	25	49	70	1540	1583	1646
Minimum	18	46	66	1524	1575	1627
Maximum	26	49	71	1540	1583	1649

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 4 Round 2, Impact Data:

- **Developing:** 20.30%
- **Approaching:** 24.58%
- **Meeting:** 43.50%
- **Advanced:** 11.61%

Table C11. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 4 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	601	21	49	68	1532	1583	1640
1	602	22	50	70	1534	1585	1646
1	603	25	50	70	1540	1585	1646
1	604	21	50	68	1532	1585	1640
2	605	21	47	71	1532	1576	1649
2	606	22	48	71	1534	1580	1649
2	607	21	49	70	1532	1583	1646
2	608	21	47	69	1532	1576	1643
2	609	21	49	69	1532	1583	1643
3	610	21	46	70	1532	1575	1646
3	611	21	46	69	1532	1575	1643
3	612	21	49	70	1532	1583	1646
3	613	21	46	69	1532	1575	1643
3	614	21	46	70	1532	1575	1646

Table C12. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 4 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	21	48.5	70	1532	1581.5	1646
25th %ile	21	46.25	69	1532	1575.25	1643
75th %ile	21	49	70	1532	1583	1646
Minimum	21	46	68	1532	1575	1640
Maximum	25	50	71	1540	1585	1649

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 4 Round 3, Impact Data:

- **Developing:** 17.88%
- **Approaching:** 29.08%
- **Meeting:** 42.24%
- **Advanced:** 10.80%

Table C13. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 5 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	701	8	22	59	1503	1551	1633
1	702	19	46	70	1542	1606	1654
1	703	9	17	33	1508	1537	1567
1	704	13	23	50	1525	1555	1613
1	705	10	32	52	1509	1563	1619
2	706	13	36	64	1525	1577	1640
2	707	6	13	21	1478	1525	1550
2	708	10	25	35	1509	1556	1576
2	709	14	33	64	1525	1567	1640
3	710	18	35	51	1540	1576	1614
3	711	19	37	51	1542	1580	1614
3	712	15	41	70	1527	1593	1654
3	713	14	30	61	1525	1560	1638
3	714	5	21	52	1457	1550	1619

Table C14. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 5 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	13	31	52	1525	1561.5	1619
25th %ile	9.25	22.25	50.25	1508.25	1552	1613.25
75th %ile	14.75	35.75	63.25	1526.5	1576.75	1639.5
Minimum	5	13	21	1457	1525	1550
Maximum	19	46	70	1542	1606	1654

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 5 Round 1, Impact Data:

- **Developing:** 7.25%
- **Approaching:** 15.05%
- **Meeting:** 39.36%
- **Advanced:** 38.35%

Table C15. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 5 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	701	13	27	45	1525	1558	1606
1	702	13	31	43	1525	1560	1598
1	703	10	19	43	1509	1542	1598
1	704	13	23	43	1525	1555	1598
1	705	13	32	50	1525	1563	1613
2	706	13	23	64	1525	1555	1640
2	707	10	16	22	1509	1536	1551
2	708	13	32	64	1525	1563	1640
2	709	13	34	64	1525	1570	1640
3	710	13	35	61	1525	1576	1638
3	711	14	32	53	1525	1563	1621
3	712	15	39	70	1527	1587	1654
3	713	16	39	68	1536	1587	1647
3	714	18	35	51	1540	1576	1614

Table C16. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 5 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	13	32	52	1525	1563	1617.5
25th %ile	13	24	43.5	1525	1555.75	1600
75th %ile	13.75	34.75	64	1525	1574.5	1640
Minimum	10	16	22	1509	1536	1551
Maximum	18	39	70	1540	1587	1654

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 5 Round 2, Impact Data:

- **Developing:** 7.25%
- **Approaching:** 16.12%
- **Meeting:** 36.72%
- **Advanced:** 39.91%

Table C17. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 5 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	701	20	40	68	1545	1593	1647
1	702	20	40	70	1545	1593	1654
1	703	20	36	64	1545	1577	1640
1	704	23	41	64	1555	1593	1640
1	705	20	40	69	1545	1593	1652
2	706	13	36	64	1525	1577	1640
2	707	22	50	69	1551	1613	1652
2	708	20	41	67	1545	1593	1645
2	709	20	40	68	1545	1593	1647
3	710	15	41	67	1527	1593	1645
3	711	19	36	65	1542	1577	1641
3	712	20	41	68	1545	1593	1647
3	713	20	41	70	1545	1593	1654
3	714	21	41	67	1550	1593	1645

Table C18. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 5 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	20	40.5	67.5	1545	1593	1646
25th %ile	20	40	65.5	1545	1593	1642
75th %ile	20	41	68.75	1545	1593	1650.75
Minimum	13	36	64	1525	1577	1640
Maximum	23	50	70	1555	1613	1654

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 5 Round 3, Impact Data:

- **Developing:** 14.38%
- **Approaching:** 28.07%
- **Meeting:** 38.45%
- **Advanced:** 19.09%

Table C19. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 6 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	701	26	34	60	1583	1600	1644
1	702	15	40	70	1561	1610	1667
1	703	18	37	69	1563	1604	1665
1	704	28	47	62	1587	1622	1647
1	705	17	35	69	1562	1602	1665
2	706	6	37	69	1526	1604	1665
2	707	22	50	60	1574	1625	1644
2	708	10	33	70	1550	1595	1667
2	709	22	43	71	1574	1614	1679
3	710	17	37	69	1562	1604	1665
3	711	15	34	60	1561	1600	1644
3	712	21	43	69	1573	1614	1665
3	713	25	46	71	1579	1621	1679
3	714	19	41	71	1565	1610	1679

Table C20. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 6 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	18.5	38.5	69	1564	1607	1665
25th %ile	15.5	35.5	63.75	1561.25	1602.5	1651.5
75th %ile	22	43	70	1574	1614	1667
Minimum	6	33	60	1526	1595	1644
Maximum	28	50	71	1587	1625	1679

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 6 Round 1, Impact Data:

- **Developing:** 15.06%
- **Approaching:** 26.45%
- **Meeting:** 42.54%
- **Advanced:** 15.94%

Table C21. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 6 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	701	23	38	66	1577	1607	1659
1	702	18	37	69	1563	1604	1665
1	703	18	37	69	1563	1604	1665
1	704	21	37	65	1573	1604	1656
1	705	22	37	69	1574	1604	1665
2	706	9	37	69	1545	1604	1665
2	707	22	50	60	1574	1625	1644
2	708	20	37	70	1567	1604	1667
2	709	22	43	71	1574	1614	1679
3	710	19	42	69	1565	1612	1665
3	711	18	37	67	1563	1604	1662
3	712	21	43	69	1573	1614	1665
3	713	25	46	69	1579	1621	1665
3	714	21	43	69	1573	1614	1665

Table C22. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 6 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	21	37.5	69	1573	1605.5	1665
25th %ile	18.25	37	67.5	1563.5	1604	1662.75
75th %ile	22	43	69	1574	1614	1665
Minimum	9	37	60	1545	1604	1644
Maximum	25	50	71	1579	1625	1679

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 6 Round 2, Impact Data:

- **Developing:** 19.28%
- **Approaching:** 20.69%
- **Meeting:** 44.09%
- **Advanced:** 15.94%

Table C23. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 6 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	701	22	38	67	1574	1607	1662
1	702	21	37	69	1573	1604	1665
1	703	18	37	69	1563	1604	1665
1	704	21	37	65	1573	1604	1656
1	705	19	37	71	1565	1604	1679
2	706	17	37	69	1562	1604	1665
2	707	22	39	69	1574	1609	1665
2	708	20	37	70	1567	1604	1667
2	709	22	43	71	1574	1614	1679
3	710	19	42	71	1565	1612	1679
3	711	20	38	68	1567	1607	1662
3	712	21	43	69	1573	1614	1665
3	713	23	43	70	1577	1614	1667
3	714	19	41	69	1565	1610	1665

Table C24. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 6 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	20.5	38	69	1570	1607	1665
25th %ile	19	37	69	1565	1604	1665
75th %ile	21.75	41.75	70	1573.75	1611.5	1667
Minimum	17	37	65	1562	1604	1656
Maximum	23	43	71	1577	1614	1679

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 6 Round 3, Impact Data:

- **Developing:** 17.79%
- **Approaching:** 23.73%
- **Meeting:** 42.54%
- **Advanced:** 15.94%

Table C25. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 7 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	501	18	55	64	1565	1635	1662
1	502	21	50	62	1572	1624	1651
1	503	24	49	50	1581	1623	1624
1	504	18	49	68	1565	1623	1678
1	505	13	37	61	1547	1604	1648
3	506	24	43	65	1581	1614	1669
3	507	13	22	56	1547	1574	1639
3	508	17	25	48	1564	1584	1620
3	509	13	21	57	1547	1572	1641
3	510	13	30	55	1547	1592	1635
2	511	10	23	36	1533	1581	1603
2	512	21	49	70	1572	1623	1696
2	513	18	44	64	1565	1615	1662
2	514	19	31	42	1569	1593	1613
2	515	10	32	51	1533	1593	1630

Table C26. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 7 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	18	37	57	1565	1604	1641
25th %ile	13	27.5	50.5	1547	1588	1627
75th %ile	20	49	64	1570.5	1623	1662
Minimum	10	21	36	1533	1572	1603
Maximum	24	55	70	1581	1635	1696

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 7 Round 1, Impact Data:

- **Developing:** 13.74%
- **Approaching:** 21.61%
- **Meeting:** 25.51%
- **Advanced:** 39.14%

Table C27. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 7 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	501	15	49	59	1556	1623	1642
1	502	15	47	62	1556	1619	1651
1	503	21	40	64	1572	1606	1662
1	504	15	49	65	1556	1623	1669
1	505	15	42	64	1556	1613	1662
3	506	20	42	57	1570	1613	1641
3	507	19	33	55	1569	1593	1635
3	508	17	30	64	1564	1592	1662
3	509	13	30	55	1547	1592	1635
3	510	13	30	55	1547	1592	1635
2	511	12	32	51	1545	1593	1630
2	512	12	37	57	1545	1604	1641
2	513	12	44	64	1545	1615	1662
2	514	10	44	57	1533	1615	1641
2	515	11	44	57	1542	1615	1641

Table C28. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 7 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	15	42	57	1556	1613	1641
25th %ile	12	32.5	56	1545	1593	1638
75th %ile	16	44	64	1560	1615	1662
Minimum	10	30	51	1533	1592	1630
Maximum	21	49	65	1572	1623	1669

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 7 Round 2, Impact Data:

- **Developing:** 10.25%
- **Approaching:** 31.12%
- **Meeting:** 19.49%
- **Advanced:** 39.14%

Table C29. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 7 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	501	12	49	72	1545	1623	1732
1	502	26	51	71	1584	1630	1710
1	503	24	43	64	1581	1614	1662
1	504	26	51	71	1584	1630	1710
1	505	21	48	70	1572	1620	1696
3	506	21	49	68	1572	1623	1678
3	507	22	47	69	1574	1619	1684
3	508	17	44	65	1564	1615	1669
3	509	19	44	64	1569	1615	1662
3	510	21	50	70	1572	1624	1696
2	511	23	47	70	1581	1619	1696
2	512	19	43	65	1569	1614	1669
2	513	21	49	69	1572	1623	1684
2	514	19	49	70	1569	1623	1696
2	515	21	49	70	1572	1623	1696

Table C30. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 7 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	21	49	70	1572	1623	1696
25th %ile	19	45.5	66.5	1569	1617	1673.5
75th %ile	22.5	49	70	1577.5	1623	1696
Minimum	12	43	64	1545	1614	1662
Maximum	26	51	72	1584	1630	1732

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 7 Round 3, Impact Data:

- **Developing:** 16.84%
- **Approaching:** 31.48%
- **Meeting:** 41.19%
- **Advanced:** 10.48%

Table C31. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 8 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	501	23	51	71	1589	1652	1716
1	502	34	49	66	1619	1648	1695
1	503	22	47	64	1587	1645	1690
1	504	31	56	70	1612	1668	1715
1	505	22	45	70	1587	1643	1715
3	506	25	54	70	1600	1662	1715
3	507	28	57	65	1605	1668	1690
3	508	12	41	62	1554	1637	1680
3	509	22	56	68	1587	1668	1699
3	510	35	55	67	1619	1667	1696
2	511	24	52	66	1590	1652	1695
2	512	18	35	67	1573	1619	1696
2	513	19	49	67	1576	1648	1696
2	514	12	48	71	1554	1647	1716
2	515	21	50	71	1586	1650	1716

Table C32. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 8 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	22	50	67	1587	1650	1696
25th %ile	20	47.5	66	1581	1646	1695
75th %ile	26.5	54.5	70	1602.5	1664.5	1715
Minimum	12	35	62	1554	1619	1680
Maximum	35	57	71	1619	1668	1716

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 8 Round 1, Impact Data:

- **Developing:** 18.76%
- **Approaching:** 36.41%
- **Meeting:** 25.43%
- **Advanced:** 19.40%

Table C33. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 8 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	501	25	51	71	1600	1652	1716
1	502	25	54	71	1600	1662	1716
1	503	22	51	67	1587	1652	1696
1	504	25	56	70	1600	1668	1715
1	505	25	51	70	1600	1652	1715
3	506	22	54	67	1587	1662	1696
3	507	22	54	67	1587	1662	1696
3	508	26	54	67	1602	1662	1696
3	509	22	54	67	1587	1662	1696
3	510	22	54	67	1587	1662	1696
2	511	24	51	67	1590	1652	1696
2	512	18	49	67	1573	1648	1696
2	513	19	51	67	1576	1652	1696
2	514	21	48	67	1586	1647	1696
2	515	21	52	70	1586	1652	1715

Table C34. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 8 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	22	52	67	1587	1652	1696
25th %ile	21.5	51	67	1586.5	1652	1696
75th %ile	25	54	70	1600	1662	1715
Minimum	18	48	67	1573	1647	1696
Maximum	26	56	71	1602	1668	1716

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 8 Round 2, Impact Data:

- **Developing:** 18.76%
- **Approaching:** 37.65%
- **Meeting:** 24.19%
- **Advanced:** 19.40%

Table C35. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 8 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	501	25	51	71	1600	1652	1716
1	502	25	51	71	1600	1652	1716
1	503	25	47	70	1600	1645	1715
1	504	25	52	70	1600	1652	1715
1	505	22	51	70	1587	1652	1715
3	506	21	49	67	1586	1648	1696
3	507	21	49	67	1586	1648	1696
3	508	22	51	73	1587	1652	1742
3	509	21	49	67	1586	1648	1696
3	510	21	49	67	1586	1648	1696
2	511	21	48	70	1586	1647	1715
2	512	21	48	70	1586	1647	1715
2	513	22	52	70	1587	1652	1715
2	514	21	48	71	1586	1647	1716
2	515	22	49	71	1587	1648	1716

Table C36. Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 8 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	22	49	70	1587	1648	1715
25th %ile	21	48.5	68.5	1586	1647.5	1705.5
75th %ile	23.5	51	71	1593.5	1652	1716
Minimum	21	47	67	1586	1645	1696
Maximum	25	52	73	1600	1652	1742

Bookmark Placements and Associated Cut Score Recommendations, ELA Grade 8 Round 3, Impact Data:

- **Developing:** 18.76%
- **Approaching:** 35.11%
- **Meeting:** 34.37%
- **Advanced:** 11.75%

Math

Table C37. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 3 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	301	14	35	68	1506	1540	1593
1	302	12	31	70	1504	1537	1601
1	303	11	32	66	1504	1537	1587
1	304	15	31	52	1508	1537	1571
1	305	18	32	58	1512	1537	1575
2	306	19	32	65	1514	1537	1587
2	307	15	23	41	1508	1523	1553
2	308	11	26	47	1504	1527	1561
2	309	11	24	59	1504	1524	1577
2	310	35	50	60	1540	1567	1577
3	311	16	29	59	1510	1532	1577
3	312	12	27	60	1504	1530	1577
3	313	12	27	57	1504	1530	1574
3	314	4	28	60	1455	1530	1577
3	315	12	46	66	1504	1558	1587

Table C38. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 3 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	12	31	60	1504	1537	1577
25th %ile	11.5	27	57.5	1504	1530	1574.5
75th %ile	15.5	32	65.5	1509	1537	1587
Minimum	4	23	41	1455	1523	1553
Maximum	35	50	70	1540	1567	1601

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 3 Round 1, Impact Data:

- **Developing:** 18.02%
- **Approaching:** 18.38%
- **Meeting:** 31.08%
- **Advanced:** 32.52%

Table C39. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 3 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	301	12	32	66	1504	1537	1587
1	302	12	32	66	1504	1537	1587
1	303	15	32	64	1508	1537	1586
1	304	12	32	59	1504	1537	1577
1	305	12	32	64	1504	1537	1586
2	306	12	28	65	1504	1530	1587
2	307	15	29	44	1508	1532	1557
2	308	11	30	56	1504	1534	1573
2	309	11	24	59	1504	1524	1577
2	310	17	35	61	1512	1540	1579
3	311	16	27	59	1510	1530	1577
3	312	12	27	59	1504	1530	1577
3	313	12	27	59	1504	1530	1577
3	314	12	28	60	1504	1530	1577
3	315	12	29	59	1504	1532	1577

Table C40. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 3 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	12	29	59	1504	1532	1577
25th %ile	12	27.5	59	1504	1530	1577
75th %ile	13.5	32	64	1506	1537	1586
Minimum	11	24	44	1504	1524	1557
Maximum	17	35	66	1512	1540	1587

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 3 Round 2, Impact Data:

- **Developing:** 18.02%
- **Approaching:** 15.06%
- **Meeting:** 34.40%
- **Advanced:** 32.52%

Table C41. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 3 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	301	12	32	69	1504	1537	1597
1	302	12	32	70	1504	1537	1601
1	303	13	33	69	1505	1537	1597
1	304	14	32	69	1506	1537	1597
1	305	13	33	69	1505	1537	1597
2	306	15	32	68	1508	1537	1593
2	307	17	31	59	1512	1537	1577
2	308	11	32	60	1504	1537	1577
2	309	15	32	66	1508	1537	1587
2	310	22	57	71	1519	1574	1604
3	311	15	35	69	1508	1540	1597
3	312	12	32	69	1504	1537	1597
3	313	15	35	69	1508	1540	1597
3	314	12	35	69	1504	1540	1597
3	315	16	47	72	1510	1561	1605

Table C42. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 3 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	14	32	69	1506	1537	1597
25th %ile	12	32	68.5	1504	1537	1595
75th %ile	15	35	69	1508	1540	1597
Minimum	11	31	59	1504	1537	1577
Maximum	22	57	72	1519	1574	1605

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 3 Round 3, Impact Data:

- **Developing:** 18.93%
- **Approaching:** 17.47%
- **Meeting:** 45.22%
- **Advanced:** 18.38%

Table C43. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 4 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	301	12	40	71	1522	1576	1630
1	302	11	36	71	1515	1571	1630
1	303	14	35	69	1529	1570	1625
1	304	17	40	67	1535	1576	1621
1	305	14	40	65	1529	1576	1615
2	306	13	33	68	1524	1566	1622
2	307	14	32	52	1529	1565	1598
2	308	11	35	59	1515	1570	1608
2	309	14	31	71	1529	1565	1630
2	310	31	53	66	1565	1600	1618
3	311	13	34	70	1524	1568	1629
3	312	20	39	69	1539	1576	1625
3	313	16	37	70	1532	1572	1629
3	314	13	34	71	1524	1568	1630
3	315	18	34	62	1536	1568	1612

Table C44. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 4 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	14	35	69	1529	1570	1625
25th %ile	13	34	65.5	1524	1568	1616.5
75th %ile	16.5	39.5	70.5	1533.5	1576	1629.5
Minimum	11	31	52	1515	1565	1598
Maximum	31	53	71	1565	1600	1630

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 4 Round 1, Impact Data:

- **Developing:** 18.38%
- **Approaching:** 23.05%
- **Meeting:** 41.03%
- **Advanced:** 17.54%

Table C45. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 4 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	301	12	40	71	1522	1576	1630
1	302	14	40	71	1529	1576	1630
1	303	16	35	71	1532	1570	1630
1	304	18	40	69	1536	1576	1625
1	305	16	40	71	1532	1576	1630
2	306	14	34	68	1529	1568	1622
2	307	14	32	62	1529	1565	1612
2	308	12	33	61	1522	1566	1609
2	309	14	31	71	1529	1565	1630
2	310	30	53	66	1560	1600	1618
3	311	19	48	70	1538	1587	1629
3	312	20	47	70	1539	1584	1629
3	313	18	46	70	1536	1583	1629
3	314	21	47	71	1539	1584	1630
3	315	20	48	71	1539	1587	1630

Table C46. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 4 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	16	40	70	1532	1576	1629
25th %ile	14	34.5	68.5	1529	1569	1623.5
75th %ile	19.5	47	71	1538.5	1584	1630
Minimum	12	31	61	1522	1565	1609
Maximum	30	53	71	1560	1600	1630

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 4 Round 2, Impact Data:

- **Developing:** 19.64%
- **Approaching:** 26.17%
- **Meeting:** 39.05%
- **Advanced:** 15.14%

Table C47. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 4 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	301	12	40	71	1522	1576	1630
1	302	14	40	71	1529	1576	1630
1	303	16	40	71	1532	1576	1630
1	304	16	40	69	1532	1576	1625
1	305	16	40	71	1532	1576	1630
2	306	14	40	70	1529	1576	1629
2	307	17	40	68	1535	1576	1622
2	308	14	31	67	1529	1565	1621
2	309	14	31	71	1529	1565	1630
2	310	29	48	68	1559	1587	1622
3	311	14	47	71	1529	1584	1630
3	312	14	40	70	1529	1576	1629
3	313	14	46	70	1529	1583	1629
3	314	13	40	71	1524	1576	1630
3	315	19	49	71	1538	1588	1630

Table C48. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 4 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	14	40	71	1529	1576	1630
25th %ile	14	40	69.5	1529	1576	1627
75th %ile	16	43	71	1532	1579.5	1630
Minimum	12	31	67	1522	1565	1621
Maximum	29	49	71	1559	1588	1630

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 4 Round 3, Impact Data:

- **Developing:** 18.38%
- **Approaching:** 27.43%
- **Meeting:** 39.66%
- **Advanced:** 14.53%

Table C49. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 5 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	401	24	38	55	1578	1598	1623
1	402	32	45	58	1588	1607	1625
1	403	19	39	63	1574	1600	1633
1	404	17	46	59	1565	1608	1627
1	405	25	44	59	1579	1604	1627
2	406	16	34	61	1561	1589	1631
2	407	18	31	65	1572	1587	1641
2	408	15	39	58	1558	1600	1625
2	409	25	35	60	1579	1591	1629
2	410	17	26	58	1565	1582	1625
3	411	24	42	58	1578	1603	1625
3	412	24	38	53	1578	1598	1619
3	413	9	32	63	1538	1588	1633
3	414	7	19	39	1527	1574	1600
3	415	7	35	56	1527	1591	1624

Table C50. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 5 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	18	38	58	1572	1598	1625
25th %ile	15.5	33	57	1559.5	1588.5	1624.5
75th %ile	24	40.5	60.5	1578	1601.5	1630
Minimum	7	19	39	1527	1574	1600
Maximum	32	46	65	1588	1608	1641

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 5 Round 1, Impact Data:

- **Developing:** 27.61%
- **Approaching:** 19.22%
- **Meeting:** 21.07%
- **Advanced:** 32.10%

Table C51. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 5 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	401	19	38	56	1574	1598	1624
1	402	19	38	58	1574	1598	1625
1	403	19	37	53	1574	1596	1619
1	404	19	38	56	1574	1598	1624
1	405	19	38	57	1574	1598	1625
2	406	17	34	60	1565	1589	1629
2	407	17	34	58	1565	1589	1625
2	408	17	38	58	1565	1598	1625
2	409	17	34	58	1565	1589	1625
2	410	18	33	58	1572	1589	1625
3	411	9	34	58	1538	1589	1625
3	412	11	38	59	1551	1598	1627
3	413	9	35	58	1538	1591	1625
3	414	9	35	58	1538	1591	1625
3	415	7	35	56	1527	1591	1624

Table C52. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 5 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	17	35	58	1565	1591	1625
25th %ile	10	34	56.5	1544.5	1589	1624.5
75th %ile	19	38	58	1574	1598	1625
Minimum	7	33	53	1527	1589	1619
Maximum	19	38	60	1574	1598	1629

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 5 Round 2, Impact Data:

- **Developing:** 23.47%
- **Approaching:** 17.79%
- **Meeting:** 26.63%
- **Advanced:** 32.10%

Table C53. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 5 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	401	11	38	65	1551	1598	1641
1	402	12	38	66	1552	1598	1642
1	403	11	37	65	1551	1596	1641
1	404	15	38	67	1558	1598	1644
1	405	11	38	65	1551	1598	1641
2	406	18	44	64	1572	1604	1640
2	407	18	40	63	1572	1601	1633
2	408	19	44	64	1574	1604	1640
2	409	19	45	64	1574	1607	1640
2	410	17	39	63	1565	1600	1633
3	411	11	35	65	1551	1591	1641
3	412	11	38	67	1551	1598	1644
3	413	9	35	58	1538	1591	1625
3	414	11	39	65	1551	1600	1641
3	415	9	35	67	1538	1591	1644

Table C54. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 5 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	11	38	65	1551	1598	1641
25th %ile	11	37.5	64	1551	1597	1640
75th %ile	17.5	39.5	65.5	1568.5	1600.5	1641.5
Minimum	9	35	58	1538	1591	1625
Maximum	19	45	67	1574	1607	1644

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 5 Round 3, Impact Data:

- **Developing:** 16.46%
- **Approaching:** 30.37%
- **Meeting:** 32.03%
- **Advanced:** 21.14%

Table C55. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 6 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	401	11	29	58	1572	1608	1650
1	402	14	34	65	1582	1616	1656
1	403	16	34	58	1589	1616	1650
1	404	6	17	60	1544	1591	1650
1	405	11	22	58	1572	1599	1650
2	406	15	39	59	1583	1621	1650
2	407	11	35	65	1572	1619	1656
2	408	12	29	58	1578	1608	1650
2	409	10	23	51	1565	1599	1639
2	410	11	20	60	1572	1596	1650
3	411	12	25	66	1578	1601	1657
3	412	10	49	69	1565	1637	1664
3	413	4	21	60	1529	1598	1650
3	414	14	39	62	1582	1621	1653
3	415	16	37	61	1589	1620	1651

Table C56. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 6 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	11	29	60	1572	1608	1650
25th %ile	10.5	22.5	58	1568.5	1599	1650
75th %ile	14	36	63.5	1582	1619.5	1654.5
Minimum	4	17	51	1529	1591	1639
Maximum	16	49	69	1589	1637	1664

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 6 Round 1, Impact Data:

- **Developing:** 16.53%
- **Approaching:** 21.74%
- **Meeting:** 35.91%
- **Advanced:** 25.82%

Table C57. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 6 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	401	11	29	65	1572	1608	1656
1	402	11	24	65	1572	1600	1656
1	403	11	34	60	1572	1616	1650
1	404	11	29	60	1572	1608	1650
1	405	11	20	60	1572	1596	1650
2	406	14	36	60	1582	1620	1650
2	407	12	30	60	1578	1610	1650
2	408	12	30	60	1578	1610	1650
2	409	10	30	60	1565	1610	1650
2	410	11	29	60	1572	1608	1650
3	411	12	25	66	1578	1601	1657
3	412	10	29	65	1565	1608	1656
3	413	12	25	62	1578	1601	1653
3	414	14	36	64	1582	1620	1654
3	415	13	26	61	1580	1602	1651

Table C58. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 6 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	11	29	60	1572	1608	1650
25th %ile	11	25.5	60	1572	1601.5	1650
75th %ile	12	30	64.5	1578	1610	1655
Minimum	10	20	60	1565	1596	1650
Maximum	14	36	66	1582	1620	1657

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 6 Round 2, Impact Data:

- **Developing:** 16.53%
- **Approaching:** 21.74%
- **Meeting:** 35.91%
- **Advanced:** 25.82%

Table C59. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 6 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	401	14	34	65	1582	1616	1656
1	402	11	32	65	1572	1613	1656
1	403	11	34	65	1572	1616	1656
1	404	15	35	65	1583	1619	1656
1	405	15	33	65	1583	1614	1656
2	406	15	39	64	1583	1621	1654
2	407	15	35	65	1583	1619	1656
2	408	14	34	65	1582	1616	1656
2	409	14	34	65	1582	1616	1656
2	410	14	33	64	1582	1614	1654
3	411	15	36	64	1583	1620	1654
3	412	15	36	65	1583	1620	1656
3	413	15	36	64	1583	1620	1654
3	414	15	37	70	1583	1620	1664
3	415	16	37	66	1589	1620	1657

Table C60. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 6 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	15	35	65	1583	1619	1656
25th %ile	14	34	64.5	1582	1616	1655
75th %ile	15	36	65	1583	1620	1656
Minimum	11	32	64	1572	1613	1654
Maximum	16	39	70	1589	1621	1664

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 6 Round 3, Impact Data:

- **Developing:** 21.98%
- **Approaching:** 25.22%
- **Meeting:** 31.75%
- **Advanced:** 21.04%

Table C61. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 7 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	201	11	36	66	1595	1644	1684
1	202	11	17	66	1595	1611	1684
1	203	10	24	66	1594	1627	1684
1	204	10	26	66	1594	1633	1684
1	205	10	29	69	1594	1638	1686
2	206	19	40	59	1618	1647	1674
2	207	11	32	56	1595	1642	1672
2	208	14	39	55	1601	1646	1670
2	209	9	17	58	1581	1611	1674
2	210	17	34	63	1611	1643	1678
3	211	13	31	67	1598	1640	1684
3	212	12	25	35	1597	1630	1643
3	213	5	14	58	1546	1601	1674
3	214	16	33	67	1610	1643	1684
3	215	10	20	58	1594	1622	1674

Table C62. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 7 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	11	29	63	1595	1638	1678
25th %ile	10	22	58	1594	1624.5	1674
75th %ile	13.5	33.5	66	1599.5	1643	1684
Minimum	5	14	35	1546	1601	1643
Maximum	19	40	69	1618	1647	1686

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 7 Round 1, Impact Data:

- **Developing:** 23.59%
- **Approaching:** 26.78%
- **Meeting:** 27.11%
- **Advanced:** 22.52%

Table C63. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 7 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	201	11	29	66	1595	1638	1684
1	202	11	26	66	1595	1633	1684
1	203	11	24	66	1595	1627	1684
1	204	11	28	66	1595	1636	1684
1	205	11	26	66	1595	1633	1684
2	206	13	31	59	1598	1640	1674
2	207	9	32	63	1581	1642	1678
2	208	14	31	60	1601	1640	1675
2	209	12	27	58	1597	1635	1674
2	210	14	33	61	1601	1643	1675
3	211	13	26	66	1598	1633	1684
3	212	12	25	49	1597	1630	1663
3	213	12	27	59	1597	1635	1674
3	214	11	28	67	1595	1636	1684
3	215	13	23	61	1598	1624	1675

Table C64. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 7 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	12	27	63	1597	1635	1678
25th %ile	11	26	59.5	1595	1633	1674.5
75th %ile	13	30	66	1598	1639	1684
Minimum	9	23	49	1581	1624	1663
Maximum	14	33	67	1601	1643	1684

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 7 Round 2, Impact Data:

- **Developing:** 24.67%
- **Approaching:** 23.65%
- **Meeting:** 29.16%
- **Advanced:** 22.52%

Table C65. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 7 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	201	12	28	66	1597	1636	1684
1	202	11	26	66	1595	1633	1684
1	203	11	26	66	1595	1633	1684
1	204	12	26	69	1597	1633	1686
1	205	13	26	69	1598	1633	1686
2	206	11	31	63	1595	1640	1678
2	207	9	32	63	1581	1642	1678
2	208	14	33	65	1601	1643	1683
2	209	11	27	68	1595	1635	1685
2	210	13	31	66	1598	1640	1684
3	211	12	26	66	1597	1633	1684
3	212	12	25	67	1597	1630	1684
3	213	12	26	68	1597	1633	1685
3	214	11	26	67	1595	1633	1684
3	215	11	26	64	1595	1633	1680

Table C66. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 7 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	12	26	66	1597	1633	1684
25th %ile	11	26	65.5	1595	1633	1683.5
75th %ile	12	29.5	67.5	1597	1638	1684.5
Minimum	9	25	63	1581	1630	1678
Maximum	14	33	69	1601	1643	1686

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 7 Round 3, Impact Data:

- **Developing:** 24.67%
- **Approaching:** 22.34%
- **Meeting:** 33.96%
- **Advanced:** 19.02%

Table C67. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 8 Round 1, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	201	16	38	71	1611	1665	1727
1	202	15	38	68	1611	1665	1709
1	203	17	37	69	1617	1665	1710
1	204	6	17	69	1539	1617	1710
1	205	17	32	68	1617	1655	1709
2	206	15	26	58	1611	1644	1694
2	207	11	47	62	1580	1676	1700
2	208	16	30	62	1611	1649	1700
2	209	17	30	65	1617	1649	1702
2	210	15	29	70	1611	1647	1725
3	211	11	22	59	1580	1638	1696
3	212	17	38	55	1617	1665	1687
3	213	16	26	60	1611	1644	1697
3	214	12	38	60	1582	1665	1697
3	215	9	16	67	1570	1611	1706

Table C68. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 8 Round 1, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	15	30	65	1611	1649	1702
25th %ile	11.5	26	60	1581	1644	1697
75th %ile	16.5	38	68.5	1614	1665	1709.5
Minimum	6	16	55	1539	1611	1687
Maximum	17	47	71	1617	1676	1727

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 8 Round 1, Impact Data:

- **Developing:** 22.78%
- **Approaching:** 21.60%
- **Meeting:** 35.75%
- **Advanced:** 19.87%

Table C69. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 8 Round 2, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	201	16	38	68	1611	1665	1709
1	202	16	38	68	1611	1665	1709
1	203	17	38	69	1617	1665	1710
1	204	16	32	68	1611	1655	1709
1	205	16	32	68	1611	1655	1709
2	206	15	26	61	1611	1644	1699
2	207	16	38	60	1611	1665	1697
2	208	16	30	62	1611	1649	1700
2	209	13	30	65	1591	1649	1702
2	210	14	26	65	1606	1644	1702
3	211	12	25	59	1582	1640	1696
3	212	17	22	54	1617	1638	1685
3	213	13	25	60	1591	1640	1697
3	214	12	25	60	1582	1640	1697
3	215	13	24	58	1591	1640	1694

Table C70. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 8 Round 2, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	16	30	62	1611	1649	1700
25th %ile	13	25	60	1591	1640	1697
75th %ile	16	35	68	1611	1660	1709
Minimum	12	22	54	1582	1638	1685
Maximum	17	38	69	1617	1665	1710

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 8 Round 2, Impact Data:

- **Developing:** 22.78%
- **Approaching:** 21.60%
- **Meeting:** 34.61%
- **Advanced:** 21.01%

Table C71. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 8 Round 3, Individual

Table	Participant	Bookmark Placements			Cut Score Recommendations		
		Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
1	201	16	38	68	1611	1665	1709
1	202	16	38	68	1611	1665	1709
1	203	17	38	69	1617	1665	1710
1	204	16	30	68	1611	1649	1709
1	205	16	38	62	1611	1665	1700
2	206	15	26	61	1611	1644	1699
2	207	16	30	62	1611	1649	1700
2	208	16	37	65	1611	1665	1702
2	209	17	37	65	1617	1665	1702
2	210	15	34	67	1611	1659	1706
3	211	13	30	60	1591	1649	1697
3	212	17	36	54	1617	1662	1685
3	213	16	25	60	1611	1640	1697
3	214	12	30	60	1582	1649	1697
3	215	13	24	58	1591	1640	1694

Table C72. Bookmark Placements and Associated Cut Score Recommendations, Math Grade 8 Round 3, Overall

Statistic	Bookmark Placements			Cut Score Recommendations		
	Approaching	Meeting	Advanced	Approaching	Meeting	Advanced
Median	16	34	62	1611	1659	1700
25th %ile	15	30	60	1611	1649	1697
75th %ile	16	37.5	67.5	1611	1665	1707.5
Minimum	12	24	54	1582	1640	1685
Maximum	17	38	69	1617	1665	1710

Bookmark Placements and Associated Cut Score Recommendations, Math Grade 8 Round 3, Impact Data:

- **Developing:** 22.78%
- **Approaching:** 28.49%
- **Meeting:** 27.72%
- **Advanced:** 21.01%

Appendix D. Graphical Representation of Participants' Judgments

ELA

Figure D.1. ELA Grade 3 Recommended Cut Scores, Round 1

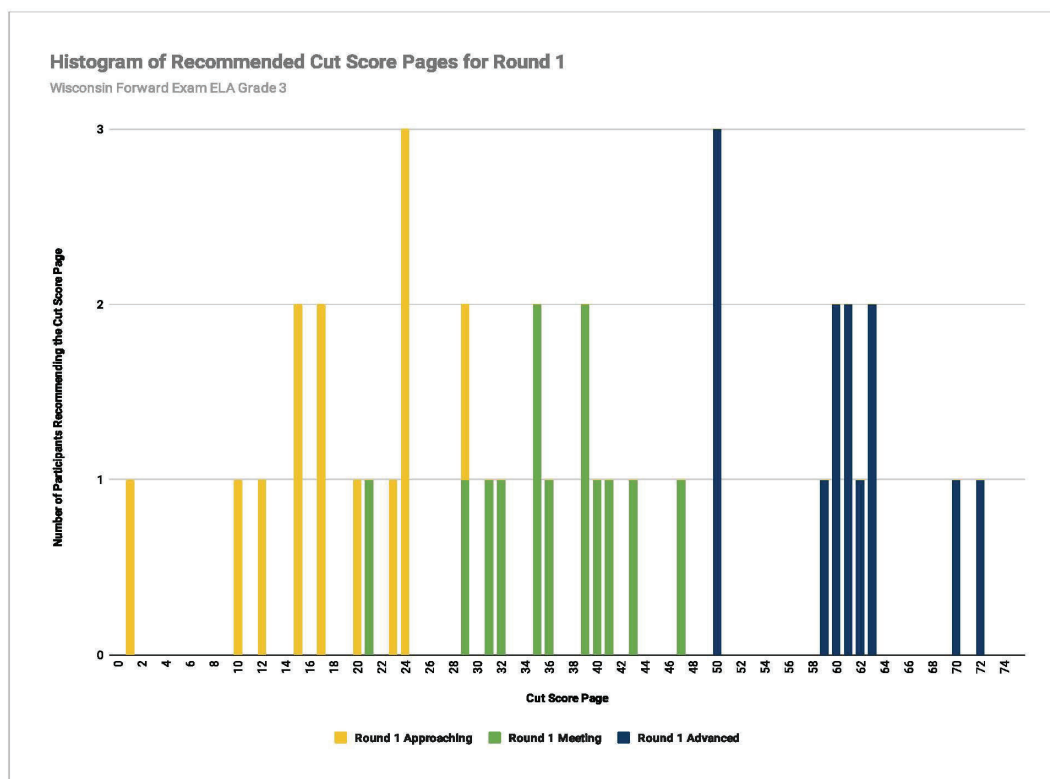


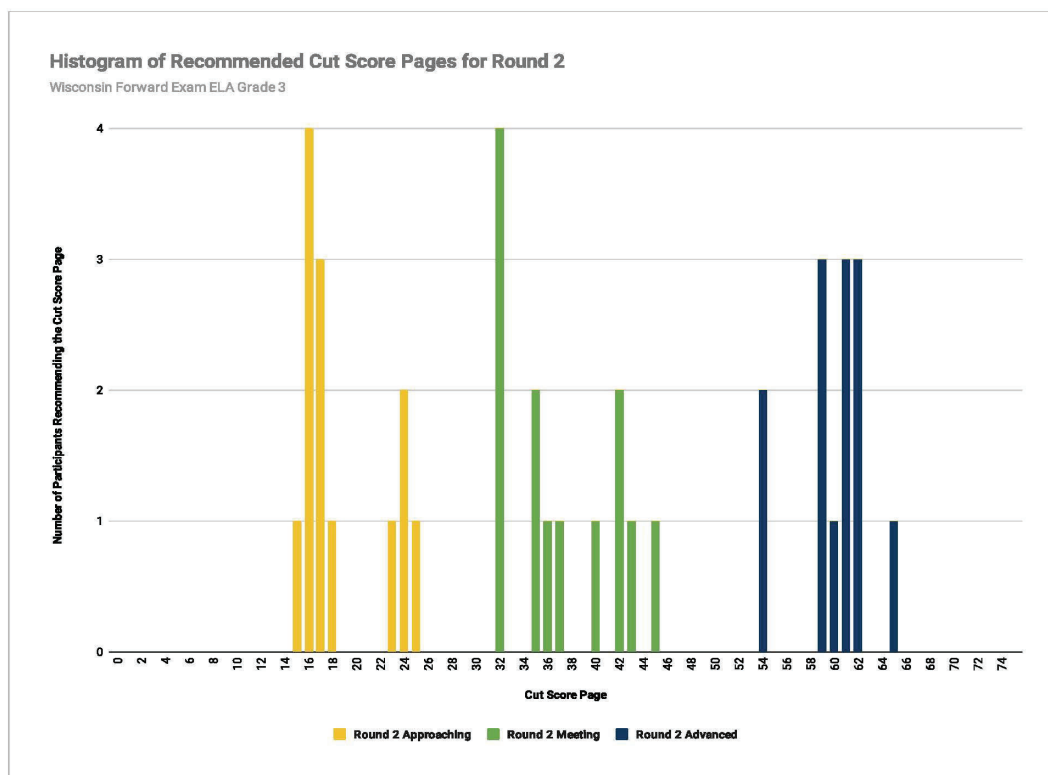
Figure D.2. ELA Grade 3 Recommended Cut Scores, Round 2

Figure D.3. ELA Grade 3 Recommended Cut Scores, Round 3

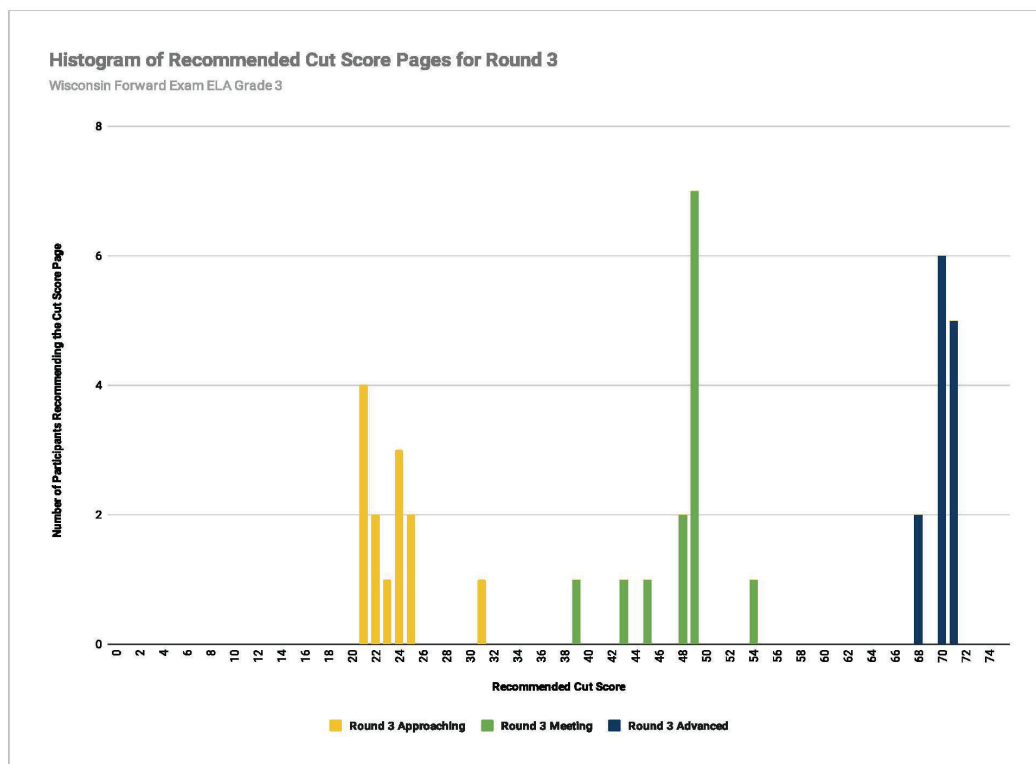


Figure D.4. ELA Grade 4 Recommended Cut Scores, Round 1

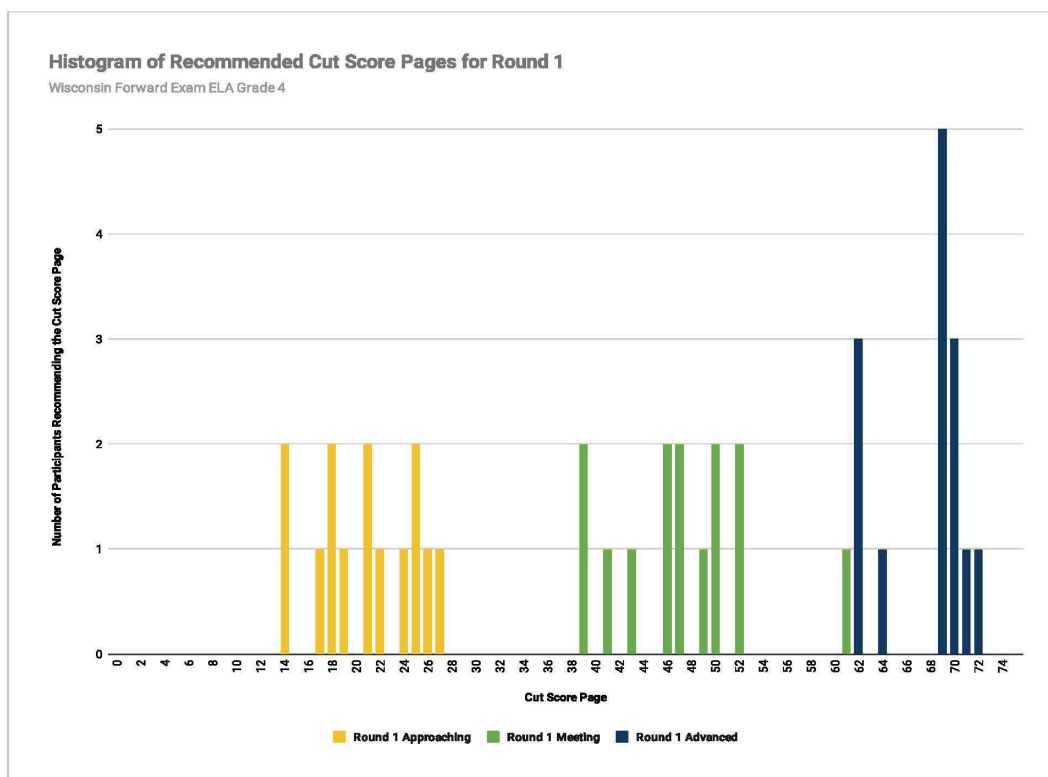


Figure D.5. ELA Grade 4 Recommended Cut Scores, Round 2

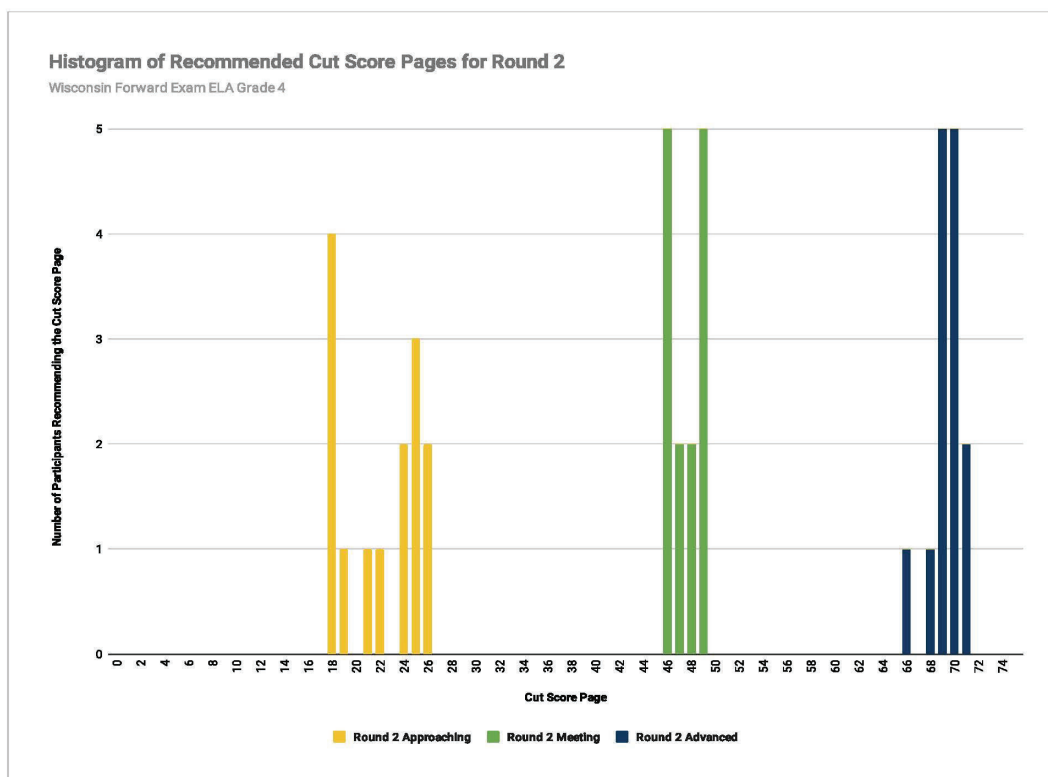


Figure D.6. ELA Grade 4 Recommended Cut Scores, Round 3

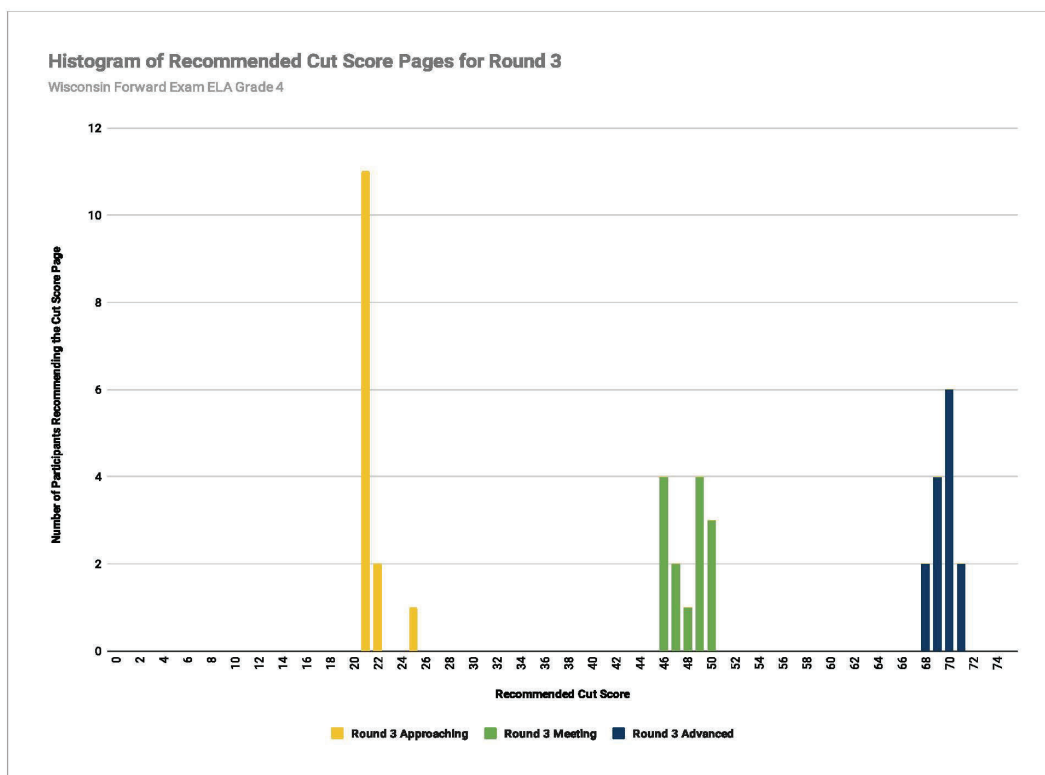


Figure D.7. ELA Grade 5 Recommended Cut Scores, Round 1

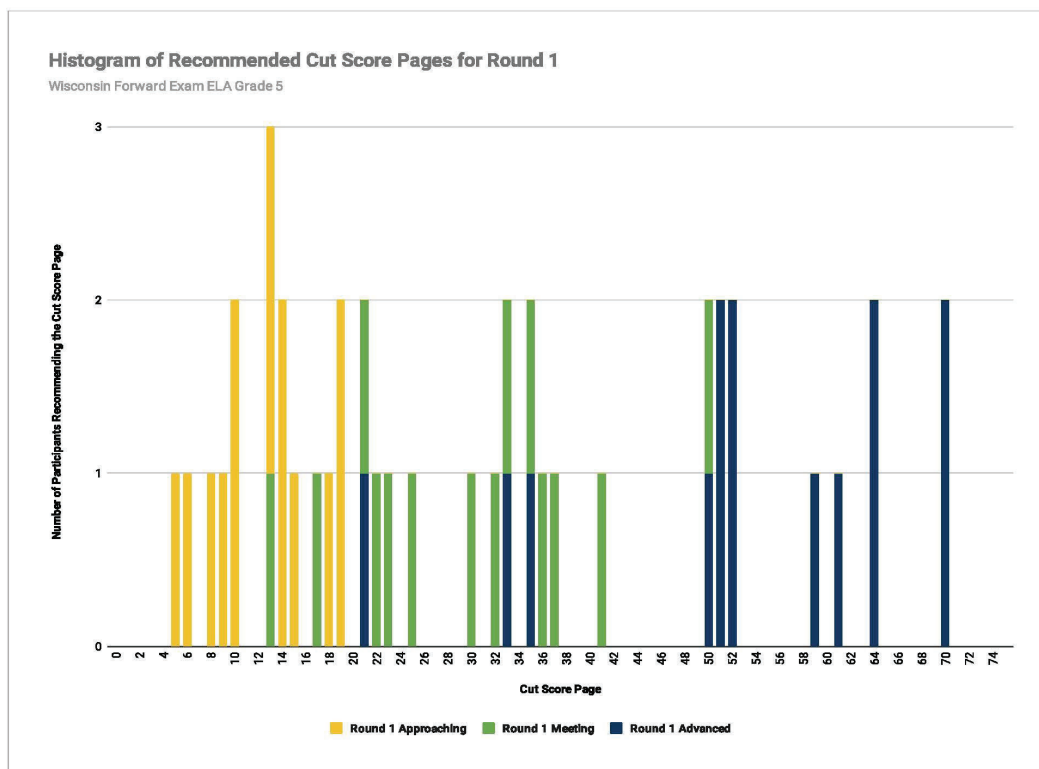


Figure D.8. ELA Grade 5 Recommended Cut Scores, Round 2

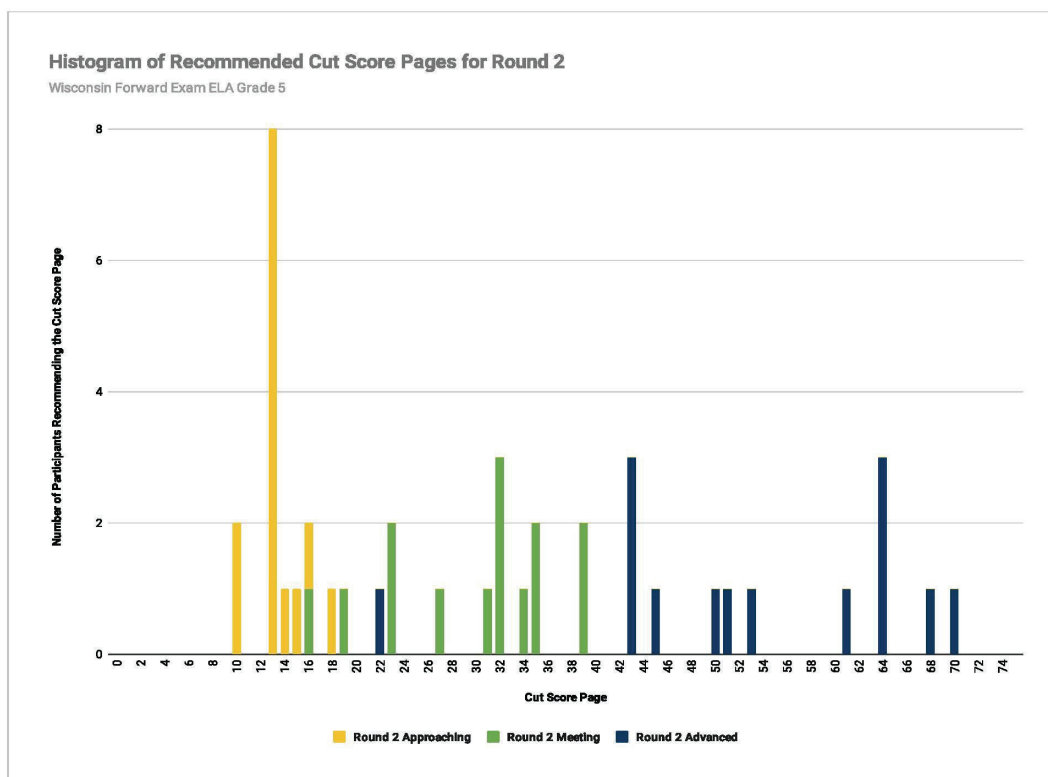


Figure D.9. ELA Grade 5 Recommended Cut Scores, Round 3

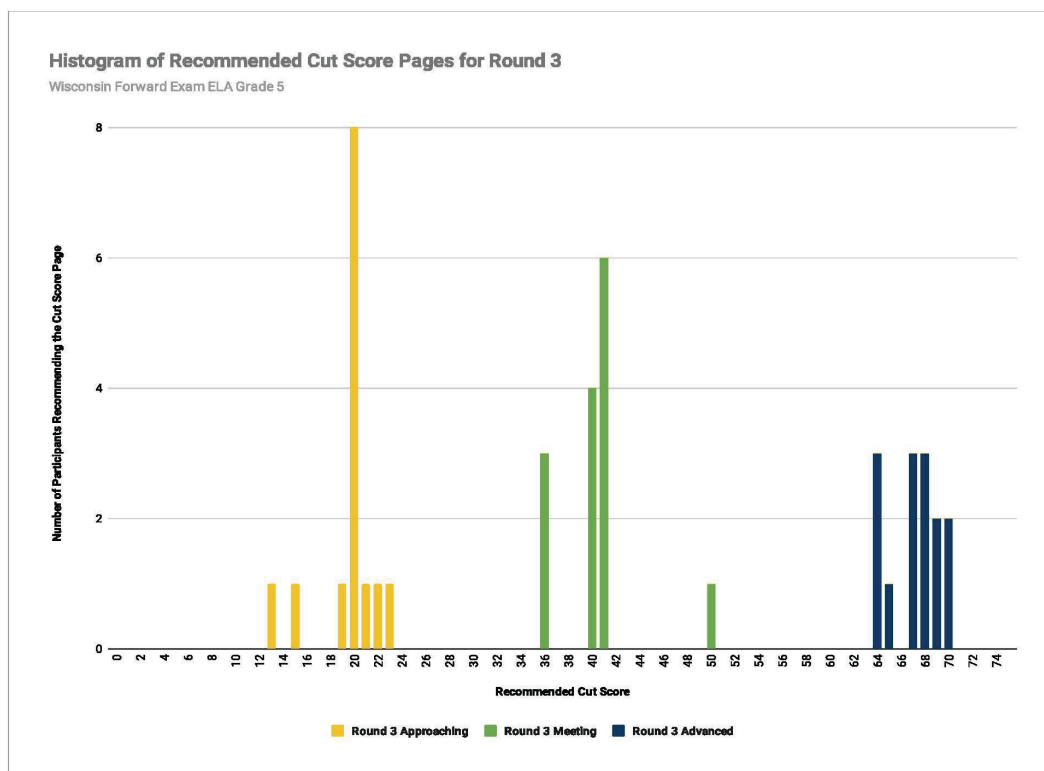


Figure D.10. ELA Grade 6 Recommended Cut Scores, Round 1

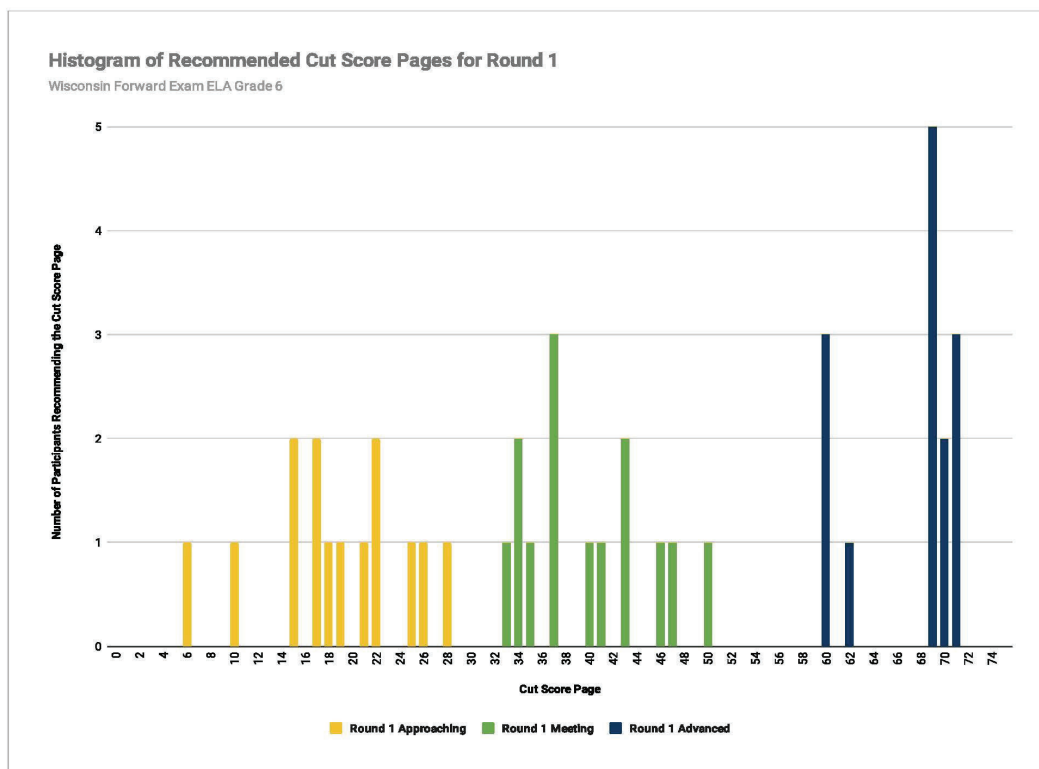


Figure D.11. ELA Grade 6 Recommended Cut Scores, Round 2

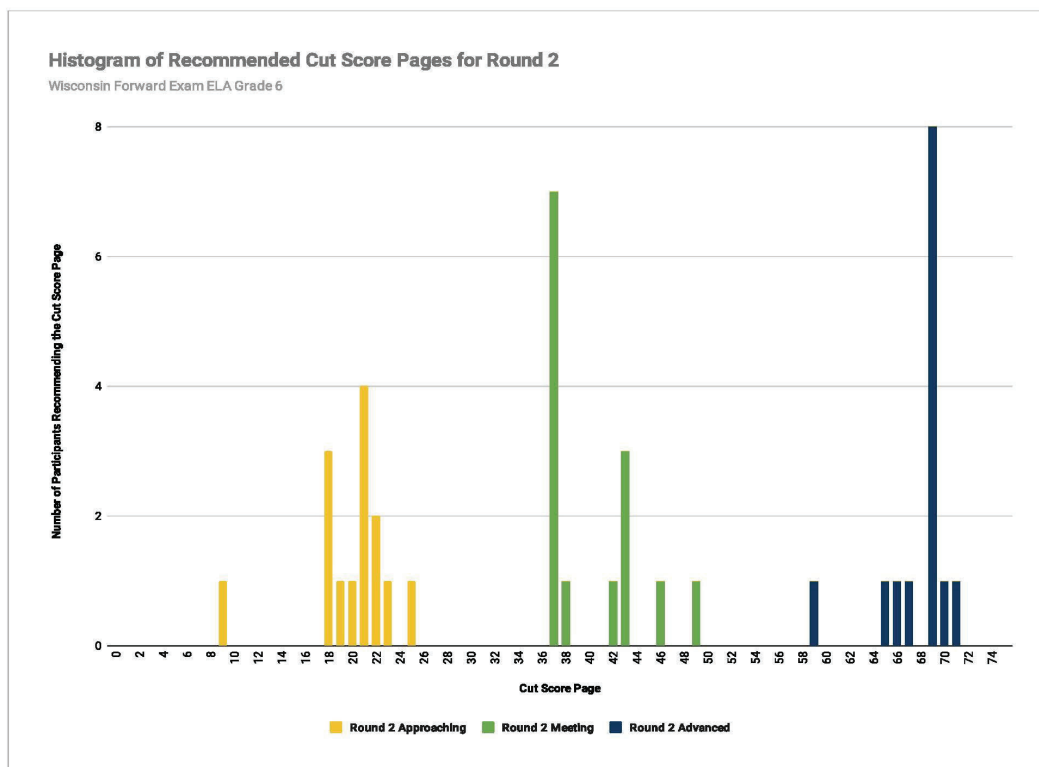


Figure D.12. ELA Grade 6 Recommended Cut Scores, Round 3

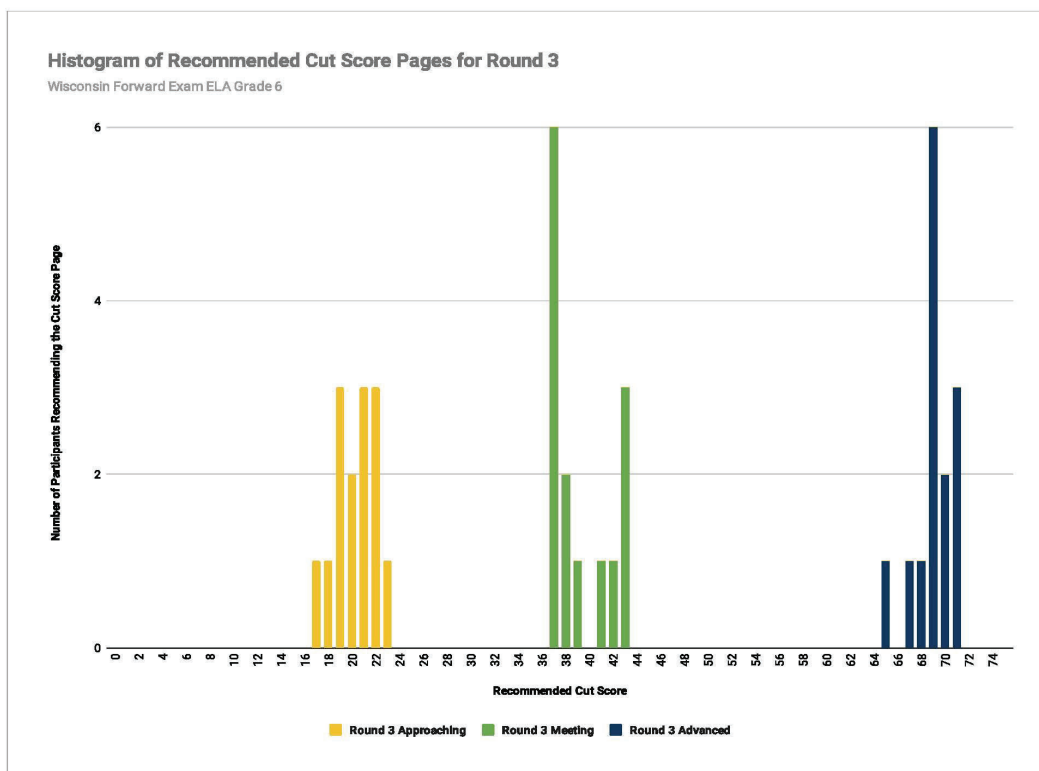


Figure D.13. ELA Grade 7 Recommended Cut Scores, Round 1

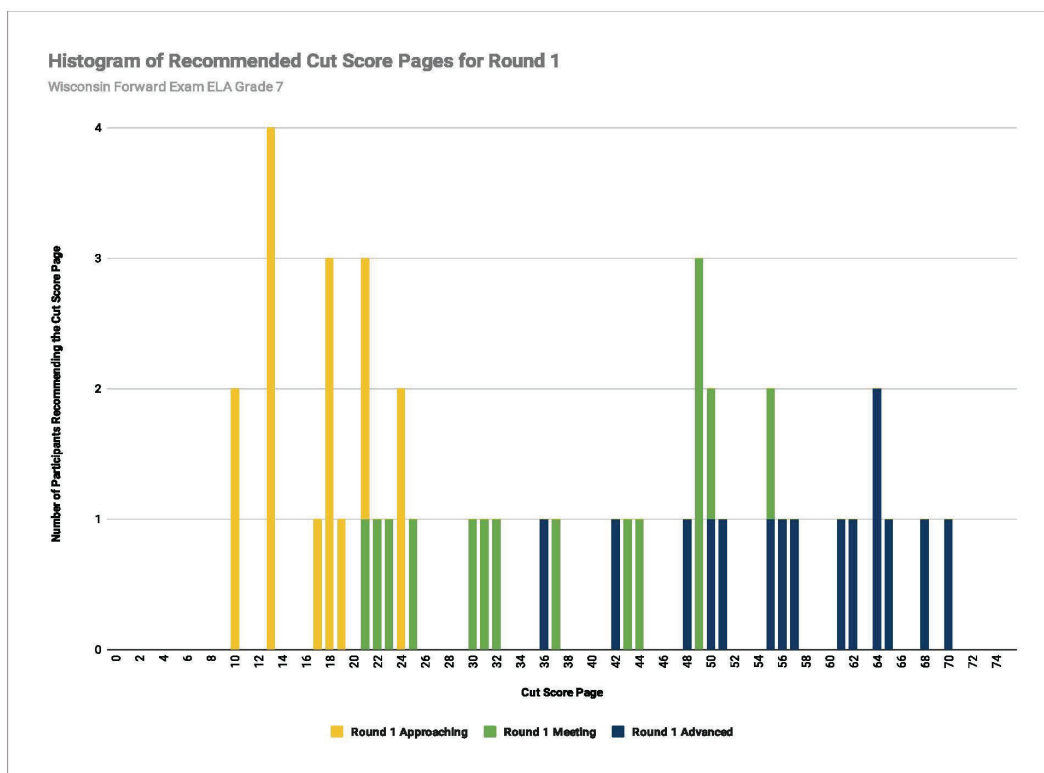


Figure D.14. ELA Grade 7 Recommended Cut Scores, Round 2

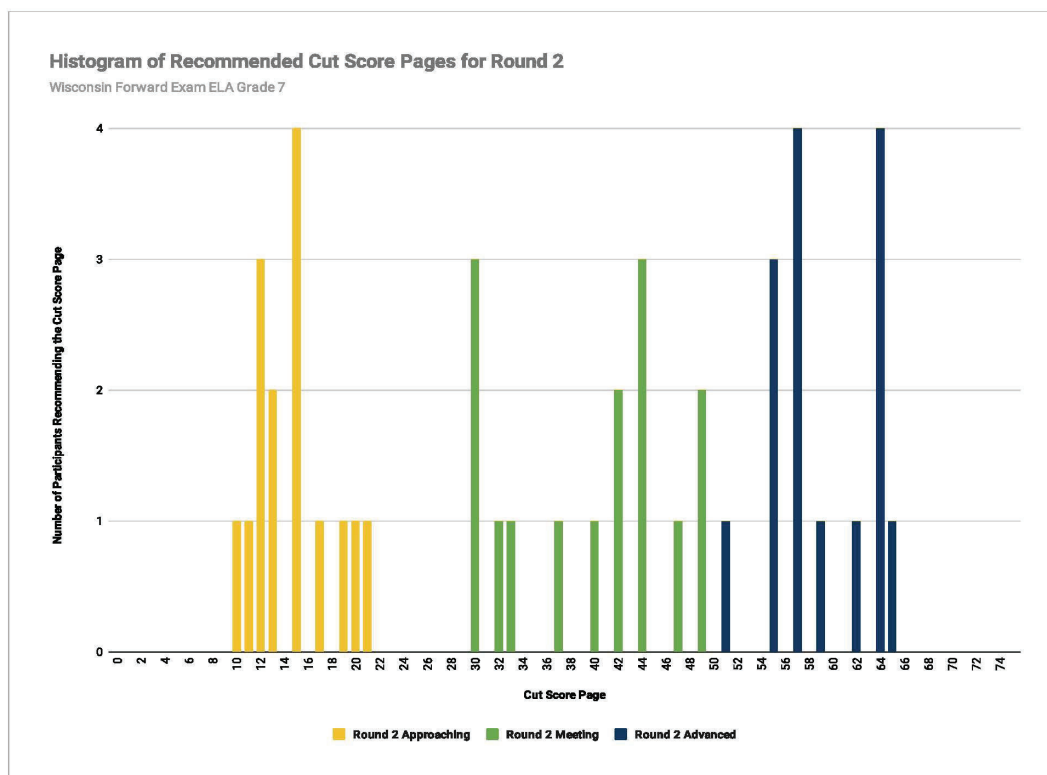


Figure D.15. ELA Grade 7 Recommended Cut Scores, Round 3

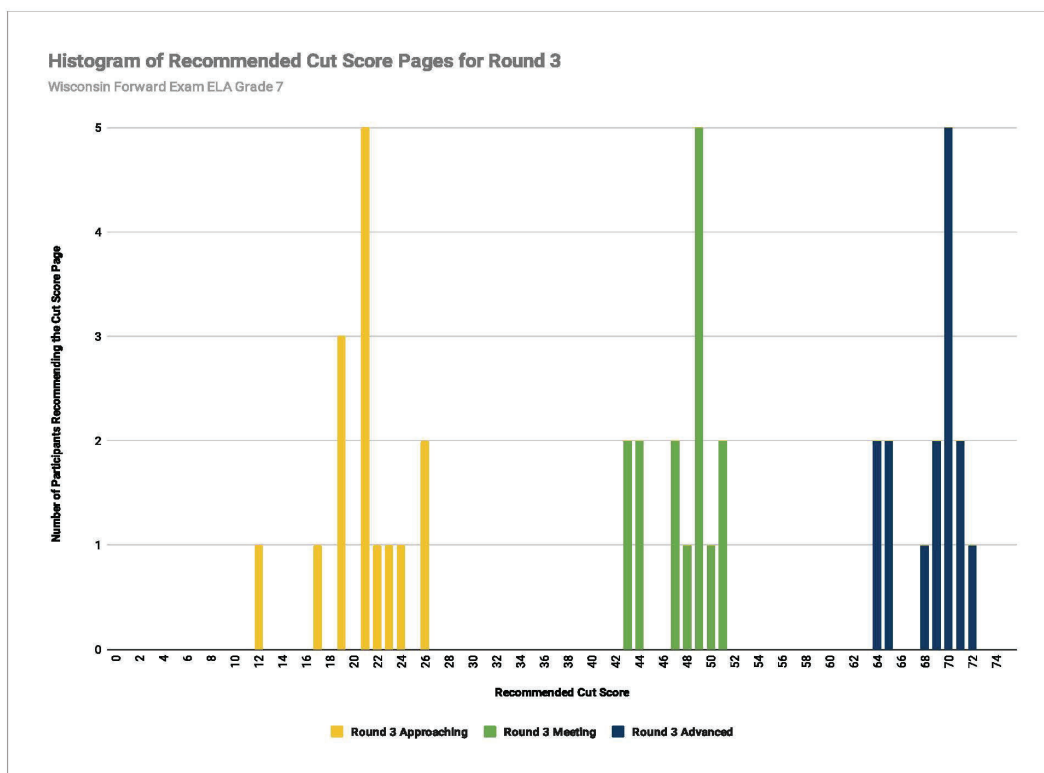


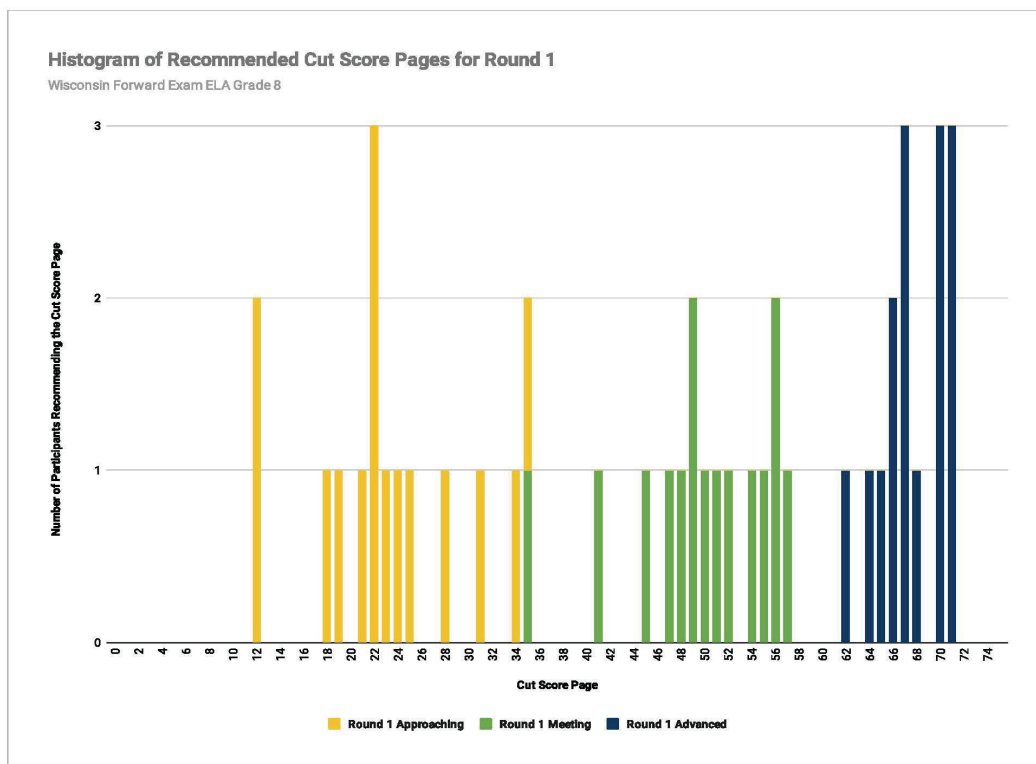
Figure D.16. ELA Grade 8 Recommended Cut Scores, Round 1

Figure D.17. ELA Grade 8 Recommended Cut Scores, Round 2

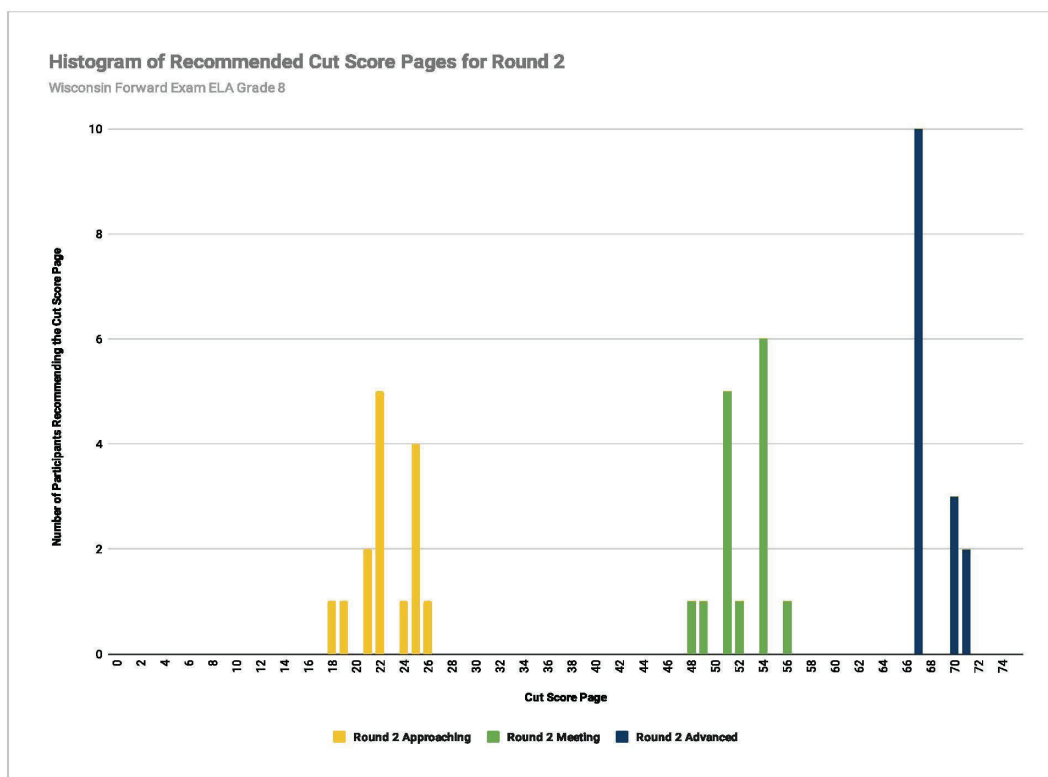
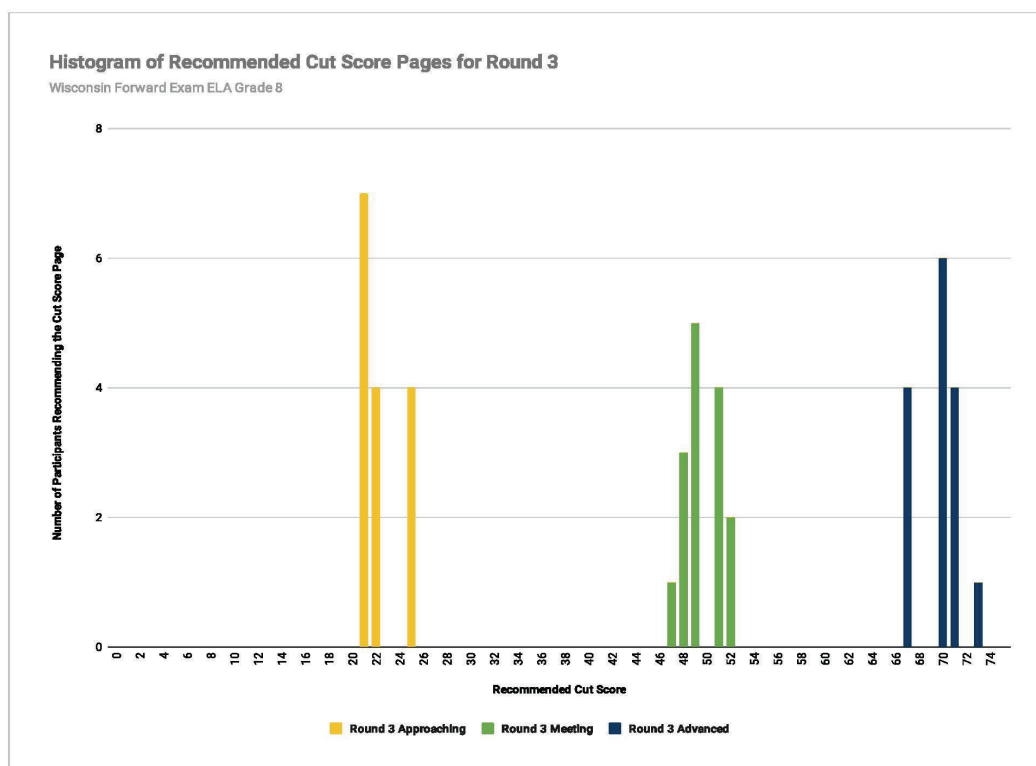


Figure D.18. ELA Grade 8 Recommended Cut Scores, Round 3



Math

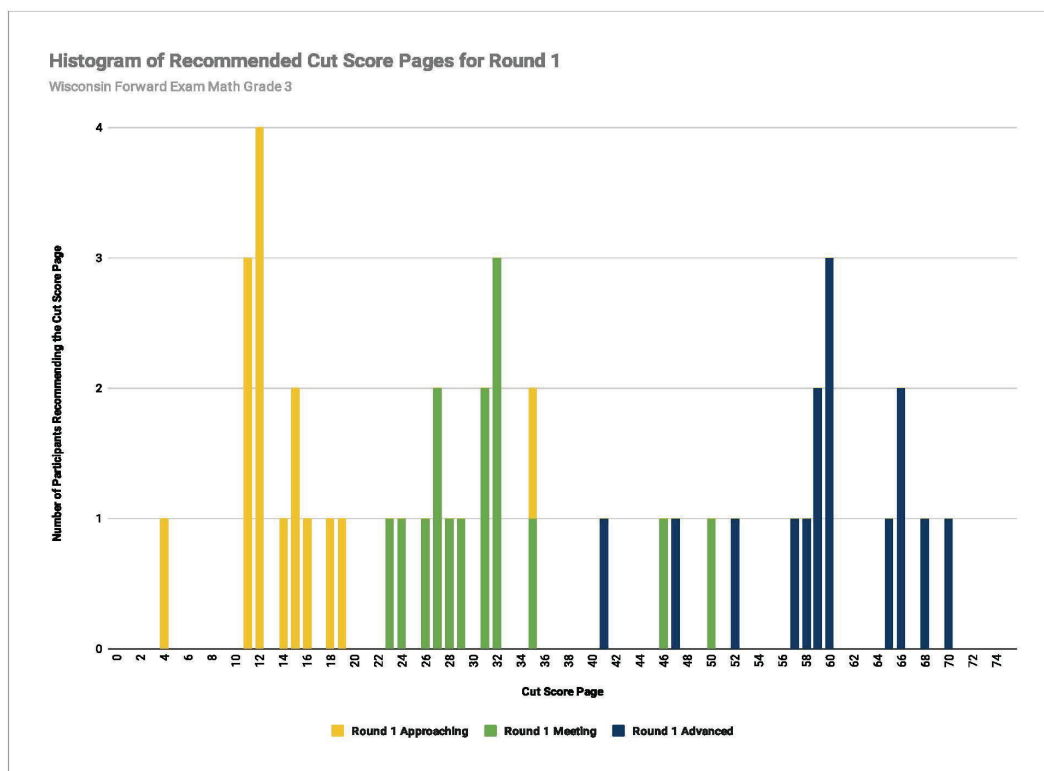
Figure D.19. Math Grade 3 Recommended Cut Scores, Round 1

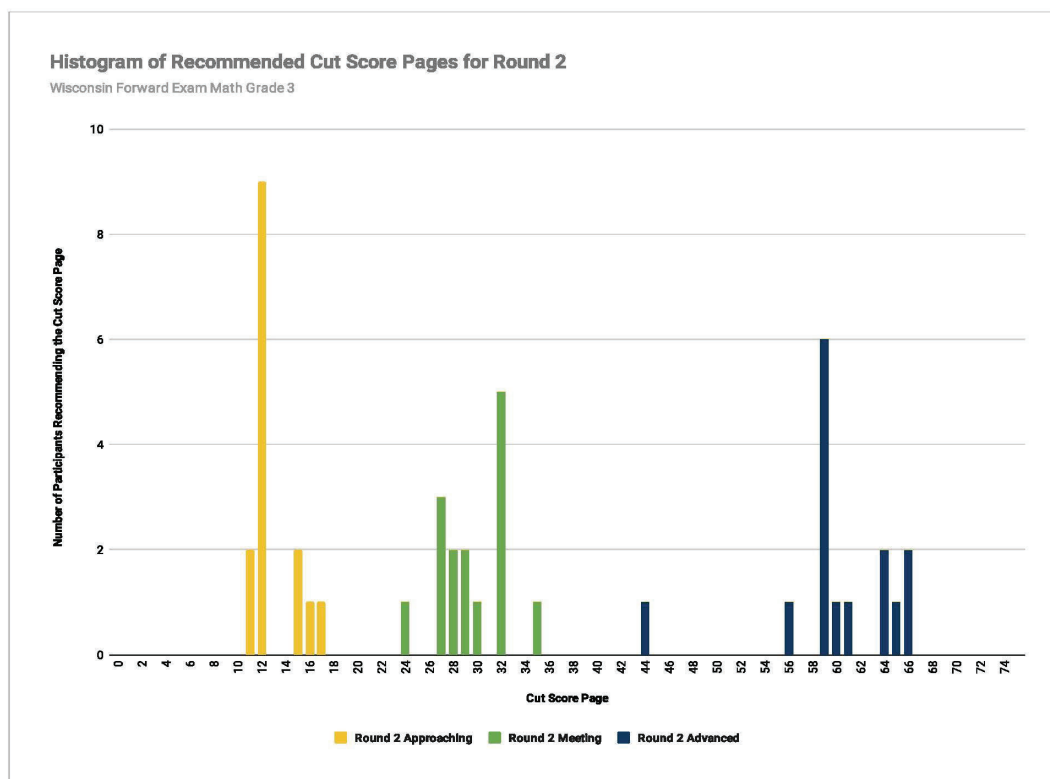
Figure D.20. Math Grade 3 Recommended Cut Scores, Round 2

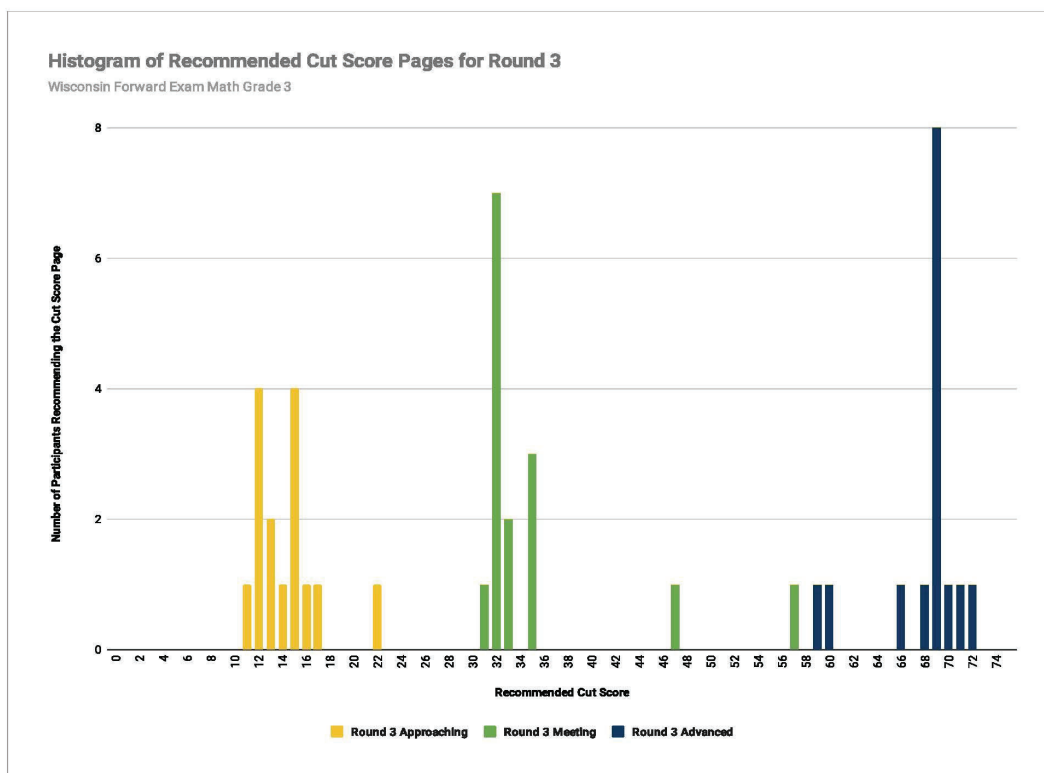
Figure D.21. Math Grade 3 Recommended Cut Scores, Round 3

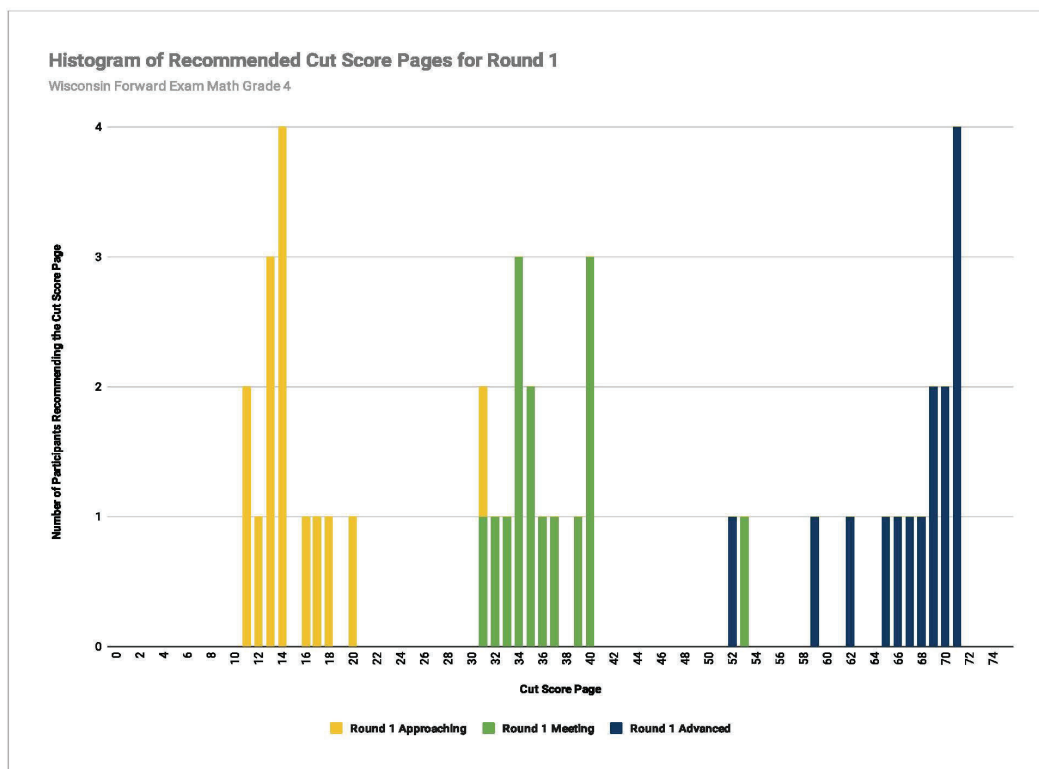
Figure D.22. Math Grade 4 Recommended Cut Scores, Round 1

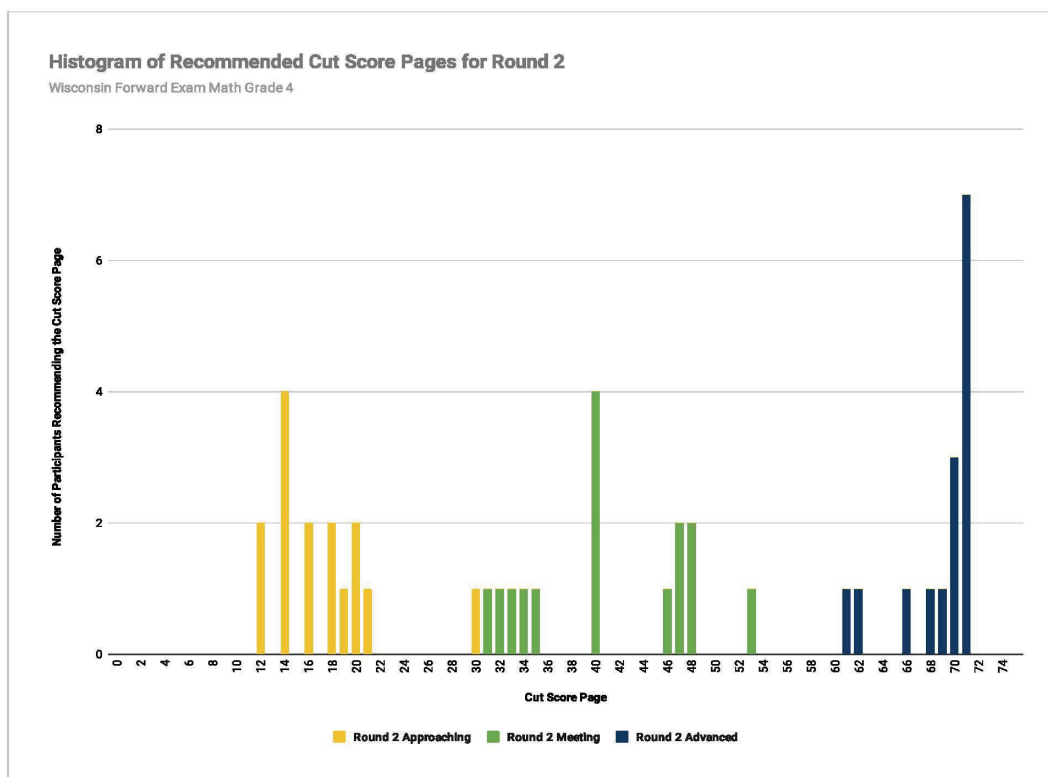
Figure D.23. Math Grade 4 Recommended Cut Scores, Round 2

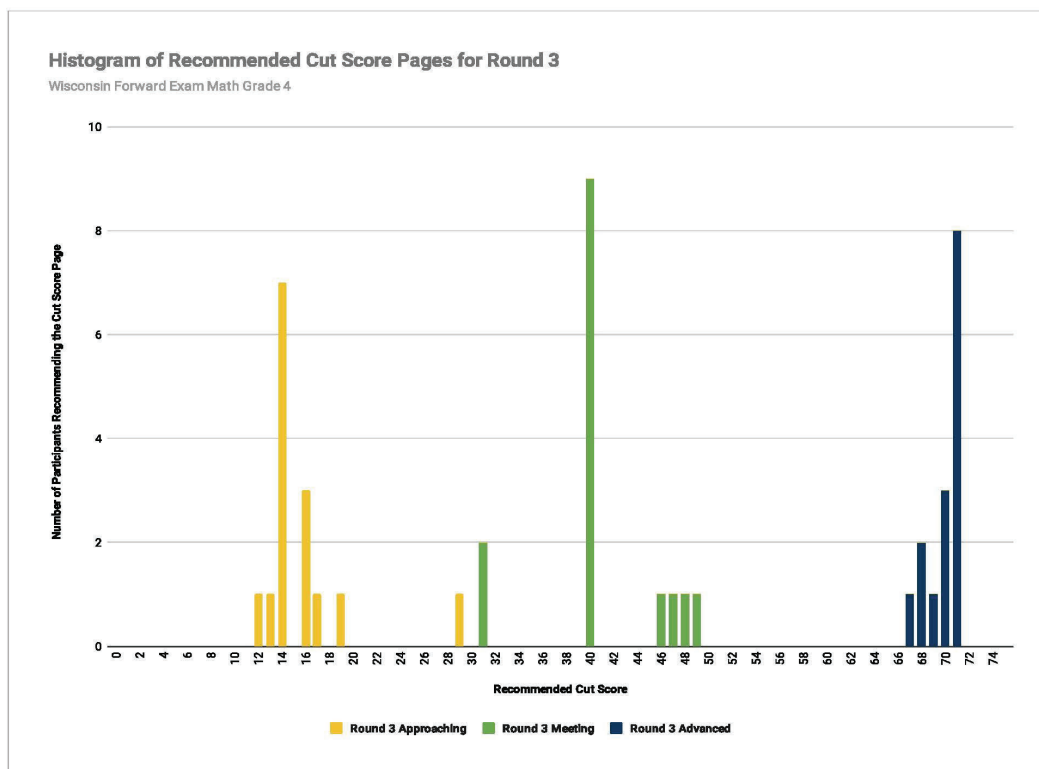
Figure D.24. Math Grade 4 Recommended Cut Scores, Round 3

Figure D.25. Math Grade 5 Recommended Cut Scores, Round 1

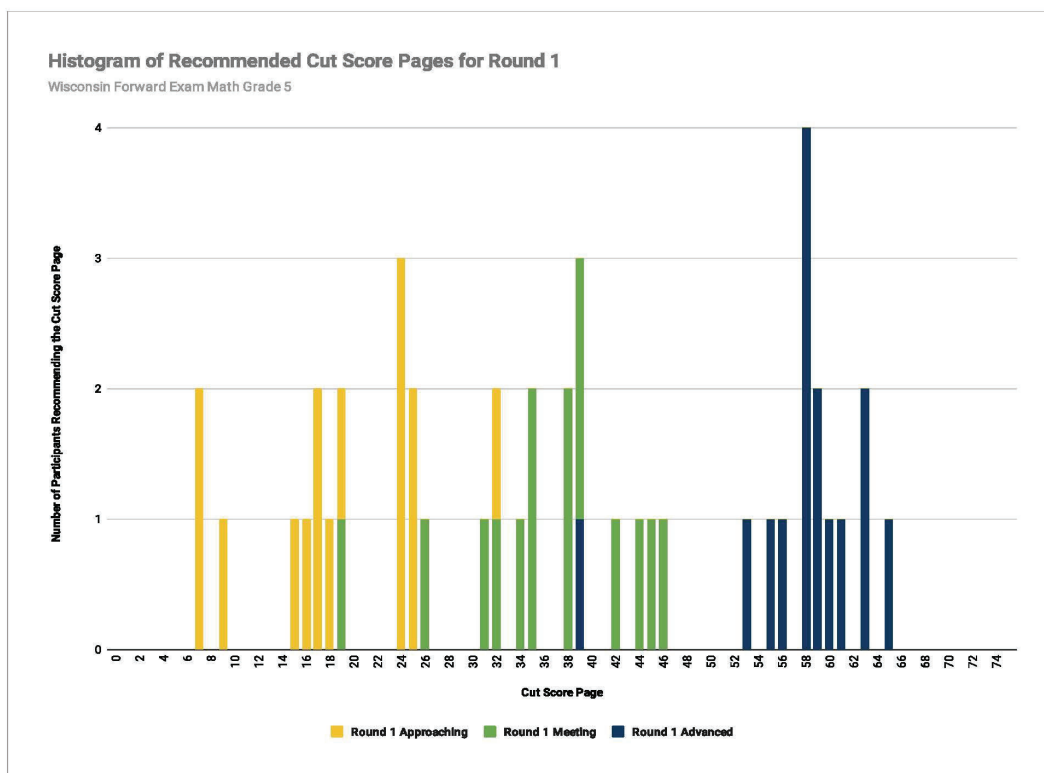


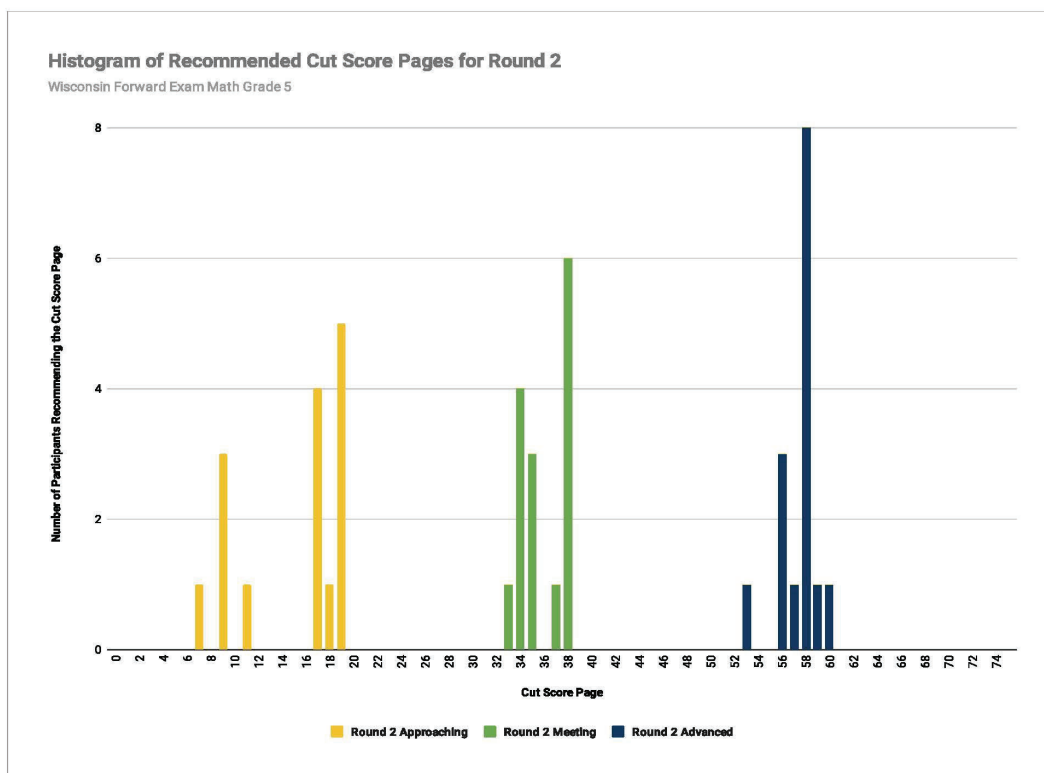
Figure D.26. Math Grade 5 Recommended Cut Scores, Round 2

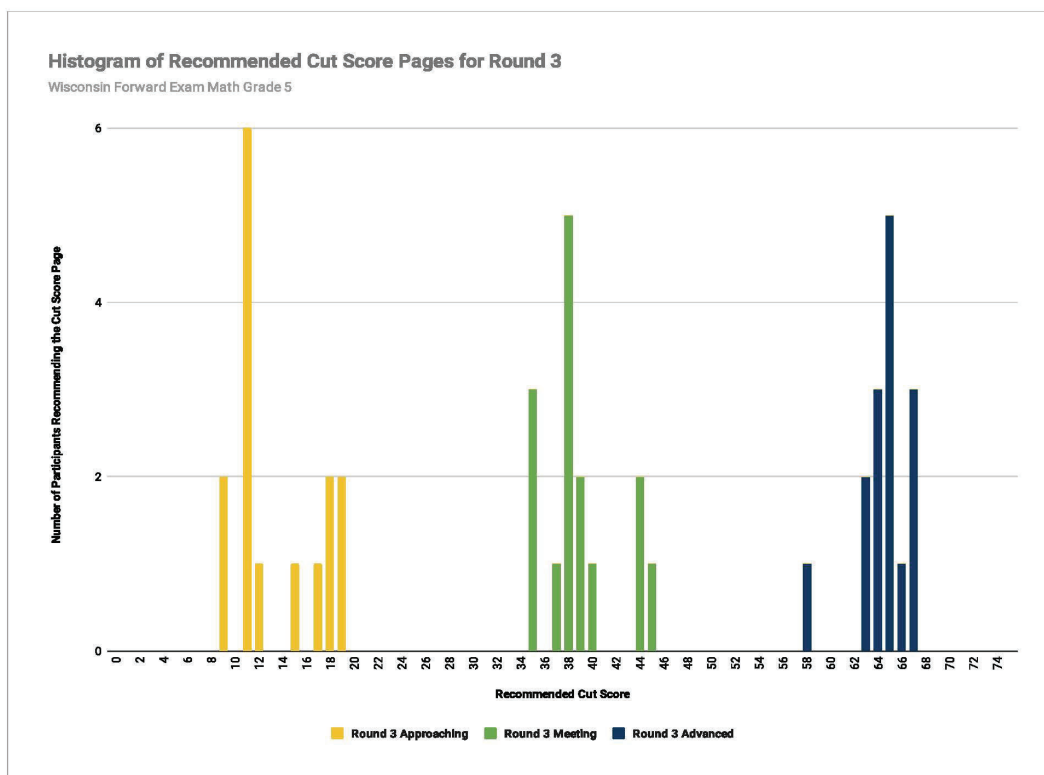
Figure D.27. Math Grade 5 Recommended Cut Scores, Round 3

Figure D.28. Math Grade 6 Recommended Cut Scores, Round 1

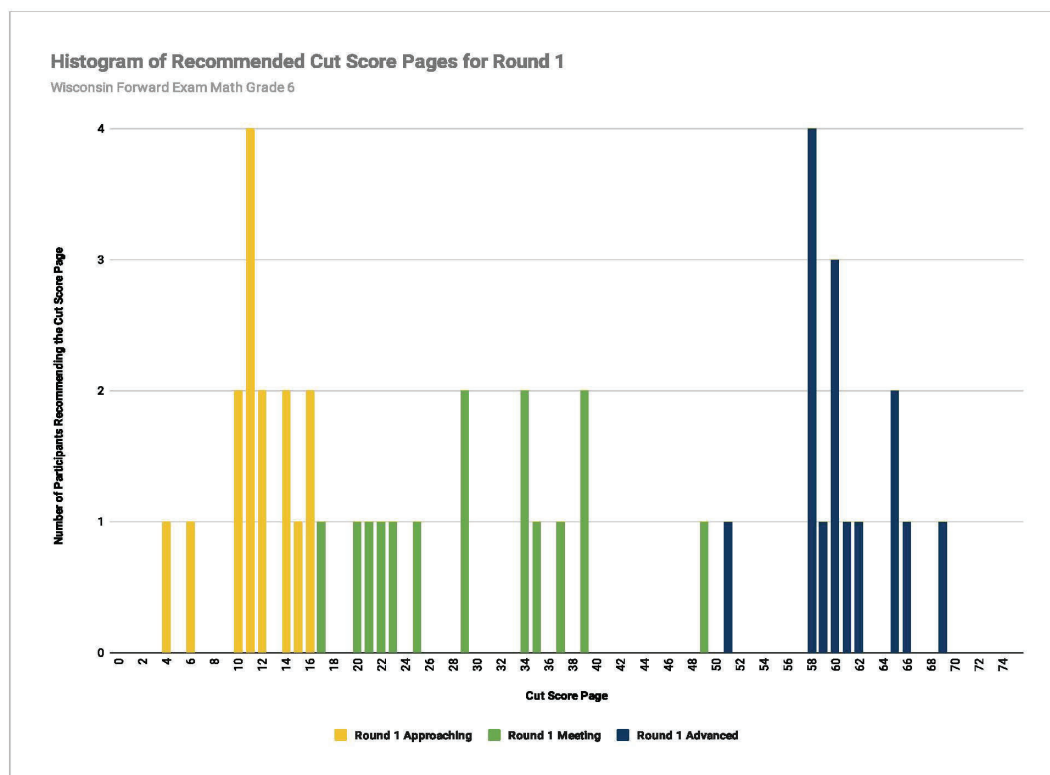


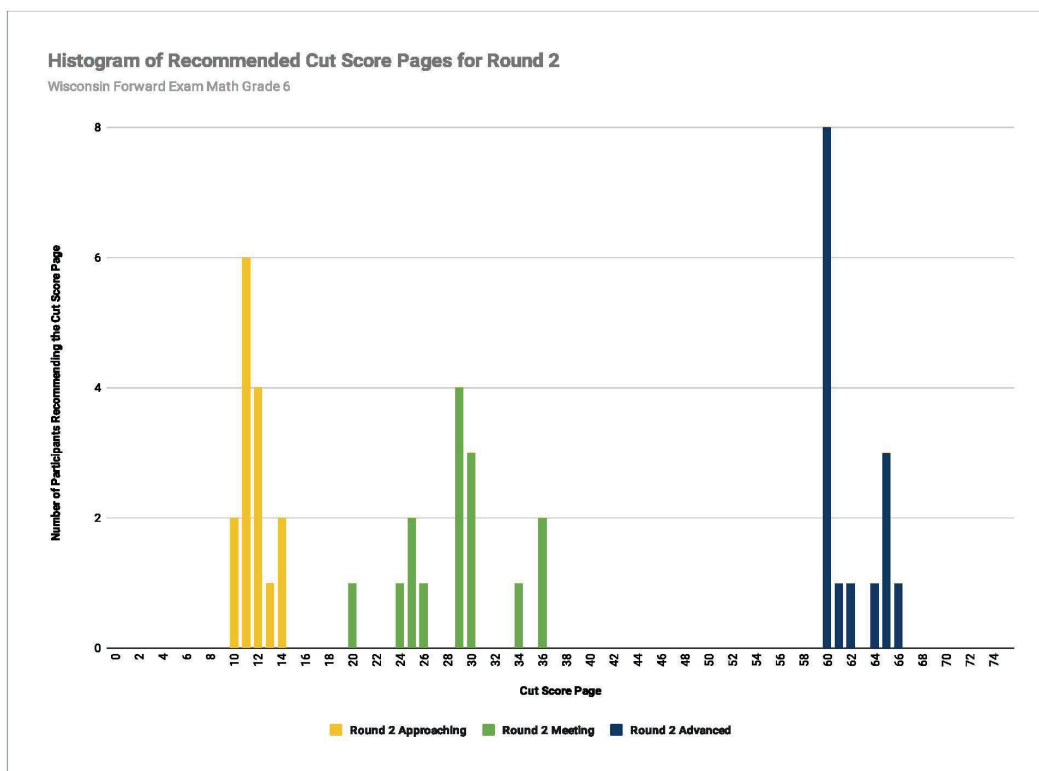
Figure D.29. Math Grade 6 Recommended Cut Scores, Round 2

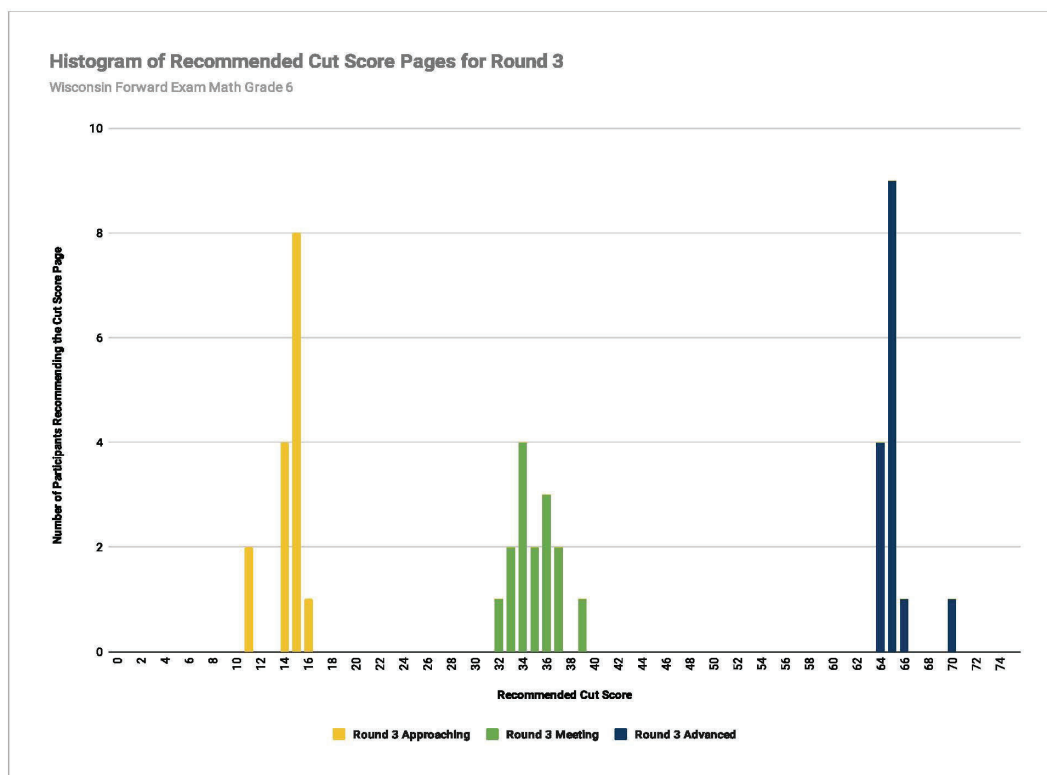
Figure D.30. Math Grade 6 Recommended Cut Scores, Round 3

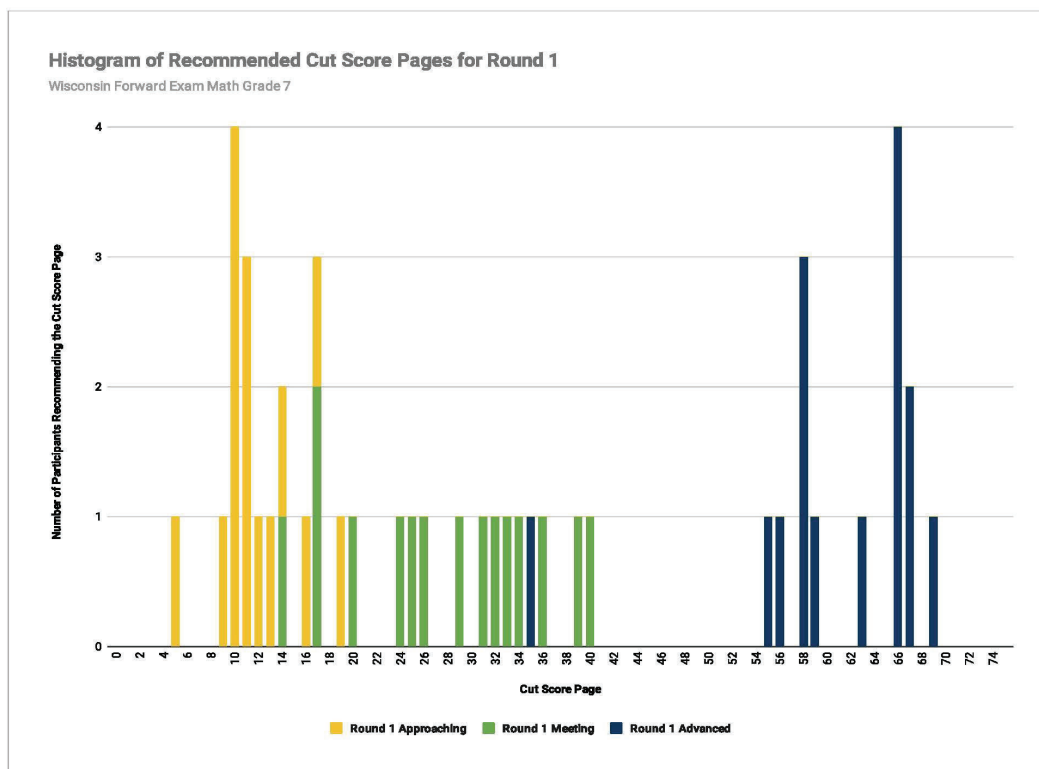
Figure D.31. Math Grade 7 Recommended Cut Scores, Round 1

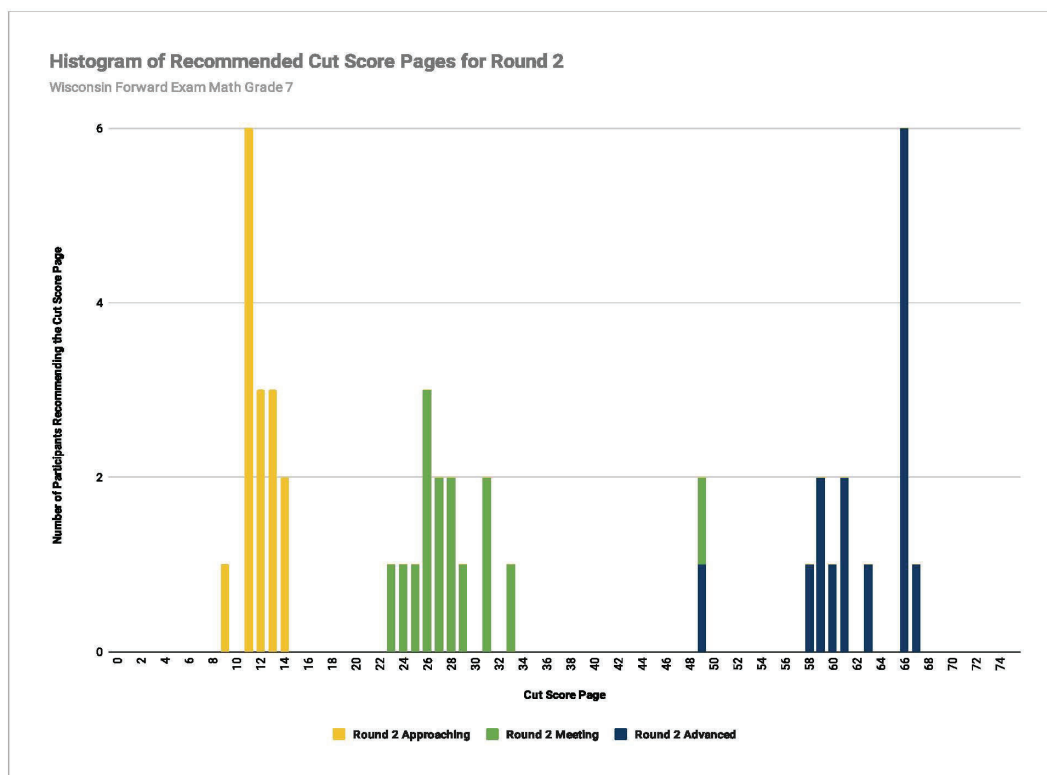
Figure D.32. Math Grade 7 Recommended Cut Scores, Round 2

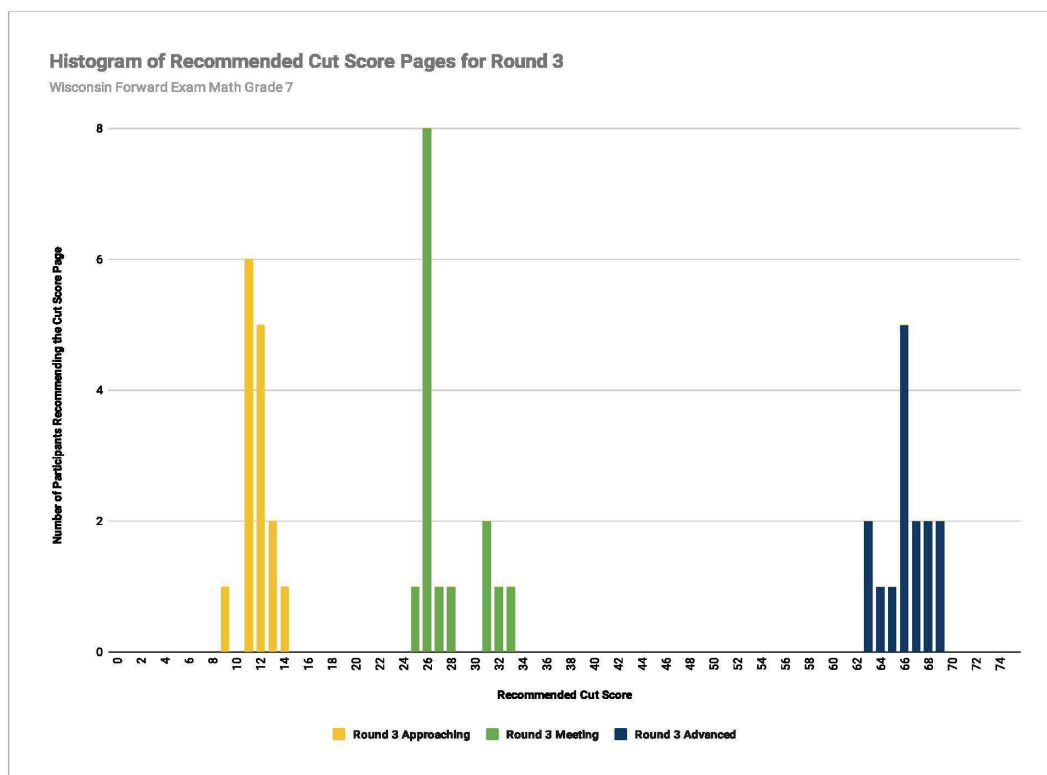
Figure D.33. Math Grade 7 Recommended Cut Scores, Round 3

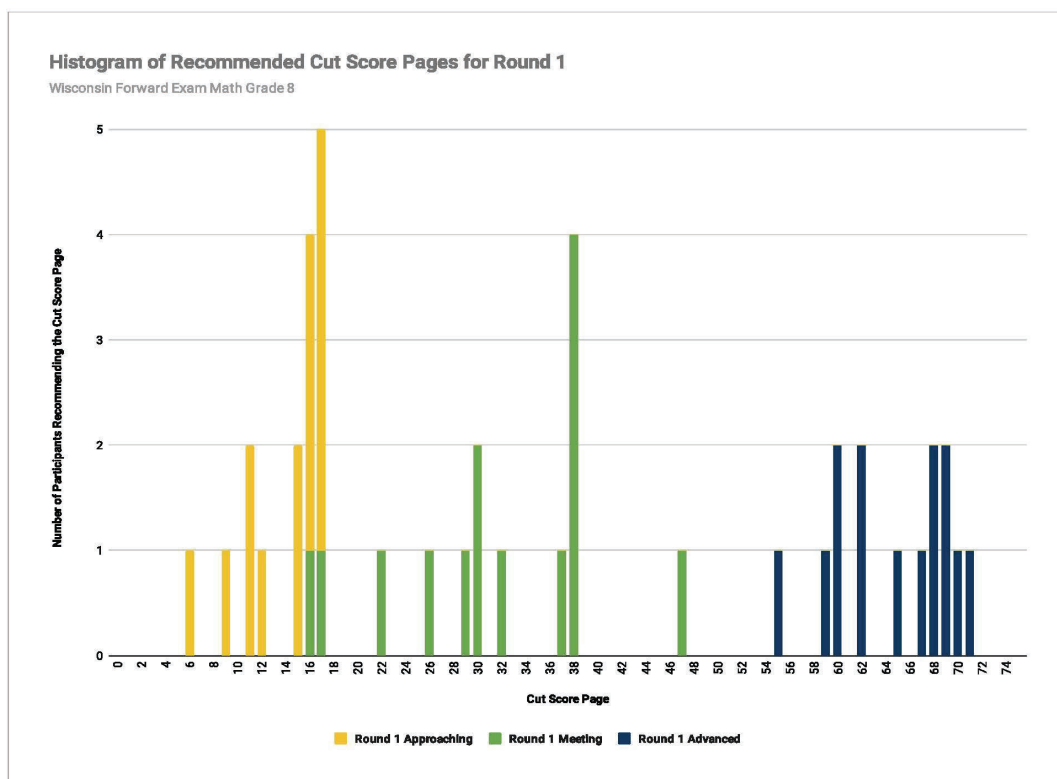
Figure D.34. Math Grade 8 Recommended Cut Scores, Round 1

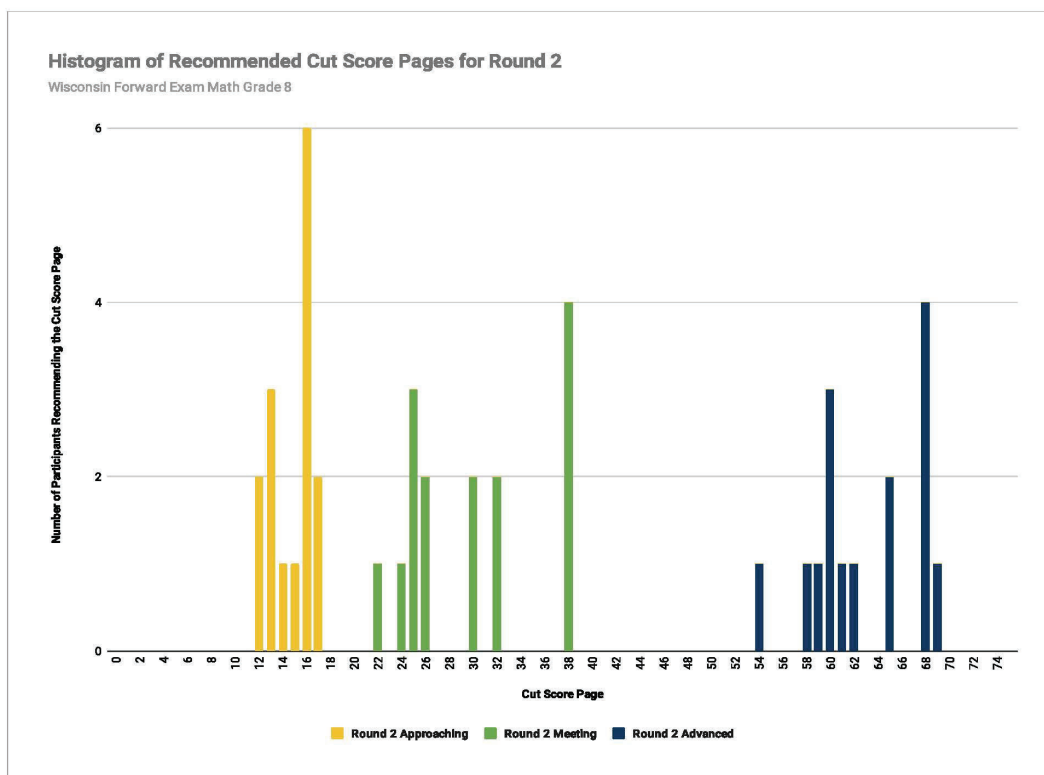
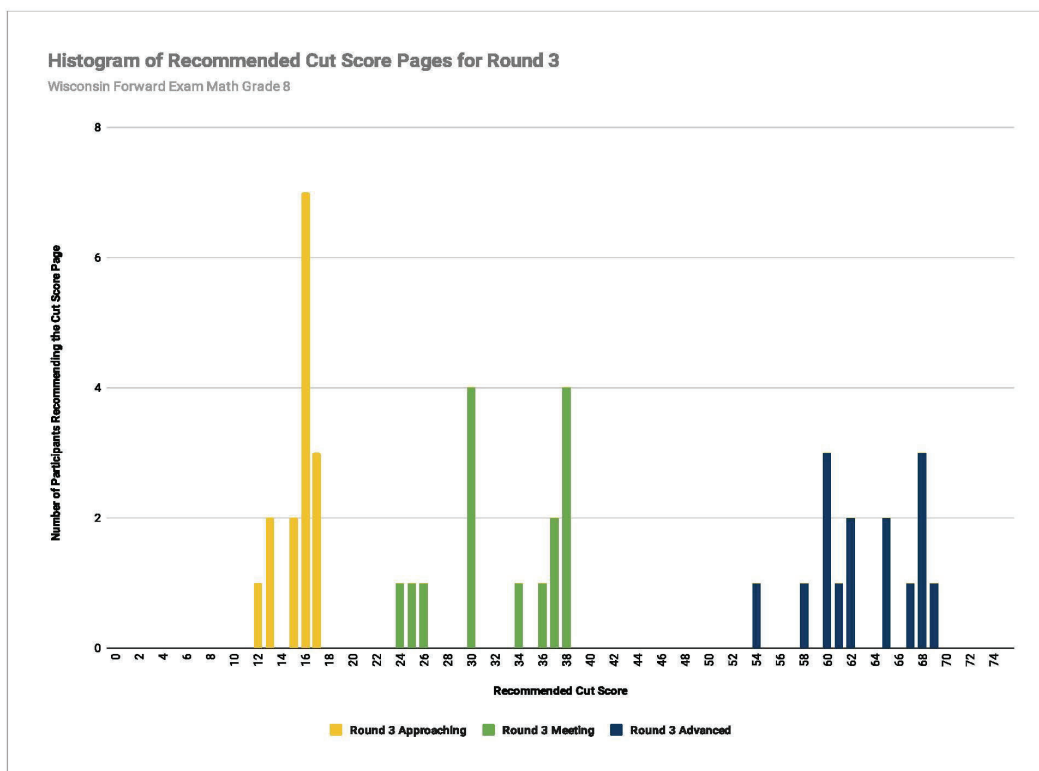
Figure D.35. Math Grade 8 Recommended Cut Scores, Round 2

Figure D.36. Math Grade 8 Recommended Cut Scores, Round 3

Appendix E. Performance Level Descriptors

ELA

Performance Level Descriptors

English Language Arts Grade 3

Draft 2024



WISCONSIN DEPARTMENT OF
Public Instruction

This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E1. Performance Level Descriptors

Developing	Approaching	Meets	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E2. Range Performance Level Descriptors, Reading

Reading Performance Level Descriptors refer to a student's ability to read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Per each standard within a reading strand, a student at the respective corresponding proficiency level...

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	A	can develop or answer simple questions to locate explicit relevant details in a text to support an answer. (RI&RL)	can develop or answer questions to locate relevant and specific explicit details in a text to support an answer or inference. (RI&RL)	can develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)	can develop and answer questions to locate ample relevant and specific details, explicit and implicit, in a text to support an answer or inference. (RI&RL)
Key Ideas and Details	B	can summarize short portions of a simple text. (RI&RL)	can summarize portions of a text to identify a theme or central idea or partially explain how it is supported by key details. (RI&RL)	can summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	can summarize portions of a text to determine a theme or central idea and explain in detail how it is supported by key details. (RI&RL)
Key Ideas and Details	C	can minimally describe a character (explicit traits, motivations, and/or feelings), drawing on limited or no details from the text. (RL)	can describe a character (explicit traits, motivations, and/or feelings), drawing on some specific details from the text. (RL)	can describe a character (traits, motivations, and/or feelings), drawing on specific details from the text. (RL)	can thoroughly describe a character (explicit or implicit traits, motivations, and/or feelings), drawing on relevant details from the text. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	D	can minimally describe the relationship among a series of simple events, ideas, concepts, or steps in a text, using limited or no language that pertains to time, sequence, and cause/effect. (RI)	can describe the relationship among a series of explicit events, ideas, concepts, or steps in a text, using at least one example of language that pertains to time, sequence, and cause/effect. (RI)	can describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)	can thoroughly describe the relationship among a series of events, ideas, concepts, or steps in a text, using ample language that pertains to time, sequence, and cause/effect. (RI)
Craft and Structure	A	can inconsistently determine the meaning of basic words, phrases, figurative language, or academic and content-specific words within a text. (RI&RL)	can partially determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)	can determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)	can thoroughly determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
Craft and Structure	B	can identify some basic parts of stories. (RL)	can identify basic parts of stories, dramas, and poems. (RL)	can identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)	can thoroughly identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	C	can identify some basic text features. (RI)	can identify or use basic text features. (RI)	can identify and use text features to build comprehension. (RI)	can identify and effectively use text features to build comprehension. (RI)
Craft and Structure	D	can inconsistently identify the explicit point of view or perspective of the author, narrator, or characters in a text. (RI&RL)	can identify the explicit point of view or perspective of the author, narrator, or characters in a text. (RI&RL)	can discuss how the reader's point of view or perspective may differ from that of the author, narrator, or characters in a text. (RI&RL)	can thoroughly discuss how the reader's point of view or perspective may differ from that of the author, narrator, or characters in a text. (RI&RL)
Integration of Knowledge and Ideas	A	can minimally explain how specific illustrations or text features connect to the words in a text. (RI&RL)	can explain how specific illustrations or text features connect to the words in a text. (RI&RL)	can explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)	can thoroughly explain with textual support how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Integration of Knowledge and Ideas	B	can inconsistently identify claims and some reasons and evidence in a text. (RI)	can partially explain how claims in a text are supported by relevant reasons and evidence. (RI)	can explain how claims in a text are supported by relevant reasons and evidence. (RI)	can thoroughly explain how claims in a text are supported by relevant reasons and evidence. (RI)
Integration of Knowledge and Ideas	C	can inconsistently recognize genres. (RI&RL)	can recognize genres and make limited connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	can recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	can thoroughly recognize genres and make clear connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

Table E3. Range Performance Level Descriptors, Writing

Writing Performance Level Descriptors refer to a student's ability to write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Per each standard within a writing strand, a student at the respective corresponding proficiency level...

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	A	can compose minimally reflective, formal, or creative writing, which may happen simultaneously or independently, for some high-stakes and low-stakes purposes.	can compose simple and adequate reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can consistently compose effective reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
Text Types and Purposes	B	can write incomplete or basic text in a limited variety of modes: write incomplete or basic opinion pieces about a topic or text, minimally state an opinion, and list limited or no reasons that support the opinion.	can write simple text in a variety of modes: write opinion pieces that weakly support a point of view about a topic or text, state an opinion, and partially list reasons that support the opinion.	can write text in a variety of modes: write opinion pieces that support a point of view about a topic or text, state an opinion, and list reasons that support the opinion.	can skillfully write text in a variety of modes: consistently write effective opinion pieces that support a point of view about a topic or text, state an opinion, and list reasons that support the opinion.
Text Types and Purposes	C	write basic informative/explanatory texts that minimally introduce a simple topic and use limited facts, definitions, and details to develop points.	write simple, adequate informative/explanatory texts that weakly introduce a topic and use some facts, definitions, and details to develop points.	write informative/explanatory texts that introduce a topic and use facts, definitions, and details to develop points.	write informative/explanatory texts that thoroughly introduce a topic and use ample facts, definitions, and details to develop points.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	D	minimally convey events, real or imagined, through simple narrative/short stories that develop basic experiences or events.	convey events, real or imagined, through narrative/short stories that partially develop experiences or events, using some descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.	convey events, real or imagined, through narrative/short stories that develop experiences or events, using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.	convey events, real or imagined, through narrative/short stories to thoroughly develop experiences or events using ample descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.
Text Types and Purposes	E	can use simple dialogue and limited description of actions, thoughts, and feelings to minimally develop experiences and events or show the responses of characters to situations.	can use dialogue and description of actions, thoughts, and feelings to partially develop experiences and events or show the responses of characters to situations.	can use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	can skillfully use dialogue and description of actions, thoughts, and feelings to thoroughly develop experiences and events or show the responses of characters to situations.
Text Types and Purposes	F	(organization) can create writing that includes a limited introduction that establishes a simple purpose and provides a minimal concluding statement appropriate to the mode of writing.	(organization) can create writing that includes an adequate introduction that establishes a purpose and provides a simple concluding statement appropriate to the mode of writing.	(organization) can create writing that includes an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.	(organization) can create writing that includes an effective introduction that establishes a clear purpose and provides an effective concluding statement appropriate to the mode of writing.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	G	(transitions) can minimally use basic prompts, words, or phrases to signal event order or to link and build weak connections between ideas, text, or events.	(transitions) can use basic prompts, words, and phrases to signal event order or to link and build connections between ideas, text, and events.	(transitions) can use prompts, words, and phrases to signal event order or to link and build connections between ideas, text, and events.	(transitions) can skillfully use prompts, words, and phrases to signal event order or to link and build strong connections between ideas, text, and events.
Text Types and Purposes	H	(word choice) can use familiar words for emphasis, addition, contrast, or order to minimally connect categories or information, and to convey basic meaning.	(word choice) can use familiar words for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.	(word choice) can use words for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.	(word choice) can use a variety of words for emphasis, addition, contrast, or order to skillfully connect categories or information, and to convey meaning.
Production and Distribution of Writing	A	with support from adults and peers: can produce writing in which the development and organization are weak and minimally culturally-sustaining and rhetorically authentic to task and purpose.	with support from adults and peers: can produce writing in which the development and organization are adequate and somewhat culturally-sustaining and rhetorically authentic to a task and purpose.	with support from adults and peers: can produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	with support from adults and peers: can produce effective writing in which the development and organization are fully culturally-sustaining and rhetorically authentic to task and purpose.
Production and Distribution of Writing	B	can respond minimally to questions and suggestions from peers and add few details to strengthen writing as needed by limited planning, revising, and editing.	can partially respond to questions and suggestions from peers and add some details to strengthen writing as needed by planning, revising, and editing.	can respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.	can respond fully to questions and suggestions from peers and add relevant details to strengthen writing as needed by planning, revising, and editing.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Production and Distribution of Writing	C	can use few digital tools to produce and publish writing and minimally collaborate with peers.	can use some digital tools to produce and publish writing and collaborate with peers.	can use digital tools to produce and publish writing and collaborate with peers.	can use a variety of digital tools to produce and publish writing and collaborate effectively with peers.
Production and Distribution of Writing	D	can learn to produce limited writing through printing, cursive, or typing.	can learn to partially produce short writing through printing, cursive, and/or typing.	can learn to produce writing through printing, cursive, and/or typing.	can learn to effectively produce writing through printing, cursive, and/or typing.
Inquiry to Build and Present Knowledge	A	can minimally conduct simple inquiry projects that build limited knowledge about a topic.	can conduct basic short inquiry projects that partially build knowledge about a topic.	can conduct short inquiry projects that build knowledge about a topic.	can conduct short inquiry projects that skillfully build knowledge about a topic.
Inquiry to Build and Present Knowledge	B	can minimally recall limited information from experiences or minimally gather limited information from print and digital sources; can take limited notes on sources or minimally sort explicit evidence into simple provided categories.	can partially recall information from experiences or gather information from print and digital sources; can take brief notes on sources and sort evidence into provided categories.	can recall information from experiences or gather information from print and digital sources; can take brief notes on sources and sort evidence into provided categories.	can completely recall information from experiences or gather information from print and digital sources; can take thorough, brief notes on sources and sort evidence into provided categories.
Inquiry to Build and Present Knowledge	C	can recall few simple facts from literary or informational texts to support minimal reflection or inquiry.	can recall some facts from literary or informational texts to support partial reflection and inquiry.	can recall facts from literary or informational texts to support reflection and inquiry.	can thoroughly recall facts from literary or informational texts to support reflection and inquiry.

Table E4. Range Performance Level Descriptors, Language

Language Performance Level Descriptors refer to a student's understanding of how language functions in different cultures and contexts. A student's language proficiency refers to their ability to apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. A student's language proficiency also refers to a student's ability to be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Per each standard within a language strand, a student at the respective corresponding proficiency level...

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	A	can demonstrate a basic or incomplete understanding of how language functions in different cultures, contexts, and disciplines.	can demonstrate a partial understanding of how language functions in different cultures, contexts, and disciplines; can inconsistently apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.	can consistently and effectively demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can thoroughly apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.
Knowledge of Language	B	can minimally compare and/or contrast basic ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking)	can partially compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking).	can compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking).	can effectively compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	C	can recognize a few limited differences between the conventions of written and spoken English.	can partially recognize basic differences between the conventions of written and spoken English.	can recognize differences between the conventions of written and spoken English.	can thoroughly recognize differences between the conventions of written and spoken English.
Knowledge of Language	D	can identify a few key words or phrases that help readers understand a topic; can choose one or fewer words and phrases for effect when writing and speaking.	can partially identify key words and phrases that help readers understand a topic; can inconsistently choose words and phrases for effect when writing and speaking.	can identify key words and phrases that help readers understand a topic; can choose words and phrases for effect when writing and speaking.	can thoroughly identify key words and phrases that help readers understand a topic; can skillfully choose words and phrases for effect when writing and speaking.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	A	can minimally determine or clarify the meaning of a few unknown and multiple-meaning words and phrases in reading and content; can use limited context clues, minimally analyze meaningful word parts, consult simple general and specialized reference materials, and minimally apply word-solving strategies (for meaning) as appropriate.	can partially determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content; can inconsistently use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	can determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	can consistently and effectively determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content; can effectively use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.
Vocabulary Acquisition and Use	B	can minimally use explicit sentence-level context as a clue to the meaning of some words or phrases.	can partially use explicit sentence-level context as a clue to the meaning of a word or phrase.	can use sentence-level context as a clue to the meaning of a word or phrase.	can consistently use sentence-level context as a clue to the meaning of a word or phrase.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	C	can minimally determine the meaning of new basic words when a suffix or prefix is added.	can partially determine the meaning of new words when a suffix or prefix is added.	can determine the meaning of new words when a suffix or prefix is added.	can effectively determine the meaning of new words when a suffix or prefix is added.
Vocabulary Acquisition and Use	D	can use limited resources to determine basic word meanings.	can use resources to partially determine word meanings.	can use resources to determine word meanings.	can skillfully use a variety of resources to determine word meanings.
Vocabulary Acquisition and Use	E	can demonstrate basic or incomplete understanding of some figurative language, word relationships, or nuances in word meanings.	can demonstrate simple understanding of some figurative language, word relationships, or nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.
Vocabulary Acquisition and Use	F	can determine the basic or incomplete meaning of words and phrases as they are used in a text, minimally distinguishing between literal and nonliteral language.	can partially determine the meaning of words and phrases as they are used in a text, sometimes distinguishing between literal and nonliteral language.	can determine the meaning of words and phrases as they are used in a text, distinguishing between literal and nonliteral language.	can effectively determine the meaning of words and phrases as they are used in a text, consistently distinguishing between literal and nonliteral language.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	G	can minimally distinguish shades of meaning among a few words describing degrees of certainty (e.g., knew, believed, suspected).	can partially distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected).	can distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected).	can effectively and consistently distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected).
Vocabulary Acquisition and Use	H	can make basic or incomplete connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can make simple connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can consistently make strong connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	I	can demonstrate a limited or incomplete ability to collaboratively build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can use basic vocabulary appropriate to the context and situation.	can demonstrate a partial ability to collaboratively or independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can use adequate vocabulary appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can use vocabulary appropriate to the context and situation.	can demonstrate a consistent and effective ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can skillfully use vocabulary appropriate to the context and situation.
Vocabulary Acquisition and Use	J	can minimally identify or use basic or incomplete phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).	can identify or use simple phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).	can identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).	can consistently identify and skillfully use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standard English	A	can minimally or incompletely demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	can partially demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
Conventions of Standard English	B	can attempt to discern when and where it is appropriate to use standardized English.	can partially discern when and where it is appropriate to use standardized English.	can discern when and where it is appropriate to use standardized English.	can discern when and where it is appropriate to use standardized English.
Conventions of Standard English	C	can attempt to use or explain the intended purpose in conventions with irregular and regular nouns and verbs; simple verb tenses; simple and compound sentences; easily confused words (e.g., to, too, two).	can inconsistently use or explain the intended purpose in conventions with irregular and regular nouns and verbs; simple verb tenses; simple and compound sentences; easily confused words (e.g., to, too, two).	can appropriately use and explain the intended purpose in conventions with irregular and regular nouns and verbs; simple verb tenses; simple and compound sentences; easily confused words (e.g., to, too, two).	can consistently and effectively use and explain the intended purpose in conventions with irregular and regular nouns and verbs; simple verb tenses; simple and compound sentences; easily confused words (e.g., to, too, two).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standard English	D	can demonstrate limited use of the conventions of standardized English capitalization, punctuation, spelling when writing.	can inconsistently or partially demonstrate simple use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	E	can attempt to use or explain the intended purpose in conventions with titles; quotation marks for speech; possessives.	can inconsistently or partially use or explain the intended purpose in conventions with titles; quotation marks for speech; possessives.	can appropriately use and explain the intended purpose in conventions with titles; quotation marks for speech; possessives.	can consistently and effectively use and explain the intended purpose in conventions with titles; quotation marks for speech; possessives.
Conventions of Standard English	F	can attempt to use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	can sometimes use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) inconsistently in writing words.	use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in words.	can consistently and effectively use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in words.
Conventions of Standard English	G	can minimally use conventional spelling for high frequency words.	can sometimes use conventional spelling for high frequency words.	use conventional spelling for high frequency words.	can consistently and effectively use conventional spelling for high frequency words.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standard English	H	can minimally use conventional spelling for adding suffixes to basic words.	can sometimes use conventional spelling for adding suffixes to basic words.	use conventional spelling for adding suffixes to basic words.	can consistently and effectively use conventional spelling for adding suffixes to basic words.
Conventions of Standard English	I	can attempt to use learned syllable patterns and reference materials to solve and write basic unknown words.	can sometimes use learned syllable patterns and reference materials to solve and write basic unknown words.	use learned syllable patterns and reference materials to solve and write unknown words.	can consistently and effectively use learned syllable patterns and reference materials to solve and write unknown words.

Performance Level Descriptors

English Language Arts Grade 4

Draft 2024



This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E5. Policy Performance Level Descriptors

Developing	Approaching	Meets	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E6. Range Performance Level Descriptors, Reading

Reading Performance Level Descriptors refer to a student's ability to read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Per each standard within a reading strand, a student at the respective corresponding proficiency level.

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	A	can sometimes locate and refer to minimally relevant details when explaining what a text says explicitly. (RI&RL)	can locate and refer to somewhat relevant details and evidence when explaining what a text says explicitly and make basic inferences. (RI&RL)	can locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)	can locate and refer to ample relevant details and evidence when thoroughly explaining what a text says explicitly/implicitly and make extensive logical inferences. (RI&RL)
Key Ideas and Details	B	can minimally summarize texts, from a variety of genres, to determine a basic theme or central idea. (RI&RL)	can summarize texts, from a variety of genres, to determine a simple theme or central idea and partially explain how it is supported by key details. (RI&RL)	can summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	can summarize texts, from a variety of genres, to determine a theme or central idea and thoroughly explain how it is supported by key details. (RI&RL)
Key Ideas and Details	C	can minimally describe a character (explicit traits, motivations, and/or feelings), setting, or event, drawing on few or no details in the text. (RL)	can partially describe a character (traits, motivations, and/or feelings), setting, or event, drawing on some specific details in the text. (RL)	can describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)	can thoroughly describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	D	can minimally explain explicit events, procedures, ideas, or concepts, including what happened and why, using limited or no evidence from the text. (RI)	can explain explicit events, procedures, ideas, or concepts, including what happened and why, based on at least one piece of evidence from the text. (RI)	can explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)	can thoroughly explain events, procedures, ideas, or concepts, including what happened and why, based on ample specific evidence from the text. (RI)
Craft and Structure	A	can minimally or incompletely determine the meaning of words, phrases, figurative language, or academic and content-specific words within a text. (RI&RL)	can partially determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)	can determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)	can fully determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
Craft and Structure	B	can minimally identify some structural elements such as verse, characters, settings, and stage directions. (RL)	can identify structural elements such as verse, rhythm, meter, characters, settings, dialogue, and stage directions. (RL)	can identify and analyze structural elements such as verse, rhythm, meter, characters, settings, dialogue, and stage directions. (RL)	can consistently identify and thoroughly analyze structural elements such as verse, rhythm, meter, characters, settings, dialogue, and stage directions. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	C	can sometimes identify the overall structure with a limited use of terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	can identify the overall structure using some terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	can identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	can consistently identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
Craft and Structure	D	In literary text, can minimally or incompletely identify the point of view from which different stories are narrated. (RL)	In literary text, can sometimes identify the point of view from which different stories are narrated. (RL)	In literary text, can compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)	In literary text, can thoroughly compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)
Craft and Structure	E	In informational text, can minimally identify a primary or secondary source. (RI)	In informational text, can sometimes identify a primary and secondary source on the same event or topic. (RI)	In informational text, can compare and contrast a primary and secondary source on the same event or topic. (RI)	In informational text, can thoroughly compare and contrast a primary and secondary source on the same event or topic. (RI)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Integration of Knowledge and Ideas	A	can minimally explain how basic text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to a text. (RI&RL)	can explain how basic text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to a text. (RI&RL)	can explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)	can thoroughly explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
Integration of Knowledge and Ideas	B	can minimally explain how some claims in a text are supported by relevant reasons and evidence. (RI)	can partially explain how claims in a text are supported by relevant reasons and evidence. (RI)	can explain how claims in a text are supported by relevant reasons and evidence. (RI)	can thoroughly explain how claims in a text are supported by relevant reasons and evidence. (RI)
Integration of Knowledge and Ideas	C	can minimally recognize a few common genres. (RI&RL)	can recognize some genres and make shallow connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	can recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	can recognize genres and make deep connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

Table E7. Range Performance Level Descriptors, Writing

Writing Performance Level Descriptors refer to a student's ability to write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Per each standard within a writing strand, a student at the respective corresponding proficiency level...

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	A	can compose minimally reflective, formal, or creative writing, which may happen simultaneously or independently, for a limited variety of high-stakes and low-stakes purposes.	can partially or inconsistently compose simple reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can consistently and skillfully compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
Text Types and Purposes	B	can write incomplete or basic text in a limited variety of modes: can write incomplete or basic opinion pieces, which may or may not support a point of view about a topic or text, state a minimally developed opinion, create an undeveloped organizational structure, and list limited or no reasons that support the opinion.	can write simple text in a variety of modes: can write simple opinion pieces which weakly support a point of view about a topic or text, state a partially developed opinion, create a basic organizational structure in which related ideas are grouped to partially support the writer's purpose, and partially list reasons that support the opinion.	can write text in a variety of modes: can write opinion pieces which support a point of view about a topic or text, state an opinion, create an organizational structure in which related ideas are grouped to support the writer's purpose, and list reasons that support the opinion.	can skillfully write text in a variety of modes: can write opinion pieces which thoroughly support a point of view about a topic or text, state a well-developed opinion, create a well-developed organizational structure in which related ideas are grouped to support the writer's purpose, and thoroughly list reasons that support the opinion.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	C	can write incomplete or basic informative/explanatory texts, which minimally introduce a topic; group information in paragraphs and sections; occasionally include some formatting, illustrations, and multimedia when useful to aid comprehension; use limited facts, definitions, and details to minimally develop basic points.	can write simple informative/explanatory texts which weakly introduce a topic; partially group information in paragraphs and sections; include basic formatting, illustrations, and multimedia when useful to aid comprehension; use some facts, definitions, and details to develop points.	can write informative/explanatory texts which introduce a topic; group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension; use facts, definitions, and details to develop points.	can skillfully write informative/explanatory texts which thoroughly introduce a topic; group ample related information in paragraphs and sections, and include thoughtful formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension; use ample facts, definitions, and details to develop points.
Text Types and Purposes	D	can minimally convey events, real or imagined, through incomplete or basic narrative/short stories to minimally develop limited experiences or events.	can partially convey events, real or imagined, through simple narrative/short stories to develop experiences or events using few descriptive details and inconsistent event sequences to partially establish a situation and introduce a narrator and/or characters.	can convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.	can skillfully convey events, real or imagined, through well-crafted narrative/short stories to thoroughly develop experiences or events using ample descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	E	can use basic dialogue and limited description of actions to minimally develop limited experiences and events or show the responses of characters to situations.	can use simple dialogue and partial description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	can use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	can skillfully use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
Text Types and Purposes	F	(organization) can create incomplete or basic writing that may or may not include a basic or incomplete introduction that minimally establishes a purpose, and a minimal concluding statement related to the body of the composition.	(organization) can create simple writing that includes a partially developed introduction that establishes a purpose and provides a partially developed concluding statement related to the body of the composition.	(organization) can create writing that includes an introduction that establishes a purpose and provides a concluding statement related to the body of the composition.	(organization) can create writing that includes an introduction that establishes a purpose and provides a concluding statement related to the body of the composition.
Text Types and Purposes	G	(transitions) can use one or fewer phrases to signal event order and to weakly link and build loose connections between ideas, text, and events.	(transitions) can use some simple phrases to signal event order and to partially link and build connections between ideas, text, and events.	(transitions) can use phrases to signal event order and to link and build connections between ideas, text, and events.	(transitions) can use apt phrases to signal event order and to link and build connections between ideas, text, and events.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	H	(word choice) can use one or fewer words to provide emphasis, addition, contrast, or order to loosely connect themes and ideas.	(word choice) can use occasional words to provide emphasis, addition, contrast, or order to partially connect themes and ideas.	(word choice) can experiment with words to provide emphasis, addition, contrast, or order to connect themes and ideas.	(word choice) can experiment with ample words to provide emphasis, addition, contrast, or order to skillfully connect themes and ideas.
Production and Distribution of Writing	A	can produce basic or incomplete short writing in which the development and organization are weak and minimally culturally-sustaining and rhetorically authentic to task and purpose.	can produce simple short writing in which the development and organization are partially culturally-sustaining and rhetorically authentic to task and purpose.	can produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience.	can consistently and skillfully produce clear and coherent writing in which the development and organization are thoroughly culturally-sustaining and rhetorically authentic to task and purpose.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Production and Distribution of Writing	B	can produce basic or incomplete writing in which the development and organization are minimally appropriate to task, purpose, and audience; respond minimally to questions and suggestions from peers and add sparse details to minimally strengthen writing as needed by limited planning, revising, and editing.	can produce short, adequate writing in which the development and organization are partially appropriate to task, purpose, and audience; partially respond to questions and suggestions from peers and add some details to strengthen writing as needed by planning, revising, and editing.	can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience; respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.	can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience; respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
Production and Distribution of Writing	C	With guidance and support from adults and peers, can use simple digital tools to produce and publish short, basic writing, including minimal collaboration with peers; can learn to produce incomplete or basic writing through printing, cursive, and/or typing.	With guidance and support from adults and peers, can partially use some digital tools to produce and publish short writing, including collaboration with peers; can learn to partially produce short writing through printing, cursive, and/or typing, with sufficient keyboarding skills to type less than one page in a single sitting.	With guidance and support from adults and peers, can use digital tools to produce and publish writing, including collaboration with peers; can learn to produce writing through printing, cursive, and/or typing, with sufficient keyboarding skills to type a minimum of one page in a single sitting.	With guidance and support from adults and peers, can effectively use digital tools to produce and publish writing, including engaged collaboration with peers; can learn to produce writing through printing, cursive, and/or typing, with sufficient keyboarding skills to type a minimum of one page in a single sitting.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Inquiry to Build and Present Knowledge	A	can conduct incomplete or basic inquiry projects that minimally build knowledge through investigation of a single aspect of a topic.	can partially or inconsistently conduct basic inquiry projects that partially build knowledge through investigation of two aspects of a topic.	can conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.	can consistently and effectively conduct short, thorough inquiry projects that skillfully build knowledge through investigation of different aspects of a topic.
Inquiry to Build and Present Knowledge	B	can recall limited information from experiences or gather minimal information from print and digital sources; can take incomplete notes on sources, incompletely categorize information, or provide a limited list of sources.	can recall some information from experiences or gather partial information from print and digital sources; can take some basic notes on sources, partially categorize information, or provide a list of sources.	can recall information from experiences or gather information from print and digital sources; can take notes on sources and categorize information and provide a list of sources.	can thoroughly recall information from experiences or gather ample information from print and digital sources; can effectively take notes on sources and skillfully categorize information and provide a thorough list of sources.
Inquiry to Build and Present Knowledge	C	can recall incomplete or basic explicit facts from literary or informational texts to support basic analysis, reflection, or inquiry.	can recall some facts from literary or informational texts to support partial analysis, reflection, and inquiry.	can recall facts from literary or informational texts to support analysis, reflection, and inquiry.	can recall ample facts from literary or informational texts to skillfully support analysis, reflection, and inquiry.

Table E8. Range Performance Level Descriptors, Language

Language Performance Level Descriptors refer to a student's ability to demonstrate an understanding of how language functions in different cultures and contexts. A student's language proficiency refers to their ability to apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. A student's language proficiency also refers to a student's ability to be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Per each standard within a language strand, a student at the respective corresponding proficiency level...

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	A	can demonstrate a basic or incomplete understanding of how language functions in different cultures, contexts, and disciplines.	can partially or inconsistently demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can apply this knowledge to comprehend more fully when reading and listening and make somewhat effective choices when composing, creating, and speaking.	can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.	can consistently and effectively demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; skillfully apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.
Knowledge of Language	B	can minimally compare and contrast basic ways in which language is used in familiar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).	can partially compare and contrast some ways in which language is used in familiar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).	can compare and contrast the ways in which language is used in familiar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).	can thoroughly compare and contrast the ways in which language is used in familiar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	C	can minimally determine the language demands of basic familiar writing and speaking situations and sometimes respond appropriately (e.g., formal writing and presentations; personal writing and conversations).	can partially determine the language demands of some varied writing and speaking situations and occasionally respond appropriately (e.g., formal writing and presentations; personal writing and conversations).	can determine the language demands of varied writing and speaking situations; can respond appropriately (e.g., formal writing and presentations; personal writing and conversations).	can consistently determine the language demands of varied writing and speaking situations; can respond appropriately (e.g., formal writing and presentations; personal writing and conversations).
Knowledge of Language	D	can minimally identify simple examples of precise and concise language when reading and rarely choose words and phrases to convey ideas precisely when writing and speaking.	can inconsistently identify examples of precise and concise language when reading and occasionally choose words and phrases to convey some ideas precisely when writing and speaking.	can identify examples of precise and concise language when reading and choose words and phrases to convey ideas precisely when writing and speaking.	can consistently identify examples of precise and concise language when reading and skillfully choose words and phrases to convey ideas precisely when writing and speaking.
Knowledge of Language	E	can rarely choose punctuation for effect.	can occasionally choose punctuation for effect.	can choose punctuation for effect.	can skillfully choose punctuation for effect.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	A	can minimally or incompletely determine or clarify the meaning of basic unknown and multiple-meaning words and phrases in grade-level reading and content; can use limited context clues, minimally analyze some meaningful word parts, consult basic general and specialized reference materials, and minimally apply few word-solving strategies (for meaning) as appropriate.	can partially or inconsistently determine or clarify the meaning of some unknown and multiple-meaning words and phrases in grade-level reading and content; can use some context clues, partially analyze meaningful word parts, consult some general and specialized reference materials, and inconsistently apply word-solving strategies (for meaning) as appropriate.	can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	can consistently and effectively determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; skillfully use context clues, thoroughly analyzes meaningful word parts, consistently consults general and specialized reference materials, and applies ample word-solving strategies (for meaning) as appropriate.
Vocabulary Acquisition and Use	B	can use explicit context as a clue to the meaning of a basic word or phrase.	can use explicit context as a clue to the meaning of some words or phrases.	can use context as a clue to the meaning of a word or phrase.	can consistently and effectively use context as a clue to the meaning of a word or phrase.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	C	can consult simple print and digital reference materials for meaning and pronunciation of basic words.	can occasionally consult print and digital reference materials for meaning and pronunciation.	can consult print and digital reference materials for meaning and pronunciation.	can effectively consult print and digital reference materials for meaning and pronunciation.
Vocabulary Acquisition and Use	D	can demonstrate basic or incomplete understanding of figurative language, word relationships, or nuances in word meanings.	can partially demonstrate simple understanding of some figurative language, word relationships, or nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.
Vocabulary Acquisition and Use	E	can incompletely or minimally determine the meaning of words and phrases as they are used in a text.	can partially determine the meaning of words and phrases as they are used in a text, including figurative language, such as similes and metaphors.	can determine the meaning of words and phrases as they are used in a text, including figurative language, such as similes and metaphors.	can consistently determine the meaning of words and phrases as they are used in a text, including figurative language, such as similes and metaphors.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	F	can minimally explain simple common idioms and proverbs; can understand basic words by relating them to synonyms and antonyms; can make basic or incomplete connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can occasionally explain idioms and proverbs; partially understand words by relating them to synonyms and antonyms; make simple connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can explain common idioms and proverbs; understand words by relating them to synonyms and antonyms; make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can thoroughly explain idioms and proverbs; thoroughly understand words by relating them to synonyms and antonyms; make deep connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	G	can minimally or incompletely demonstrate a limited ability to collaboratively build vocabulary knowledge when encountering unknown words, including basic cultural, general academic, and discipline-specific terms and phrases; can sometimes use basic vocabulary appropriate to the context and situation.	can partially demonstrate an ability to collaboratively or independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can use simple vocabulary appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can use vocabulary appropriate to the context and situation.	can thoroughly demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; skillfully uses effective vocabulary appropriate to the context and situation.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	H	can incompletely or minimally identify or use basic phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	can occasionally identify or use simple phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	can identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	can consistently identify and skillfully use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Conventions of Standardized English	A	can minimally or incompletely demonstrate contextually appropriate use of the conventions of basic standardized English grammar and usage when writing or speaking; can minimally discern when and where it is appropriate to use basic standardized English.	can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can inconsistently discern when and where it is appropriate to use standardized English.	can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can discern when and where it is appropriate to use standardized English.	can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can discern when and where it is appropriate to use standardized English.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	B	can minimally or incompletely use or explain the intended purpose in basic conventions with familiar relative pronouns and adverbs, prepositional phrases, order of adjectives, adjectives, adverbs, conjunctions, compound, and complex sentences, and easily confused words (e.g., to, too, two).	can partially use or explain the intended purpose in conventions with relative pronouns and adverbs, prepositional phrases, order of adjectives, adjectives, adverbs, conjunctions, compound, and complex sentences, and easily confused words (e.g., to, too, two).	can appropriately use and explain the intended purpose in conventions with relative pronouns and adverbs, prepositional phrases, order of adjectives, adjectives, adverbs, conjunctions, compound, and complex sentences, and easily confused words (e.g., to, too, two).	can consistently and effectively use and explain the intended purpose in conventions with relative pronouns and adverbs, prepositional phrases, order of adjectives, adjectives, adverbs, conjunctions, compound, and complex sentences, and easily confused words (e.g., to, too, two).
Conventions of Standardized English	C	can demonstrate basic or incomplete use of the conventions of standardized English capitalization, punctuation, and spelling when writing basic text; ; can rarely discern when and where it is appropriate to use standardized English.	can demonstrate inconsistent or partial use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.	can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can discern when and where it is appropriate to use standardized English.	can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can discern when and where it is appropriate to use standardized English.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	D	can minimally or incompletely use or explain the intended purpose in conventions with capitalization, commas and quotation marks for quotations, commas in simple compound sentences, spelling familiar words correctly, and using basic reference materials to solve words as needed.	can sometimes use or explain the intended purpose in conventions with capitalization, quotation marks for speech, commas and quotation marks for quotations, commas in compound sentences, spelling of familiar words correctly, and using reference materials to solve words as needed.	can appropriately use and explain the intended purpose in conventions with capitalization, commas and quotation marks for quotations, commas in compound sentences, spelling of grade-level words correctly, and using reference materials to solve words as needed.	can consistently and effectively use and explain the intended purpose in conventions with capitalization, commas and quotation marks for quotations, commas in compound sentences, spelling of grade-level words correctly, and using reference materials to solve words as needed.

Performance Level Descriptors

English Language Arts Grade 5

Draft 2024



This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E9. Policy Performance Level Descriptors

Developing	Approaching	Meets	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E10. Range Performance Level Descriptors, Reading

Reading Performance Level Descriptors refer to a student's ability to read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Per each standard within a reading strand, a student at the respective corresponding proficiency level...

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	A	can sometimes locate and refer to minimally relevant details when explaining what a text says explicitly. (RI&RL)	can locate and refer to somewhat relevant details and evidence when explaining what a text says explicitly and make basic inferences. (RI&RL)	can locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)	can consistently and effectively locate and refer to ample relevant details and evidence when thoroughly explaining what a text says explicitly/implicitly and make extensive logical inferences. (RI&RL)
Key Ideas and Details	B	can minimally summarize texts, from a variety of genres, to determine a basic theme or central idea. (RI&RL)	can summarize texts, from a variety of genres, to determine a simple theme or central idea and partially or inconsistently explain how it is supported by key details. (RI&RL)	can summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	can summarize texts, from a variety of genres, to determine a theme or central idea and thoroughly explain how it is supported by key details. (RI&RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	C	can minimally describe two characters, settings, or events, drawing on limited or no details. (RL)	can partially compare or contrast two or more characters, settings, or events, drawing on some specific details. (RL)	can compare and contrast two or more characters, settings, or events, drawing on specific details in the text. (RL)	can thoroughly compare and contrast two or more characters, settings, or events, drawing on specific details in the text. (RL)
Key Ideas and Details	D	can explain the relationships or interactions between two or more individuals, events, ideas, or concepts, drawing on minimal or no details. (RI)	can explain the basic relationships or interactions between two or more individuals, events, ideas, or concepts based on explicit evidence from the text. (RI)	can explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)	can thoroughly explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on ample and specific evidence from the text. (RI)
Craft and Structure	A	can minimally or incompletely determine the meaning of words, phrases, figurative language, or academic and content-specific words within a text. (RI&RL)	can partially determine the meaning of words, phrases, figurative language, and academic and content-specific words and partially or inconsistently analyze their effect on meaning, tone, and mood within a text. (RI&RL)	can determine the meaning of words, phrases, figurative language, and academic and content-specific words and analyze their effect on meaning, tone, and mood within a text. (RI&RL)	can consistently and effectively determine the meaning of words, phrases, figurative language, and academic and content-specific words and thoroughly analyze their effect on meaning, tone, and mood within a text. (RI&RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	B	can minimally or incompletely explain how a series of chapters, scenes, or stanzas fits together. (RL)	can partially explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)	can explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)	can thoroughly explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)
Craft and Structure	C	can sometimes minimally identify the basic overall structure in one or more texts. (RI)	can partially compare or contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	can compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	can thoroughly compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
Craft and Structure	D	In literary text, can sometimes minimally identify a narrator's or speaker's point of view. (RL)	In literary text, can partially explain how a narrator's or speaker's point of view influences how events are described. (RL)	In literary text, can explain how a narrator's or speaker's point of view influences how events are described. (RL)	In literary text, can thoroughly explain how a narrator's or speaker's point of view influences how events are described. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	E	In informational text, can sometimes minimally identify multiple accounts of the same event or topic. (RI)	In informational text, can partially or inconsistently analyze multiple accounts of the same event or topic, noting some similarities and differences in the point of view they represent.	In informational text, can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)	In informational text, can thoroughly analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
Integration of Knowledge and Ideas	A	can minimally describe basic visual or multimedia elements in literary and informational texts. (RI&RL.)	can partially or inconsistently analyze how visual or multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)	can analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)	can consistently and effectively analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)
Integration of Knowledge and Ideas	B	can minimally explain how some claims in a text are supported by relevant reasons and evidence. (RI)	can partially explain how claims in a text are supported by relevant reasons and evidence, partially identifying which reasons and evidence support which claims. (RI)	can explain how claims in a text are supported by relevant reasons and evidence. (RI)	can thoroughly explain how claims in a text are supported by relevant reasons and evidence. (RI)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Integration of Knowledge and Ideas	C	can make limited judgments about quality of text; make limited and simple connections to other texts, ideas, cultural perspectives, identities, eras, or personal experiences. (RI&RL)	can make partially-informed judgments about quality of text; make basic connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can make thoroughly informed judgments about quality of text; make sophisticated explicit and implicit connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

Table E11. Range Performance Level Descriptors, Writing

Writing Performance Level Descriptors refer to a student's ability to write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Per each standard within a writing strand, a student at the respective corresponding proficiency level...

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	A	can compose minimally reflective, formal, or creative writing, which may happen simultaneously or independently, for a limited variety of high-stakes and low-stakes purposes.	can partially compose simple reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can consistently and skillfully compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	B	can write incomplete or basic text in a limited variety of modes: can write incomplete or basic opinion pieces that minimally support a point of view about a topic or text, state a minimally developed opinion, or create an undeveloped organizational structure in which ideas are incompletely presented logically.	can write simple text in a variety of modes: can write simple opinion pieces that partially support a point of view about a topic or text clearly, state a partially developed opinion, create a basic organizational structure in which ideas are partially logically ordered to somewhat support facts, details, or the writer's purpose.	can write text in a variety of modes: can write opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.	can skillfully write text in a variety of modes: can write opinion pieces that thoroughly support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	C	can write basic informative texts that minimally introduce a topic; use minimal topic- and genre-specific language to provide a general observation or focus; minimally group related information logically; occasionally include basic formatting (e.g., headings), illustrations, and multimedia.	can write simple informative texts that partially introduce a topic; use basic topic- and genre-specific language to provide a general observation or focus; partially group related information logically; include some simple formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension and to link ideas within and across categories of information.	can write informative texts that introduce a topic clearly, use topic- and genre-specific language to provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension and to link ideas within and across categories of information.	can write informative texts that introduce a topic clearly, use ample and sophisticated topic- and genre-specific language to provide a general observation and focus, and group related information logically; include ample and apt formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension and to link ideas within and across categories of information.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	D	can minimally convey events, real or imagined, through incomplete or basic narrative/short stories to develop limited experiences or events; minimally use basic dialogue and description of actions to minimally develop limited experiences and events or minimally or incompletely show the responses of characters to situations.	can partially convey events, real or imagined, through simple narrative/short stories to develop experiences or events, using some descriptive details and clear event sequences to partially establish a situation and introduce a narrator and/or characters; use some dialogue and description of actions, thoughts, and feelings to partially develop experiences and events or partially show the responses of characters to situations.	can convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters; use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	can convey events, real or imagined, through well-crafted narrative/short stories to thoroughly develop experiences or events using ample descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters; skillfully use dialogue and description of actions, thoughts, and feelings to fully develop experiences and events or show the responses of characters to situations.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	E	(organization) can create incomplete or basic writing that may or may not include a basic introduction that minimally establishes a purpose and incompletely engages the reader; builds to a limited concluding statement somewhat related to the body of the composition.	(organization) can create simple writing that includes a partially developed introduction that establishes a purpose and partially engages the reader; builds to a partially effective concluding statement appropriate to the mode of writing and related to the body of the composition.	(organization) can create writing that includes an introduction that establishes a purpose and engages the reader; builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.	(organization) can skillfully create writing that includes an introduction that establishes a clear purpose and engages the reader; skillfully builds to a well-crafted concluding statement appropriate to the mode of writing and related to the body of the composition.
Text Types and Purposes	F	(transitions) can use one or fewer simple transitional words and phrases that connect ideas.	(transitions) can use a variety of simple transitional words and phrases that connect and develop ideas.	(transitions) can use a variety of transitional words and phrases that logically connect and develop ideas.	(transitions) can use an ample variety of transitional words and phrases that logically connect and develop ideas.
Text Types and Purposes	G	(word choice) can use one or fewer words for emphasis, addition, contrast, or order.	(word choice) can select some basic words for emphasis, addition, contrast, or order.	(word choice) can creatively select unique words for emphasis, addition, contrast, or order.	(word choice) can creatively select ample unique words for emphasis, addition, contrast, or order.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Production and Distribution of Writing	A	can produce basic or incomplete short writing in which the development and organization are weak and are minimally culturally-sustaining and rhetorically authentic to task and purpose.	can partially or inconsistently produce short writing in which the development and organization are partially culturally-sustaining and rhetorically authentic to task and purpose.	can produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience.	can consistently and skillfully produce clear and coherent writing in which the development and organization are thoroughly culturally-sustaining and rhetorically authentic to task and purpose.
Production and Distribution of Writing	B	can produce basic or limited writing in which the development and organization are intentionally selected by teacher and possibly the student for task, purpose, and audience.	can partially or inconsistently produce short writing in which the development and organization are intentionally selected by teacher and sometimes student for task, purpose, and audience.	can produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose, and audience.	can effectively produce clear and coherent writing in which the development and organization are intentionally and skillfully selected by teacher/student for task, purpose, and audience.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Production and Distribution of Writing	C	minimally respond to basic questions and suggestions from peers; add sparse details to minimally strengthen writing as needed by limited planning, revising, and editing.	partially respond to questions and suggestions from peers; add some details to strengthen writing as needed by planning, revising, and editing.	can respond to questions and suggestions from peers; add details to strengthen writing as needed by planning, revising, and editing.	can thoroughly respond to questions and suggestions from peers; add ample details to strengthen writing as needed by planning, revising, and editing.
Production and Distribution of Writing	D	With guidance and support from adults and peers, can select and use basic digital tools to produce and publish basic writing, including minimal collaboration with peers; produce incomplete or basic writing through printing, cursive, and/or typing.	With some guidance and support from adults and peers, can sometimes select a variety of simple digital tools to produce and publish short writing, including partial collaboration with peers; produce short writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to sometimes type one page in a single sitting).	With some guidance and support from adults and peers, can intentionally select a variety of digital tools to produce and publish writing, including collaboration with peers; proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).	With some guidance and support from adults and peers, can intentionally and skillfully select a variety of apt digital tools to produce and publish writing, including effective collaboration with peers; proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Inquiry to Build and Present Knowledge	A	can incompletely or minimally conduct basic inquiry projects that use limited sources to build minimal knowledge through investigation of one aspect of a topic.	can partially or inconsistently conduct basic inquiry projects that use two or more sources to build basic knowledge through investigation of two or more aspects of a topic.	can conduct short inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.	can consistently and effectively conduct short, thorough inquiry projects that use several appropriate sources to build deep knowledge through investigation of different aspects of a topic.
Inquiry to Build and Present Knowledge	B	can recall basic information from experiences or gather minimal information from limited print and digital sources, minimally summarize or incompletely paraphrase information in notes or finished work and provide a limited list of sources.	can recall some information from experiences or gather partial information from print and digital sources, partially summarize or paraphrase information in notes and finished work and provide a basic list of sources.	can recall information from experiences or gather information from print and digital sources, summarize or paraphrase information in notes and finished work and provide a list of sources.	can thoroughly recall information from experiences or gather ample information from print and digital sources, skillfully summarize or paraphrase information in notes and finished work and provide a complete list of sources.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Inquiry to Build and Present Knowledge	C	can draw basic evidence from literary or informational texts to support minimal analysis, reflection, or inquiry.	can partially or inconsistently draw basic evidence from literary or informational texts to support partial analysis, reflection, and inquiry.	can draw evidence from literary or informational texts to support analysis, reflection, and inquiry.	can skillfully draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

Table E12. Range Performance Level Descriptors, Language

Language Performance Level Descriptors refer to a student's ability to demonstrate an understanding of how language functions in different cultures and contexts. A student's language proficiency refers to their ability to apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. A student's language proficiency also refers to a student's ability to be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Per each standard within a language strand, a student at the respective corresponding proficiency level...

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	A	can demonstrate a basic or incomplete understanding of how language functions in different cultures, contexts, and disciplines; can attempt to apply this knowledge to minimally comprehend when reading and listening and make choices when composing, creating, and speaking.	can partially or inconsistently demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can partially apply this knowledge to comprehend when reading and listening; make somewhat effective choices when composing, creating, and speaking.	can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can apply this knowledge to comprehend more fully when reading and listening; make effective choices when composing, creating, and speaking.	can consistently and effectively demonstrate a thorough understanding of how language functions in different cultures, contexts, and disciplines; can skillfully apply this knowledge to comprehend more fully when reading and listening; make effective choices when composing, creating, and speaking.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	B	can incompletely or minimally recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can inconsistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can consistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
Knowledge of Language	C	can identify limited ways in which language is used in familiar contexts (e.g., at home, in their own community) and in a few unfamiliar contexts (outside their own community).	can partially identify the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own community, by diverse authors and speakers).	can compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own community, by diverse authors and speakers).	can skillfully compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own community, by diverse authors and speakers).
Knowledge of Language	D	can incompletely or minimally identify the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	can partially or inconsistently identify the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	can compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	can skillfully compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	E	can minimally identify examples of precise and concise language when reading; rarely choose words and phrases to convey ideas precisely when writing and speaking.	can partially or inconsistently identify examples of precise and concise language when reading; occasionally choose words and phrases to convey ideas precisely when writing and speaking.	can identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.	can consistently identify examples of precise and concise language when reading; skillfully choose words and phrases to convey ideas precisely when writing and speaking.
Knowledge of Language	F	can incompletely or minimally expand, combine, or reduce simple sentences.	can partially or inconsistently expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can skillfully expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	A	can incompletely or minimally determine or clarify the meaning of basic unknown and multiple-meaning words and phrases in grade-level reading and content, use limited explicit context clues, minimally analyze some meaningful word parts, rarely consult basic general and specialized reference materials, and apply few word-solving strategies (for meaning) as appropriate.	can partially or inconsistently determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content, partially use context clues, inconsistently analyze meaningful word parts, sometimes consult general and specialized reference materials, and apply some word-solving strategies (for meaning) as appropriate.	can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	can consistently and effectively determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; skillfully use context clues, thoroughly analyze meaningful word parts, consistently consult general and specialized reference materials, and apply ample word-solving strategies (for meaning) as appropriate.
Vocabulary Acquisition and Use	B	can rarely use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of familiar words.	can partially use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	can skillfully use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	C	can demonstrate basic or incomplete understanding of figurative language, word relationships, or nuances in word meanings.	can demonstrate partial understanding of figurative language, word relationships, or nuances in word meanings	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can thoroughly demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Vocabulary Acquisition and Use	D	can incompletely or minimally determine the meaning of words and phrases as they are used in a text.	can partially determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).	can determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).	can consistently determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).
Vocabulary Acquisition and Use	E	can sometimes partially or incompletely interpret simple similes and metaphors in context.	can partially interpret similes and metaphors in context.	can interpret similes and metaphors in context.	can consistently interpret similes and metaphors in context.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	F	can incompletely or minimally clarify the meaning of familiar words by comparing or contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).	can partially clarify the meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).	can clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).	can clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
Vocabulary Acquisition and Use	G	can minimally or incompletely make loose connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can make simple connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can make deep connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	H	can minimally demonstrate a limited ability to collaboratively build vocabulary knowledge when encountering unknown words including basic cultural, general academic, and discipline-specific terms and phrases; can sometimes use basic vocabulary appropriate to the context and situation.	can partially demonstrate an ability to collaboratively or independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can use simple vocabulary appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can use vocabulary appropriate to the context and situation.	can thoroughly demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can skillfully use vocabulary appropriate to the context and situation.
Vocabulary Acquisition and Use	I	can incompletely or minimally identify or use basic phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	can partially identify or inconsistently use simple phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	can identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	can identify and skillfully use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	A	can incompletely or minimally demonstrate contextually appropriate use of the conventions of basic standardized English grammar and usage when writing or speaking.	can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English grammar and usage throughout when writing or speaking
Conventions of Standardized English	B	can incompletely discern when and where it is appropriate to use standardized English.	can inconsistently discern when and where it is appropriate to use standardized English.	can discern when and where it is appropriate to use standardized English.	can consistently discern when and where it is appropriate to use standardized English.
Conventions of Standardized English	C	can incompletely or minimally use or explain the intended purpose in basic conventions with familiar conjunctions; verb tenses; correlative conjunctions; and use of “they” and “their” when referring to singular people or ideas.	can partially use or inconsistently explain the intended purpose in conventions with conjunctions, verb tenses, correlative conjunctions, and use of “they” and “their” when referring to singular people or ideas.	can appropriately use or explain the intended purpose in conventions with conjunctions, verb tenses, correlative conjunctions, and use of “they” and “their” when referring to singular people or ideas.	can consistently and effectively use or explain the intended purpose in conventions with conjunctions, verb tenses, correlative conjunctions, and use of “they” and “their” when referring to singular people or ideas.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	D	can demonstrate basic or incomplete use of the conventions of standardized English capitalization, punctuation, and spelling when writing basic text; can attempt to discern when and where it is appropriate to use standardized English.	can partially or inconsistently demonstrate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.	can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can discern when and where it is appropriate to use standardized English.	can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can effectively discern when and where it is appropriate to use standardized English.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	E	can incompletely or minimally use or explain the intended purpose in basic conventions with commas (introductory elements and elements that need to be set off like a question or direct address); italics, underlining, quotes with titles; spelling familiar words correctly; and using basic reference materials to solve words and edit written work as needed.	can partially use or inconsistently explain the intended purpose in conventions with commas (introductory elements and elements that need to be set off like a question or direct address); italics, underlining, quotes with titles; inconsistently spelling grade-level words correctly; and using reference materials to solve words and edit written work as needed.	can appropriately use or explain the intended purpose in conventions with commas (introductory elements, and elements that need to be set off like a question or direct address); italics, underlining, quotes with titles; spelling grade-level words correctly; and using reference materials to solve words and edit written work as needed.	can consistently and effectively use or explain the intended purpose in conventions with commas (introductory elements, and elements that need to be set off like a question or direct address); italics, underlining, quotes with titles; spelling grade-level words correctly; and using reference materials to solve words and edit written work as needed.

Performance Level Descriptors

English Language Arts Grade 6

Draft 2024



WISCONSIN DEPARTMENT OF
Public Instruction

This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E13. Policy Performance Level Descriptors

Developing	Approaching	Meets	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E14. Range Performance Level Descriptors, Reading

Reading Performance Level Descriptors refer to a student's ability to read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Per each standard within a reading strand, a student at the respective corresponding proficiency level...

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	A	can minimally cite limited textual evidence to support a basic analysis of what the text says explicitly, and attempts make logical inferences. (RI&RL)	can partially cite some textual evidence to support an analysis of what the text says explicitly/implicitly and make partially logical inferences. (RI&RL)	can cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	can cite ample textual evidence to thoroughly support an analysis of what the text says explicitly/implicitly and make well-developed logical inferences. (RI&RL)
Key Ideas and Details	B	can minimally or incompletely summarize texts, from a variety of genres, to determine a simple theme or explicit central idea and minimally or incompletely explain how it is developed by citing a few key supporting details over the course of a text. (RI &RL)	can summarize texts, from a variety of genres, to partially determine a theme or central idea and partially explain how it is developed by citing some key supporting details over the course of a text. (RI &RL)	can summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is developed by key supporting details over the course of a text. (RI &RL)	can summarize texts, from a variety of genres, to thoroughly determine a theme or central idea and explain fully how it is developed by citing relevant key supporting details over the course of a text. (RI &RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	C	in literary texts, can minimally or incompletely describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)	in literary texts, can partially describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)	in literary texts, can describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)	in literary texts, can thoroughly describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)
Key Ideas and Details	D	in informational texts, can minimally or incompletely identify and analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	in informational texts, can partially analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	in informational texts, can analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	in informational texts, can thoroughly analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	A	can minimally or incompletely determine the meaning of words and phrases, including figurative and connotative meanings; minimally analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a below- or grade-appropriate text. (RI&RL)	can partially determine the meaning of words and phrases, including figurative and connotative meanings; partially or inconsistently analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	can determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	can consistently determine the meaning of words and phrases, including figurative and connotative meanings; thoroughly analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
Craft and Structure	B	in literary texts, can minimally or incompletely identify how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)	in literary texts, can partially identify how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)	in literary texts, can analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)	in literary texts, can thoroughly analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	C	in informational texts, can minimally or incompletely identify how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)	in informational texts, can partially identify how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)	in informational texts, can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)	in informational texts, can thoroughly analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
Craft and Structure	D	in literary texts, can minimally or incompletely identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse at- or below-grade appropriate diverse texts. (RL)	in literary texts, can partially identify possible biases, the point of view, and explain how it is developed and conveys meaning in at-grade appropriate diverse texts. (RL)	in literary texts, can identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse at-grade-appropriate texts. (RL)	in literary texts, can consistently identify possible biases, the point of view, and thoroughly explain how it is developed and conveys meaning in diverse at- or above-grade-appropriate texts. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	E	in informational texts, can minimally or incompletely explain how an author's geographic location, identity, and/or culture affect perspective; can attempt to minimally or incompletely analyze how the author distinguishes his or her position from that of others. (RI)	in informational texts, can partially explain how an author's geographic location, identity, and/or culture affect perspective; can partially analyze how the author distinguishes his or her position from that of others. (RI)	in informational texts, can explain how an author's geographic location, identity, and/or culture affect perspective; can analyze how the author distinguishes his or her position from that of others. (RI)	in informational texts, can thoroughly explain how an author's geographic location, identity, and/or culture affect perspective; can thoroughly analyze how the author distinguishes his or her position from that of others. (RI)
Integration of Knowledge and Ideas	A	attempts to minimally compare how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	can partially or inconsistently compare how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	can compare how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	can thoroughly compare how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Integration of Knowledge and Ideas	B	attempts to minimally trace and evaluate the development of an argument and specific claims in texts, minimally or incompletely distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	can partially or inconsistently trace and evaluate the development of an argument and specific claims in texts, partially distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	can trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	can thoroughly trace and evaluate the development of an argument and specific claims in texts, consistently distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)
Integration of Knowledge and Ideas	C	attempts to minimally evaluate the quality of texts and to minimally make weak connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can partially or inconsistently evaluate the quality of texts and make some connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can evaluate the quality of texts and can make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can thoroughly evaluate the quality of texts and can make deep connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

Table E15. Range Performance Level Descriptors, Writing

Writing Performance Level Descriptors refer to a student's ability to write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Per each standard within a writing strand, a student at the respective corresponding proficiency level...

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	A	can minimally or incompletely compose basic reflective, formal, and creative writing, which may happen simultaneously or independently, for a limited variety of high-stakes and low-stakes purposes.	can partially or inconsistently compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can consistently and effectively compose well-developed reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
Text Types and Purposes	B	can write basic or incomplete text in a limited variety of modes: can write simple arguments to minimally or incompletely support claims with undeveloped reasons, minimally relevant evidence, and basic or no literary theory.	can write text in a variety of modes: can write basic arguments to support claims with some clear reasons, relevant evidence, and literary theory.	can write text in a variety of modes: can write arguments to support claims with clear reasons, relevant evidence, and literary theory.	can skillfully write text in a variety of modes: can write well-developed arguments to support claims with ample clear reasons, relevant evidence, and well-developed literary theory.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	C	can write basic informative texts to minimally or incompletely examine a topic and convey limited ideas, concepts, and information through the selection, organization, and analysis of minimally relevant content.	can write basic informative texts to partially examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of partially relevant content.	can write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	can write informative texts to thoroughly examine a topic and convey ample ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Text Types and Purposes	D	can write simple narratives to minimally or incompletely develop real or imagined experiences or events, using minimally effective narrative techniques, minimally relevant descriptive details, and minimally or incompletely structured event sequences.	can write basic narratives to develop real or imagined experiences or events, using partially effective narrative techniques, somewhat relevant descriptive details, and partially structured event sequences.	can write narratives to develop real or imagined experiences or events, using effective narrative techniques, relevant descriptive details, and well-structured event sequences.	can write well-developed narratives to develop real or imagined experiences or events, using effective narrative techniques, relevant descriptive details, and well-structured event sequences.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	E	(organization) can create simple writing that minimally or incompletely introduces a topic; minimally or incompletely organize ideas, concepts, and information; provide a limited concluding statement.	(organization) can create writing that partially introduces a topic; partially organize ideas, concepts, and information; provide a basic concluding statement appropriate to the mode of writing.	(organization) can create writing that introduces a topic; organize ideas, concepts, and information; provide a concluding statement appropriate to the mode of writing.	(organization) can create writing that introduces a clear topic; effectively organize ideas, concepts, and information; provide a well-developed concluding statement appropriate to the mode of writing.
Text Types and Purposes	F	(transitions) can use basic transitional words to minimally or incompletely clarify the relationships among ideas and concepts.	(transitions) can use appropriate transitions to partially clarify the relationships among ideas and concepts.	(transitions) can use appropriate transitions to clarify the relationships among ideas and concepts.	(transitions) can use ample appropriate transitions to thoroughly clarify the relationships among ideas and concepts.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	G	(word choice) can rarely use precise language and domain-specific vocabulary to inform about or explain the topic; can use little sensory language to describe experiences and events.	(word choice) can use some precise language and domain-specific vocabulary to partially inform about or explain the topic; can use basic sensory language to describe experiences and events.	(word choice) can use precise language and domain-specific vocabulary to inform about or explain the topic; can use sensory language to describe experiences and events.	(word choice) can use ample precise language and domain-specific vocabulary to thoroughly inform about or explain the topic; can use effective sensory language to describe experiences and events.
Production and Distribution of Writing	A	with minimal independence and collaboration, can produce short, minimally clear, or coherent writing in which the incomplete development, weak organization, and minimal style are minimally or incompletely culturally-sustaining and rhetorically authentic to task, purpose, and audience.	can independently and collaboratively produce somewhat clear and coherent writing in which the development, organization, and style are partially culturally-sustaining and rhetorically authentic to task, purpose, and audience.	can independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience	can independently and collaboratively consistently produce well-developed clear and coherent writing in which the development, organization, and style are thoroughly culturally-sustaining and rhetorically authentic to task, purpose, and audience.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Production and Distribution of Writing	B	with some guidance and support from peers and adults, can attempt to minimally develop and strengthen writing as needed by limited planning, revising, editing, rewriting, or rarely trying a new approach.	with some guidance and support from peers and adults, can partially develop and strengthen writing as needed by inconsistently planning, revising, editing, rewriting, or trying a new approach.	with some guidance and support from peers and adults, can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	with some guidance and support from peers and adults, can consistently and effectively develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Production and Distribution of Writing	C	can attempt to use basic technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish short writing and minimally present weak relationships between information and ideas, as well as to minimally interact and collaborate with others; can attempt to produce basic writing through printing, cursive, and/or typing (with weak command of keyboarding skills, typing a minimum of less than one page in a single sitting), rarely selecting the method(s) best suited for audience and purpose.	can partially use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish basic writing and partially present the relationships between information and ideas efficiently, as well as to partially interact and collaborate with others; can partially produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting), inconsistently selecting the method(s) best suited for audience and purpose.	can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others; proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting), selecting the method(s) best suited for audience and purpose.	can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to consistently and effectively produce and publish writing and present the relationships between information and ideas efficiently and thoroughly, as well as to interact and collaborate with others; skillfully produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), consistently selecting the method(s) best suited for audience and purpose.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Inquiry to Build and Present Knowledge	A	can minimally or incompletely attempt to conduct short inquiry projects to answer a simple question, drawing on limited basic sources and minimally refocusing the inquiry when appropriate.	can partially or inconsistently conduct short inquiry projects to answer a question, drawing on some grade-appropriate sources and partially refocusing the inquiry when appropriate.	can conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	can consistently and effectively conduct short inquiry projects to thoroughly answer a question, drawing on several sources and consistently refocusing the inquiry when appropriate.
Inquiry to Build and Present Knowledge	B	can attempt to gather minimal relevant information from some print and digital sources and attempt to minimally or incompletely assess the credibility of each source; rarely attempt to quote or paraphrase the data and conclusions of others while minimally avoiding plagiarism and providing basic bibliographic information for sources.	can gather some relevant information from multiple print and digital sources and partially assess the credibility of each source; partially quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	can gather relevant information from multiple print and digital sources; can assess the credibility of each source; can quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	can consistently gather relevant information from multiple print and digital sources; can effectively and accurately assess the credibility of each source; can consistently quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Inquiry to Build and Present Knowledge	C	can attempt to draw evidence from literary or informational texts to minimally or incompletely support analysis, reflection, and inquiry.	can draw partial evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw ample evidence from literary or informational texts to support analysis, reflection, and inquiry.

Table E16. Range Performance Level Descriptors, Language

Language Performance Level Descriptors refer to a student’s ability to demonstrate an understanding of how language functions in different cultures and contexts. A student’s language proficiency refers to their ability to apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. A student’s language proficiency also refers to a student’s ability to be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Per each standard within a language strand, a student at the respective corresponding proficiency level...

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	A	can minimally or incompletely attempt to demonstrate a limited understanding of how language functions in different cultures, contexts, and disciplines; can attempt to apply this knowledge to minimally comprehend when reading and listening and make choices when composing, creating, and speaking.	can partially or inconsistently demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; partially apply this knowledge to comprehend more fully when reading and listening and inconsistently make effective choices when composing, creating, and speaking.	can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.	can consistently and effectively demonstrate a thorough understanding of how language functions in different cultures, contexts, and disciplines; thoroughly apply this knowledge to comprehend more fully when reading and listening, and consistently make effective choices when composing, creating, and speaking.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	B	can attempt to minimally or incompletely recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can inconsistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can consistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
Knowledge of Language	C	can attempt to minimally determine the language demands of a writing/speaking situation and rarely respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can inconsistently determine the language demands of a writing/speaking situation and can sometimes respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can consistently determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	D	can attempt to minimally or incompletely expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can inconsistently expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can consistently and effectively expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Knowledge of Language	E	can attempt to minimally or incompletely maintain consistency in style and tone.	can inconsistently maintain consistency in style and tone.	can maintain consistency in style and tone.	can consistently maintain consistency in style and tone.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	A	can minimally or incompletely determine or clarify the meaning of unknown and multiple-meaning words and phrases in below- or at-grade-level reading and content; use limited, explicit context clues; minimally or incompletely analyze meaningful word parts; consult basic general and specialized reference materials; and apply few word-solving strategies (for meaning) as appropriate.	can partially or inconsistently determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; inconsistently use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	can consistently and effectively determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; consistently use context clues, effectively analyze meaningful word parts, consult general and specialized reference materials, and skillfully apply word-solving strategies (for meaning) as appropriate.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	B	can minimally or incompletely verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	can inconsistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	can verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	can consistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Vocabulary Acquisition and Use	C	can rarely use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use basic grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can consistently and effectively use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
Vocabulary Acquisition and Use	D	can demonstrate minimal or incomplete understanding of simple figurative language, word relationships, and nuances in word meanings.	can demonstrate partial understanding of basic figurative language, word relationships, and nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	E	can attempt to determine the basic denotative, connotative, and figurative meanings of some simple words and phrases used in texts; when words have similar denotations, rarely attempts to describe differences in connotation and their impact on meaning and tone.	can partially determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can partially describe differences in connotation and their impact on meaning and tone.	can determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, can describe differences in connotation and their impact on meaning and tone.	can consistently and effectively determine the denotative, connotative, and figurative meanings of at- or above-grade-level words and phrases used in texts; when words have similar denotations, can thoroughly describe differences in connotation and their impact on meaning and tone.
Vocabulary Acquisition and Use	F	can attempt to interpret common figures of speech (e.g., personification) in context.	can interpret explicit figures of speech (e.g., personification) in context.	can interpret figures of speech (e.g., personification) in context.	can interpret implicit or subtle figures of speech (e.g., personification) in context.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	G	can rarely attempt to use the relationship between particular words (e.g., cause/effect) to better understand each of the words.	can inconsistently use the relationship between particular words (e.g., cause/effect) to better understand each of the words.	can use the relationship between particular words (e.g., cause/effect) to better understand each of the words.	can consistently use the relationship between particular words (e.g., cause/effect) to better understand each of the words.
Vocabulary Acquisition and Use	H	can minimally or incompletely attempt to distinguish between simple words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).	can inconsistently distinguish between simple words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).	can distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).	can consistently distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	I	can attempt to minimally or incompletely demonstrate a limited ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can rarely attempt to make intentional vocabulary choices appropriate to the context and situation.	can demonstrate a partial or inconsistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can partially make intentional vocabulary choices appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can make intentional vocabulary choices appropriate to the context and situation.	can demonstrate a consistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can make effective intentional vocabulary choices appropriate to the context and situation.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	A	can minimally or incompletely attempt to demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can attempt to discern when and where it is appropriate to use standardized English.	can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can partially or inconsistently discern when and where it is appropriate to use standardized English.	can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can discern when and where it is appropriate to use standardized English.	Meets is the highest level for this expectation.
Conventions of Standardized English	B	can attempt to minimally or incompletely use and explain the intended purpose of language choice with use of objective, subjective, possessive, and intensive pronouns, and strategies to improve expression in conventional language.	can inconsistently use and explain the intended purpose of language choice with use of objective, subjective, possessive, and intensive pronouns, and strategies to improve expression in conventional language.	can appropriately use and explain the intended purpose of language choice with use of objective, subjective, possessive, and intensive pronouns, and strategies to improve expression in conventional language.	-

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	C	can minimally or incompletely attempt to demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can attempt to discern when and where it is appropriate to use standardized English.	can inconsistently demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.	can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; discern when and where it is appropriate to use standardized English.	-
Conventions of Standardized English	D	can attempt to minimally or incompletely use and explain the intended purpose in conventions with commas, parentheses, dashes, and correct spelling.	can inconsistently use and explain the intended purpose in conventions with commas, parentheses, dashes, and correct spelling.	can appropriately use and explain the intended purpose in conventions with commas, parentheses, dashes, and correct spelling.	-

Performance Level Descriptors

English Language Arts Grade 7

Draft 2024



This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E17. Policy Performance Level Descriptors

Developing	Approaching	Meets	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E18. Range Performance Level Descriptors, Reading

Reading Performance Level Descriptors refer to a student's ability to read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Per each standard within a reading strand, a student at the respective corresponding proficiency level...

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	A	can minimally cite limited textual evidence to support a basic analysis of what the text says explicitly and attempt to make logical inferences. (RI&RL)	can partially cite textual evidence that supports an analysis of what the text says explicitly/implicitly and make partially logical inferences. (RI&RL)	can cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	can cite ample textual evidence that thoroughly and strongly supports an analysis of what the text says explicitly/implicitly and make well-developed logical inferences. (RI&RL)
Key Ideas and Details	B	can minimally summarize texts, from a variety of genres, to determine one theme or central idea and analyze its development over the course of a text. (RI&RL)	can summarize texts, from a variety of genres, to partially determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)	can summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)	can summarize texts, from a variety of genres, to thoroughly determine one or more themes or central ideas and thoroughly analyze their development over the course of the text. (RI &RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	C	in literary texts, can minimally describe how elements of plot are related, affect one another, and contribute to meaning. (RL)	in literary texts, can partially describe how elements of plot are related, affect one another, and contribute to meaning. (RL)	in literary texts, can analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)	in literary texts, can thoroughly analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)
Craft and Structure	A	can minimally or incompletely determine the meaning of words and phrases, including figurative and connotative meanings; minimally analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a below- or grade-appropriate text. (RI&RL)	can partially or inconsistently determine the meaning of words and phrases, including figurative and connotative meanings; partially analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	can determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	can consistently determine the meaning of words and phrases, including figurative and connotative meanings; thoroughly analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
Craft and Structure	B	in literary texts, can attempt to minimally analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)	in literary texts, can partially analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)	in literary texts, can analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)	in literary texts, can thoroughly analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	C	in informational texts, can attempt to minimally identify the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)	in informational texts, can partially identify the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)	in informational texts, can analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)	in informational texts, can thoroughly analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
Craft and Structure	D	in literary texts, can attempt to minimally identify how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)	in literary texts, can partially identify how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)	in literary texts, can analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)	in literary texts, can thoroughly analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	E	in informational texts, can attempt to explain how an author's geographic location, identity, and/or culture affect perspective; attempt to or incompletely analyze how the author addresses conflicting evidence or viewpoints. (RI)	in informational texts, can partially explain how an author's geographic location, identity, and/or culture affect perspective; partially analyze how the author addresses conflicting evidence or viewpoints. (RI)	In informational texts, can explain how an author's geographic location, identity, and/or culture affect perspective; can analyze how the author addresses conflicting evidence or viewpoints. (RI)	in informational texts, can thoroughly explain how an author's geographic location, identity, and/or culture affect perspective; can thoroughly analyze how the author addresses conflicting evidence or viewpoints. (RI)
Integration of Knowledge and Ideas	A	can attempt to describe a written text with audio, filmed, staged, or digital versions in terms of the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)	can partially or inconsistently describe a written text with audio, filmed, staged, or digital versions in terms of the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)	can compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)	can thoroughly compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media's and each format's portrayal of a subject. (RI&RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Integration of Knowledge and Ideas	B	can attempt to trace and evaluate an argument and specific claims in text; minimally or incompletely assess whether the reasoning is valid, and the evidence is relevant and sufficient; minimally or incompletely recognize when irrelevant evidence is introduced. (RI)	can partially or inconsistently trace and evaluate an argument and specific claims in texts, partially assessing whether the reasoning is valid, and the evidence is relevant and sufficient; partially recognize when irrelevant evidence is introduced. (RI)	can trace and evaluate an argument and specific claims in texts; assess whether the reasoning is valid, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI)	can thoroughly trace and evaluate an argument and specific claims in texts, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; consistently recognize when irrelevant evidence is introduced. (RI)
Integration of Knowledge and Ideas	C	can attempt to identify criteria to evaluate the quality of texts; attempt to make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can partially or inconsistently choose and develop criteria to evaluate the quality of texts; partially or inconsistently make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can choose and develop criteria to evaluate the quality of texts; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can skillfully and consistently choose and develop criteria to evaluate the quality of texts; make deep connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

Table E19. Range Performance Level Descriptors, Writing

Writing Performance Level Descriptors refer to a student's ability to write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Per each standard within a writing strand, a student at the respective corresponding proficiency level...

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	A	can minimally compose basic reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can partially or inconsistently compose basic reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	can consistently and effectively compose well-developed reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	B	can write simple text in a variety of modes: write simple arguments to minimally or incompletely introduce and support claim(s), using little logical reasoning, relevant evidence, and literary theory; attempt to introduce claim(s), acknowledge alternate or opposing claims, and minimally or incompletely organize the reasons and evidence logically; attempt to use few accurate and credible sources.	can write text in a variety of modes: write basic arguments to partially introduce and support claim(s), using some logical reasoning, relevant evidence, and literary theory; can partially introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence somewhat logically; can use some accurate and credible sources.	can write text in a variety of modes: write arguments to introduce and support claim(s), using logical reasoning, relevant evidence, and literary theory; introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically; use accurate and credible sources.	can skillfully write text in a variety of modes: write well-developed arguments to introduce and support claim(s), consistently using logical reasoning, relevant evidence, and literary theory; skillfully introduce claim(s), consistently acknowledge alternate or opposing claims, and organize the reasons and evidence logically; can skillfully use accurate and credible sources.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	C	write informative text that minimally examines a topic and conveys ideas, concepts, and information through the selection of content by attempting to introduce and develop a topic with minimally relevant facts, definitions, concrete details, quotations, or other information and examples, minimally organizing ideas, concepts, and information into broader categories; include minimal formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.	write basic informative text to partially examine a topic and convey ideas, concepts, and information through the selection and organization of content by partially introducing and developing a topic with partially relevant facts, definitions, concrete details, quotations, or other information and examples, partially organizing ideas, concepts, and information into broader categories; include some formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	write informative text, examine a topic and convey ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	write well-developed informative text, thoroughly examine a topic and convey ideas, concepts, and information through the selection and organization of ample relevant content by thoroughly introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into meaningful broader categories; include ample formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	D	write basic narratives that develop real or imagined experiences or events, using limited descriptive details or event sequences; minimally engage and orient the reader by establishing a context and point of view or by introducing a narrator or characters; attempt to use some techniques, such as dialogue, pacing, description, and reflection, to minimally develop experiences, events, and characters.	write narratives that develop real or imagined experiences or events, using some descriptive details and event sequences that partially organize an event sequence somewhat logically; partially engage and orient the reader by establishing a context and point of view or by introducing a narrator or characters; use some techniques, such as dialogue, pacing, description, and reflection to partially develop experiences, events, and characters.	write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically; engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; use techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.	write well-developed narratives that develop real or imagined experiences or events using ample relevant descriptive details and well-structured event sequences that organize an event sequence logically; thoroughly engage and orient the reader by establishing a clear context and point of view and introducing a narrator or characters; skillfully use techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	E	(organization) can create writing that uses a basic introduction, text structure that minimally supports and clarifies the purpose and topic, and a limited concluding statement that may or may not be appropriate to the mode of writing.	(organization) can create writing that uses an introduction that partially creates suspense or anticipation for the reader, text structure that partially supports and clarifies the purpose and topic, and a simple concluding statement appropriate to the mode of writing.	(organization) can create writing that uses an introduction that creates suspense and anticipation for the reader, text structure that supports and clarifies the purpose and topic, and a concluding statement appropriate to the mode of writing.	(organization) can create writing that uses an introduction that skillfully creates suspense and anticipation for the reader, text structure that thoroughly supports and clarifies the purpose and topic, and a well-developed concluding statement appropriate to the mode of writing.
Text Types and Purposes	F	(transitions) can use a few appropriate transitions that minimally connect and develop ideas.	(transitions) can use appropriate transitions that partially connect and develop ideas.	(transitions) can use a variety of appropriate transitions that connect and develop ideas.	(transitions) can use a variety of appropriate transitions that clearly connect and develop ideas.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	G	(word choice) can use basic words, phrases, and clauses to create weak cohesion and to minimally clarify the relationships; use minimal sensory language to describe experiences and events.	(word choice) can use words, phrases, and clauses to partially create cohesion or clarify the relationships; use basic sensory language to describe experiences and events.	(word choice) can use words, phrases, and clauses to create cohesion and clarify the relationships; use sensory language to describe experiences and events.	(word choice) can use ample words, phrases, and clauses to create cohesion and clarify the relationships; use ample sensory language to describe experiences and events.
Production and Distribution of Writing	A	with minimal independence and collaboration, can produce short, minimally clear or coherent writing in which the incomplete development, weak organization, and minimal style are minimally or incompletely culturally-sustaining and rhetorically authentic to task, purpose, and audience.	can independently and collaboratively produce somewhat clear and coherent writing in which the development, organization, and style are partially culturally-sustaining and rhetorically authentic to task, purpose, and audience.	can independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.	can independently and collaboratively produce consistently clear and coherent writing in which the development, organization, and style are thoroughly culturally-sustaining and rhetorically authentic to task, purpose, and audience.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Production and Distribution of Writing	B	with some guidance and support from peers and adults, can minimally develop and strengthen writing as needed by limited planning, revising, editing, rewriting, or trying a new approach, minimally focusing on how well purpose and audience have been addressed.	with some guidance and support from peers and adults, can partially develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, partially or inconsistently focusing on how well purpose and audience have been addressed.	with some guidance and support from peers and adults, can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	with some guidance and support from peers and adults, can consistently and effectively develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, thoroughly focusing on how well purpose and audience have been addressed.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Production and Distribution of Writing	C	can use basic technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish short writing, present weak relationships between information and ideas, and minimally interact and collaborate with others, including minimal or incompletely linking to and citing a source.	can partially use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish basic writing, partially present the relationships between information and ideas efficiently, and partially interact and collaborate with others, including partially linking to and citing sources.	can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile) and/or other interactive formats, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others, including linking to and citing sources.	can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile) and/or other interactive formats) to skillfully produce and publish writing and present the relationships between information and ideas efficiently and thoroughly as well as to interact and collaborate with others, including linking to and citing ample sources.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Inquiry to Build and Present Knowledge	A	can minimally or incompletely conduct short inquiry projects to answer a simple question (including self-generated questions), drawing on one or fewer basic sources and minimally generating additional questions for further research and investigation.	can partially or inconsistently conduct short inquiry projects to answer a question (including self-generated questions), partially drawing on two or fewer grade-appropriate sources and partially generating additional questions that allow for multiple avenues of exploration.	can conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	can consistently and effectively conduct short inquiry projects to thoroughly answer a question (including self-generated questions), drawing on several sources and generating ample additional related, focused questions that allow for multiple avenues of exploration.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Inquiry to Build and Present Knowledge	B	can gather minimal relevant information from multiple print and digital sources, using search terms inconsistently; minimally or incompletely assess the credibility and accuracy of each source; attempt to minimally quote or paraphrase the data and conclusions of others.	can gather some relevant information from multiple print and digital sources, using search terms; partially assess the credibility and accuracy of each source; inconsistently quote or paraphrase the data and conclusions of others while avoiding plagiarism; partially follow a standard format for citation.	can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; and follow a standard format for citation.	can thoroughly gather ample relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; consistently follow a standard format for citation.
Inquiry to Build and Present Knowledge	C	can draw minimal evidence from literary or informational texts to minimally support analysis, reflection, and inquiry.	can draw partial evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw ample evidence from literary or informational texts to support analysis, reflection, and inquiry.

Table E20. Range Performance Level Descriptors, Language

Language Performance Level Descriptors refer to a student’s ability to demonstrate an understanding of how language functions in different cultures and contexts. A student’s language proficiency refers to their ability to apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. A student’s language proficiency also refers to a student’s ability to be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Per each standard within a language strand, a student at the respective corresponding proficiency level...

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	A	can minimally or incompletely demonstrate a limited understanding of how language functions in different cultures, contexts, and disciplines; can attempt to apply this knowledge to minimally comprehend when reading and listening; make few minimally effective choices when composing, creating, and speaking.	can partially or inconsistently demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; partially apply this knowledge to comprehend more fully when reading and listening; inconsistently make effective choices when composing, creating, and speaking.	can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening; make effective choices when composing, creating, and speaking.	can consistently and effectively demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; thoroughly apply this knowledge to comprehend more fully when reading and listening; consistently make effective choices when composing, creating, and speaking.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	B	can minimally or incompletely recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can inconsistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can consistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
Knowledge of Language	C	can attempt to determine the language demands of a writing/speaking situation; rarely respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can partially or inconsistently determine the language demands of a writing/speaking situation and partially respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can consistently determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	D	can minimally or incompletely expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can inconsistently expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can consistently and effectively expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Knowledge of Language	E	can minimally maintain consistency in style or tone.	can partially maintain consistency in style or tone.	can maintain consistency in style and tone.	can consistently maintain consistency in style and tone.
Knowledge of Language	F	when appropriate, can attempt to minimally eliminate wordiness or redundancy.	when appropriate, can partially eliminate wordiness and redundancy.	when appropriate, can eliminate wordiness and redundancy.	when appropriate, can skillfully and thoroughly eliminate wordiness and redundancy.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	A	can minimally or incompletely determine or clarify the meaning of unknown and multiple-meaning words and phrases in below- or at-grade-level reading and content; use limited, explicit context clues; minimally or incompletely analyze meaningful word parts; consult basic general and specialized reference materials; and apply few word-solving strategies (for meaning) as appropriate.	can partially or inconsistently determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; inconsistently use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	can consistently and effectively determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and skillfully apply word-solving strategies (for meaning) as appropriate.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	B	can minimally verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	can partially or inconsistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	can verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	can consistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Vocabulary Acquisition and Use	C	can attempt to use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use basic grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can consistently and effectively use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
Vocabulary Acquisition and Use	D	can attempt to demonstrate understanding of simple figurative language, word relationships, and nuances in word meanings.	can demonstrate partial understanding of basic figurative language, word relationships, and nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	E	can attempt to determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can attempt to minimally or incompletely describe differences in connotation and their impact on meaning and tone.	can partially determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can partially describe differences in connotation and their impact on meaning and tone.	can determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, can describe differences in connotation and their impact on meaning and tone.	can consistently determine the denotative, connotative, and figurative meanings of at- or above-grade-level words and phrases used in texts; when words have similar denotations, can effectively describe differences in connotation and their impact on meaning and tone.
Vocabulary Acquisition and Use	F	can attempt to minimally analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	can partially analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	can analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	can thoroughly analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	G	can attempt to demonstrate a limited ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can attempt to make rare intentional vocabulary choices appropriate to the context and situation.	can demonstrate a partial or inconsistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can partially make intentional vocabulary choices appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can make intentional vocabulary choices appropriate to the context and situation.	can demonstrate a consistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can make effective intentional vocabulary choices appropriate to the context and situation.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	A	can minimally or incompletely demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can attempt to discern when and where it is appropriate to use standardized English.	can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can partially or inconsistently discern when and where it is appropriate to use standardized English.	can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can discern when and where it is appropriate to use standardized English.	Meets is the highest level for this expectation.
Conventions of Standardized English	B	can attempt to appropriately use and explain the intended purpose of language choice with phrases and clauses; simple, compound, and complex sentences signaling differing relationships among ideas; recognizing and correcting dangling modifiers.	can inconsistently use and explain the intended purpose of language choice with phrases and clauses; simple, compound, and complex sentences signaling differing relationships among ideas; recognizing and correcting dangling modifiers.	can appropriately use and explain the intended purpose of language choice with phrases and clauses; simple, compound, and complex sentences signaling differing relationships among ideas; recognizing and correcting dangling modifiers.	-

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	C	can minimally or incompletely demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can attempt to discern when and where it is appropriate to use standardized English.	can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.	can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; discern when and where it is appropriate to use standardized English.	-
Conventions of Standardized English	D	attempt to appropriately use and minimally explain the intended purpose in conventions with commas to separate coordinate adjectives and correct spelling.	can inconsistently use and explain the intended purpose in conventions with commas to separate coordinate adjectives and correct spelling.	can appropriately use and explain the intended purpose in conventions with commas to separate coordinate adjectives, correct spelling.	-

Performance Level Descriptors

English Language Arts Grade 8

Draft 2024



This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E21. Policy Performance Level Descriptors

Developing	Approaching	Meets	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E22. Range Performance Level Descriptors, Reading

Reading Performance Level Descriptors refer to a student's ability to read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Per each standard within a reading strand, a student at the respective corresponding proficiency level...

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	A	can attempt to cite limited textual evidence that supports an analysis of what the text says explicitly and attempt to make logical inferences. (RI&RL)	can partially cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make partially logical inferences. (RI&RL)	can cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	can cite ample textual evidence that thoroughly and strongly supports an analysis of what the text says explicitly/implicitly and make well-developed logical inferences. (RI&RL)
Key Ideas and Details	B	can minimally summarize texts, from a variety of genres, to determine one theme or central idea and minimally analyze its development over the course of a text. (RI&RL)	can summarize texts, from a variety of genres, to partially determine one or more themes or central ideas and analyze their development over the course of the text. (RI &RL)	can summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (R &RL)	can summarize texts, from a variety of genres, to thoroughly determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Key Ideas and Details	C	in literary texts, can minimally describe how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)	in literary texts, can partially describe how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)	in literary texts, can analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)	in literary texts, can thoroughly analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)
Key Ideas and Details	D	in informational texts, can minimally or incompletely identify and analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	in informational texts, can partially analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	in informational texts, can analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	in informational texts, can thoroughly analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	A	in literary and informational texts, can attempt to minimally identify the structures of two texts to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)	in literary and informational texts, can partially identify the structures of two or more texts to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)	in literary and informational texts, can compare and contrast the structures of two or more texts to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)	in literary and informational texts, can thoroughly compare and contrast the structures of two or more texts to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)
Craft and Structure	B	in literary texts, can attempt to analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)	in literary texts, can partially analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)	in literary texts, can analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)	in literary texts, can thoroughly analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Craft and Structure	C	in informational texts, can attempt to explain how an author's geographic location, identity, and/or culture affect perspective; can minimally or incompletely analyze how the author addresses conflicting evidence or viewpoints. (RI)	in informational texts, can partially explain how an author's geographic location, identity, and/or culture affect perspective; can partially analyze how the author addresses conflicting evidence or viewpoints. (RI)	in informational texts, can explain how an author's geographic location, identity, and/or culture affect perspective; can analyze how the author addresses conflicting evidence or viewpoints. (RI)	in informational texts, can thoroughly explain how an author's geographic location, identity, and/or culture affect perspective; can thoroughly analyze how the author addresses conflicting evidence or viewpoints. (RI)
Integration of Knowledge and Ideas	A	can attempt to trace and evaluate an argument and specific claims in texts; minimally or incompletely distinguish claims that are supported by reasons and relevant evidence from claims that are not. (RI)	can partially or inconsistently trace and evaluate an argument and specific claims in texts, partially distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	can trace and evaluate an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	can thoroughly trace and evaluate an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)

Reading Strand	Standard	Developing	Approaching	Meets	Advanced
Integration of Knowledge and Ideas	B	can attempt to identify criteria to evaluate the quality of texts; attempt to make minimal connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can partially or inconsistently choose and develop criteria to evaluate the quality of texts; partially or inconsistently make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can choose and develop criteria to evaluate the quality of texts; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can skillfully and consistently choose and develop criteria to evaluate the quality of texts; make deep connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

Table E23. Range Performance Level Descriptors, Writing

Writing Performance Level Descriptors refer to a student's ability to write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Per each standard within a writing strand, a student at the respective corresponding proficiency level...

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	A	can write simple text in a variety of modes: write basic arguments to minimally or incompletely introduce and support claim(s), using little logical reasoning, relevant evidence, and literary theory; attempt to use few accurate, credible sources and demonstrate little to no understanding of the topic or text; attempt to acknowledge and distinguish the claim(s) from alternate or opposing claims; minimally or incompletely organize the reasons and evidence logically.	can write text in a variety of modes: write basic arguments to partially introduce and support claim(s), using some logical reasoning, relevant evidence, and literary theory; partially use some accurate, credible sources and demonstrate a partial understanding of the topic or text; partially acknowledge and distinguish the claim(s) from alternate or opposing claims, or organize the reasons and evidence somewhat logically.	can write text in a variety of modes: write arguments to introduce and support claim(s) using logical reasoning, relevant evidence, and literary theory; use accurate, credible sources and demonstrate an understanding of the topic or text; acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.	can skillfully write text in a variety of modes: write well-developed arguments to introduce and support claim(s) using logical reasoning, relevant evidence, and literary theory; consistently use accurate, credible sources and demonstrate a thorough understanding of the topic or text; thoroughly acknowledge and effectively distinguish the claim(s) from alternate or opposing claims, and effectively organize the reasons and evidence logically.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	B	write simple informative/explanatory text that minimally examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of content by minimally introducing a topic with minimally relevant facts, definitions, concrete details, quotations, or other information and examples; attempt to include basic formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.	write basic informative/explanatory text that partially examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of mostly relevant content by introducing and developing a topic with some relevant facts, definitions, concrete details, quotations, or other information and examples, partially organizing ideas, concepts, and information into broader categories; include some formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.	write informative/explanatory text that examines a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.	write well-developed informative/explanatory text that fully examines a topic and convey ideas, concepts, and information through the selection, organization, and analysis of ample relevant content by thoroughly introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into meaningful broader categories; can include ample, appropriate formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aid comprehension.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	C	write basic narratives that develop real or imagined experiences or events, using limited descriptive details or event sequences; attempt to introduce a narrator or characters to minimally develop experiences, events, and characters.	write narratives that develop real or imagined experiences or events, using some descriptive details and event sequences that partially organize an event sequence somewhat logically; partially engage and orient the reader by establishing a context or point of view and introduce a narrator or characters; use some techniques, such as dialogue, pacing, description, or reflection, to partially develop experiences, events, and characters.	write narratives that develop real or imagined experiences or events, using relevant descriptive details and well-structured event sequences that organize an event sequence logically; engage and orient the reader by establishing a context and point of view and introduce a narrator or characters; use techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.	write well-developed narratives that develop real or imagined experiences or events, using ample relevant descriptive details and well-structured event sequences that organize an event sequence logically; thoroughly engage and orient the reader by establishing a clear context and point of view and introduce a narrator or characters; skillfully use techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	D	(organization) can create writing that uses a basic introduction, a text structure that minimally supports and clarifies the purpose and topic, and a limited concluding statement that may or may not provide closure.	(organization) can create writing that uses an introduction that partially creates suspense and anticipation for the reader, text structure that partially supports the purpose and topic through some or all of the text, and a simple concluding statement that provides closure.	(organization) can create writing that uses an introduction that creates suspense and anticipation for the reader, a text structure that supports and clarifies the purpose and topic throughout the entire text, and a concluding statement that provides closure and ties up all loose ends.	(organization) can create writing that uses an introduction that skillfully creates suspense and anticipation for the reader, a text structure that thoroughly supports and clarifies the purpose and topic throughout the entire text, and a well-developed concluding statement that provides closure and ties up all loose ends.
Text Types and Purposes	E	(transitions) can use a few simple transitions to create minimal cohesion and clarity among ideas and concepts.	(transitions) can use transitions to partially create cohesion or clarity among ideas and concepts.	(transitions) can use varied transitions to create cohesion and clarity among ideas and concepts.	(transitions) can use ample varied transitions to create cohesion and clarity among ideas and concepts.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Text Types and Purposes	F	(word choice) can use minimal genre-specific vocabulary; use minimal vocabulary that rarely enhances the meaning and engages the reader.	(word choice) can use some genre-specific vocabulary; use basic vocabulary that partially enhances the meaning and engages the reader.	(word choice) can use genre-specific vocabulary; use vocabulary that enhances the meaning and engages the reader.	(word choice) can use ample genre-specific vocabulary; skillfully use ample vocabulary that enhances the meaning and engages the reader.
Production and Distribution of Writing	A	with some guidance and support from peers and adults, can minimally develop and strengthen writing as needed by limited planning, revising, editing, rewriting, or trying a new approach, minimally focusing on how well purpose and audience have been addressed.	with some guidance and support from peers and adults, can partially develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, partially or inconsistently focusing on how well purpose and audience have been addressed.	with some guidance and support from peers and adults, can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	with some guidance and support from peers and adults, can consistently and effectively develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, thoroughly focusing on how well purpose and audience have been addressed.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Production and Distribution of Writing	B	can use basic technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish short writing and minimally or incompletely present relationships between information and ideas, and minimally interact and collaborate with others.	can partially use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish basic writing, partially present the relationships between information and ideas efficiently, and partially interact and collaborate with others.	can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to skillfully produce and publish writing and present the relationships between information and ideas efficiently and thoroughly as well as to interact and collaborate with others.
Inquiry to Build and Present Knowledge	A	can gather minimal relevant information from multiple print and digital sources, using search terms inconsistently; minimally or incompletely assess the credibility and accuracy of each source; attempt to minimally quote or paraphrase the data and conclusions of others.	can gather some relevant information from multiple print and digital sources, using some search terms effectively; partially assess the credibility and accuracy of each source; inconsistently quote or paraphrase the data and conclusions of others while avoiding plagiarism; partially follow a standard format for citation.	can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	can thoroughly gather ample relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; consistently follow a standard format for citation.

Writing Strand	Standard	Developing	Approaching	Meets	Advanced
Inquiry to Build and Present Knowledge	B	can draw minimal evidence from literary or informational texts to minimally support analysis, reflection, and inquiry.	can draw partial evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw ample evidence from literary or informational texts to support analysis, reflection, and inquiry.

Table E24. Range Performance Level Descriptors, Language

Language Performance Level Descriptors refer to a student's ability to demonstrate an understanding of how language functions in different cultures and contexts. A student's language proficiency refers to their ability to apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. A student's language proficiency also refers to a student's ability to be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Per each standard within a language strand, a student at the respective corresponding proficiency level...

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	A	can minimally or incompletely recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can inconsistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	can consistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
Knowledge of Language	B	can attempt to determine the language demands of a writing/speaking situation; attempt to respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can partially or inconsistently determine the language demands of a writing/speaking situation and partially respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can consistently determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Knowledge of Language	C	can minimally or incompletely expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can inconsistently expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can consistently and effectively expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Knowledge of Language	D	can use a few verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	can use some verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	can use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	can skillfully use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Knowledge of Language	E	can minimally or incompletely develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.	can develop partial metacognitive awareness as writers and speakers by explaining the reasons for language choices.	can develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.	can demonstrate metacognitive awareness as writers and speakers by explaining the reasons for language choices.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	A	can attempt to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	can partially or inconsistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	can verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	can consistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Vocabulary Acquisition and Use	B	can attempt to use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use basic grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can consistently and effectively use at- or above-grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
Vocabulary Acquisition and Use	C	can attempt to demonstrate understanding of simple figurative language, word relationships, and nuances in word meanings.	can demonstrate partial understanding of basic figurative language, word relationships, and nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	D	can attempt to determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can attempt to minimally or incompletely describe differences in connotation and their impact on meaning and tone.	can partially determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can partially describe differences in connotation and their impact on meaning and tone.	can determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, can describe differences in connotation and their impact on meaning and tone.	can consistently determine the denotative, connotative, and figurative meanings of at- or above-grade-level words and phrases used in texts; when words have similar denotations, can effectively describe differences in connotation and their impact on meaning and tone.
Vocabulary Acquisition and Use	E	can attempt to minimally analyze the impact of specific word choice on meaning and tone.	can partially analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.	can analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.	can thoroughly analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Vocabulary Acquisition and Use	F	can attempt to demonstrate a limited ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; attempt to make rare intentional vocabulary choices appropriate to the context and situation.	can demonstrate a partial ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can partially make intentional vocabulary choices appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can make intentional vocabulary choices appropriate to the context and situation	can demonstrate a consistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including, cultural, general academic, and discipline-specific terms and phrases; can make effective intentional vocabulary choices appropriate to the context and situation.
Conventions of Standardized English	A	can attempt to appropriately use and explain the intended purpose of language choice with active and passive voice verbs; indicative, imperative, interrogative, conditional, and subjunctive mood verbs; recognizing and correcting shifts in verb voice and mood.	can inconsistently use and explain the intended purpose of language choice with active and passive voice verbs; indicative, imperative, interrogative, conditional, and subjunctive mood verbs; recognizing and correcting shifts in verb voice and mood.	can appropriately use and explain the intended purpose of language choice with active and passive voice verbs; indicative, imperative, interrogative, conditional, and subjunctive mood verbs; recognizing and correcting shifts in verb voice and mood.	Meets is the highest level for this expectation.

Language Strand	Standard	Developing	Approaching	Meets	Advanced
Conventions of Standardized English	B	can minimally or incompletely demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can attempt to discern when and where it is appropriate to use standardized English.	can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.	can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can discern when and where it is appropriate to use standardized English.	-
Conventions of Standardized English	C	can attempt to appropriately use and minimally explain the intended purpose in conventions with punctuation to indicate a pause or break, ellipsis to indicate an omission, and correct spelling.	can inconsistently use and explain the intended purpose in conventions with punctuation to indicate a pause or break, ellipsis to indicate an omission, and correct spelling.	can appropriately use and explain the intended purpose in conventions with punctuation to indicate a pause or break, ellipsis to indicate an omission, and correct spelling.	-

Math

Performance Level Descriptors

Mathematics Grade 3

Draft 2024



WISCONSIN DEPARTMENT OF
Public Instruction

This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2021 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E25. Policy Performance Level Descriptors

Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E26. Range Performance Level Descriptors, Mathematics

Per each standard within a mathematics strand, a student at the respective corresponding proficiency level can likely...

Strand	Standard	Developing	Approaching	Meeting	Advanced
Operations and Algebraic Thinking	A	-	identify the number and size of groups in a multiplication representation,	identify an array or equal groups context that can be expressed as multiplication or division,	identify a measurement context that can be expressed as multiplication or division,
Operations and Algebraic Thinking	B	solve word problems using multiplication within 50,	solve word problems using multiplication within 100,	solve word problems using multiplication and division within 100,	solve and explain how the relationship between multiplication and division can be used to solve division word problems within 100,
Operations and Algebraic Thinking	C	recognize the distributive property,	apply the distributive property to generate but not simplify equivalent expressions,	apply the distributive property to multiply a factor by another factor,	explain the distributive property for multiplication,
Operations and Algebraic Thinking	D	-	recognize strategies to multiply within 100,	explain strategies to multiply and divide within 100 including the application of properties,	explain strategies to multiply and divide within 100 including the relationship between the operations,
Operations and Algebraic Thinking	E	find products with foundational factors (0, 1, 2, 5, and 10), and	find products and quotients with foundational factors (0, 1, 2, 5, and 10),	demonstrate and explain flexibility and efficiency when finding products and quotients with foundational factors (0, 1, 2, 5, and 10),	demonstrate and explain flexibility and efficiency when finding products and quotients with foundational factors (0, 1, 2, 5, and 10), including generalizations that support reasoning,

Strand	Standard	Developing	Approaching	Meeting	Advanced
Operations and Algebraic Thinking	F	solve one-step word problems using the four operations.	represent and solve one-step word problems using the four operations, and	represent and solve two-step word problems using the four operations, and	solve two-step word problems using the four operations and justify the answer with estimation strategies, and
Operations and Algebraic Thinking	G	-	identify the next term in an arithmetic pattern.	identify and explain an arithmetic pattern.	identify and explain aspects of an arithmetic pattern beyond the rule.
Number and Operations in Base Ten	A	use place value to generate estimates of addition of whole numbers within 100, and	use place value to generate estimates of addition and subtraction of whole numbers within 100,	use place value to generate estimates of addition and subtraction of whole numbers within 1000 in real-world situations,	determine and explain the degree of precision needed for a problem situation within 1000,
Number and Operations in Base Ten	B	-	assess the reasonableness of estimates for the addition and subtraction of whole numbers within 100,	assess the reasonableness of estimates for the addition and subtraction of whole numbers within 1000,	explain why an estimate is too high or too low,
Number and Operations in Base Ten	C	find sums with whole numbers within 1000 using place value, properties of operations, and the relationship between addition and subtraction.	find sums and differences with whole numbers within 1000 using place value, properties of operations, and the relationship between addition and subtraction, and	demonstrate flexibility and efficiency when finding sums and differences with whole numbers within 1000, and	make sense of someone else's solution strategy for finding sums and differences of whole numbers within 1000, and

Strand	Standard	Developing	Approaching	Meeting	Advanced
Number and Operations in Base Ten	D	-	multiply one-digit foundational factors (0, 1, 2, and 5) by multiples of 10 in the range 10-90.	multiply one-digit whole numbers by multiples of 10 in the range 10-90.	explain why a strategy works when finding the product of a one-digit whole number and a multiple of 10 in the range 10-90.
Number and Operations – Fractions	A	identify unit fractions on a number line, and	represent unit fractions on a number line,	represent unit fractions on a number line and explain their meanings,	-
Number and Operations – Fractions	B	represent fractions as parts of a whole,	identify fractions as numbers when represented on a number line,	represent fractions as numbers on a number line,	explain a fraction on a number line as a length found by iterating a unit fraction a specific number of times,
Number and Operations – Fractions	C	-	recognize simple equivalent fractions,	recognize and generate simple equivalent fractions,	explain why simple equivalent fractions are equivalent by using a visual fraction model, and
Number and Operations – Fractions	D	-	recognize fractional equivalents of whole numbers, and	recognize and express fractional equivalents of whole numbers, and	-
Number and Operations – Fractions	E	compare two fractions represented on a number line.	compare two fractions with the same denominator by reasoning about their size.	compare two fractions with the same numerator or the same denominator by reasoning about their size.	recognize and explain that the size of a fractional part is relative to the size of the whole.

Strand	Standard	Developing	Approaching	Meeting	Advanced
Measurement and Data	A	tell time to the nearest minute,	tell and write time to the nearest minute and measure time intervals in minutes,	solve word problems involving the addition and subtraction of time intervals in minutes,	solve word problems involving the addition and subtraction of an interval that includes both a.m. and p.m. times,
Measurement and Data	B	recognize the appropriate metric unit for measuring or measure liquid volumes and masses,	estimate liquid volumes and masses in metric units,	use addition, subtraction, multiplication, and division to add or subtract to solve one-step word problems involving liquid volumes or masses in metric units,	use addition, subtraction, multiplication, and division to add, subtract, multiply, or divide to solve one-step word problems involving liquid volumes or masses in metric units,
Measurement and Data	C	-	identify a scaled picture graph or bar graph that represents a data set with several categories,	draw a scaled picture graph or bar graph to represent a data set with several categories,	-
Measurement and Data	D	-	solve one-step problems using information presented in scaled bar graphs,	solve two-step problems using information presented in scaled bar graphs,	-
Measurement and Data	E	generate measurement data using a ruler marked with halves of an inch, and	generate measurement data using a ruler marked with halves and fourths of an inch,	generate measurement data using a ruler marked with halves and fourths of an inch and display it on a line plot,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Measurement and Data	F	-	understand area as a two-dimensional measure,	understand that area can be found by covering a figure with unit squares with no gaps or overlaps and measure that area by counting,	-
Measurement and Data	G	determine the area of a rectangle with whole-number side lengths given a visual, and	determine the area of a rectangle with whole-number side lengths by multiplying the side lengths when solving mathematical problems,	determine the area of a rectangle with whole-number side lengths by multiplying the side lengths when solving real-world problems,	show and explain why the area found by tiling a rectangle is the same as the area found by multiplying the side lengths,
Measurement and Data	H	-	recognize the distributive property in an area model,	represent the distributive property by tiling a rectangle with whole number side lengths,	-
Measurement and Data	I	-	-	decompose rectilinear figures into two parts to determine the area,	decompose rectilinear figures into three or more parts to determine the area,
Measurement and Data	J	recognize the difference between area and perimeter.	solve mathematical problems about finding the perimeter given the side lengths, and	solve mathematical perimeter problems about finding an unknown side length, and	solve real-world problems about finding the perimeter given the side lengths or about finding an unknown side length, and

Strand	Standard	Developing	Approaching	Meeting	Advanced
Measurement and Data	K	-	recognize examples of rectangles with the same perimeters and different areas or with the same areas and different perimeters.	solve mathematical problems involving rectangles with the same perimeters and different areas or with the same area and different perimeters.	solve real-world problems involving rectangles with the same perimeters and different areas or with the same area and different perimeters.
Geometry	A	identify the shared attributes between two shapes, and	identify the shared attributes among a set of shapes, and	categorize quadrilaterals and recognize the shared attributes that define a shape category,	explain why a shape does or does not belong to a category or more than one category.
Geometry	B	-	-	create figures that are quadrilaterals but are not a rhombus, rectangle, or square, and	-
Geometry	C	identify a shape that has been partitioned into parts with equal areas.	partition rectangles into parts with equal areas and express each part as a unit fraction of the whole.	partition shapes into parts with equal areas and express each part as a unit fraction of the whole.	-

Performance Level Descriptors

Mathematics Grade 4

Draft 2024



WISCONSIN DEPARTMENT OF
Public Instruction

This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2021 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E27. Policy Performance Level Descriptors

Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E28. Range Performance Level Descriptors, Mathematics

Per each standard within a mathematics strand, a student at the respective corresponding proficiency level can likely...

Strand	Standard	Developing	Approaching	Meeting	Advanced
Operations and Algebraic Thinking	A	recognize a multiplicative comparison,	identify an equation that represents a multiplicative comparison,	interpret an equation as a multiplicative comparison with a written statement,	interpret an equation as a multiplicative comparison with two different verbal statements,
Operations and Algebraic Thinking	B	-	-	represent a written statement of multiplicative comparison as an equation,	represent a written statement of multiplicative comparison as two different equations,
Operations and Algebraic Thinking	C	-	use multiplication to solve word problems that involve multiplicative comparison,	use multiplication or division to solve word problems that involve multiplicative comparison,	solve word problems and explain how multiplicative comparison is different from additive comparison,
Operations and Algebraic Thinking	D	solve multi-step word problems with whole numbers and whole-number answers using addition and multiplication,	solve multi-step word problems with whole numbers and whole-number answers using the four operations,	solve multi-step word problems with whole numbers and whole-number answers using the four operations including problems in which remainders must be interpreted,	solve multi-step word problems with whole numbers and whole-number answers using the four operations and justify the answers with mental computation and estimation strategies,

Strand	Standard	Developing	Approaching	Meeting	Advanced
Operations and Algebraic Thinking	E	find all factor pairs of whole numbers in the range 1-25 and recognize which numbers are prime and which numbers are composite,	find all factor pairs of whole numbers in the range 1-50 and recognize which numbers are prime and which are composite,	find all factor pairs of whole numbers in the range 1-100 and recognize which numbers are prime and which numbers are composite,	determine if a whole number in the range 1-100 is a multiple of a given one-digit number,
Operations and Algebraic Thinking	F	determine a missing term in a shape pattern, and	determine a missing term in a number or shape pattern, and	generate a number or shape pattern when given the rule and identify features of the pattern that are not explicit in the rule, and	generate a rule that describes a given number or shape pattern, and
Operations and Algebraic Thinking	G	find products and quotients with foundational factors (0, 1, 2, 5, and 10).	demonstrate and explain flexibility and efficiency when finding products within 100.	demonstrate and explain flexibility and efficiency when finding products and quotients within 100.	demonstrate and explain flexibility and efficiency when finding products and quotients within 100, including generalizations that support reasoning.
Number and Operations in Base Ten	A	-	recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents to its right when provided a visual model,	recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right,	recognize the value of a digit in one place compared to its value more than one place to its right,

Strand	Standard	Developing	Approaching	Meeting	Advanced
Number and Operations in Base Ten	B	read and write multi-digit whole numbers using base-ten numerals,	read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form,	compare two multi-digit whole numbers based on meanings of digits,	explain the comparison of two multi-digit whole numbers based on the meanings of the digits,
Number and Operations in Base Ten	C	-	use place value to generate estimates for real-world situations within 500,	use place value to generate and assess the reasonableness of estimates for real-world situations with multi-digit whole numbers,	explain how place value can be used to assess the reasonableness of estimates for real-world situations with multi-digit whole numbers,
Number and Operations in Base Ten	D	find sums and differences with multi-digit whole numbers,	demonstrate flexibility when finding sums and differences with multi-digit whole numbers,	demonstrate flexibility and efficiency when finding sums and differences with multi-digit whole numbers,	demonstrate and explain flexibility and efficiency when finding sums and differences with multi-digit whole numbers,
Number and Operations in Base Ten	E	multiply a whole number of up to three digits by a one-digit whole number, and	multiply a whole number of up to four digits by a one-digit whole number, and	multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit whole numbers, and	multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit whole numbers, explaining and illustrating the calculation, and
Number and Operations in Base Ten	F	find whole-number quotients without remainders with up to two-digit dividends and one-digit divisors.	find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors.	find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.	find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, explaining and illustrating the calculation.

Strand	Standard	Developing	Approaching	Meeting	Advanced
Number and Operations – Fractions	A	recognize fraction equivalence using a visual fraction model,	recognize and generate fraction equivalence using a visual fraction model,	recognize and generate fraction equivalence,	explain fraction equivalence using a visual fraction model,
Number and Operations – Fractions	B	compare fractions with different numerators,	compare fractions with different denominators,	compare fractions with different numerators and different denominators,	recognize and explain that comparisons are only valid when fractions refer to the same whole,
Number and Operations – Fractions	C	-	justify a comparison of fractions with different numerators,	justify a comparison of fractions with different numerators and different denominators using visual fraction models,	justify fraction comparisons by reasoning about the size of the fractions,
Number and Operations – Fractions	D	decompose a fraction into a sum of unit fractions,	decompose a fraction into a sum of unit fractions and multiples of a unit fraction,	decompose a fraction into a sum of unit fractions or multiples of a unit fraction in more than one way,	justify the decomposition of a fraction into unit fractions or multiples of unit fractions,
Number and Operations – Fractions	E	add and subtract fractions less than one with like denominators using visual fraction models and solve word problems involving those fractions,	add and subtract fractions less than one with like denominators and solve word problems involving those fractions,	add and subtract fractions including mixed numbers with like denominators and solve word problem involving those fractions,	add and subtract fractions including mixed numbers with closely related denominators and solve word problems involving those fractions,

Strand	Standard	Developing	Approaching	Meeting	Advanced
Number and Operations – Fractions	F	multiply a whole number times a unit fraction,	multiply a whole number times a fraction,	multiply a whole number times a fraction and solve word problems involving that multiplication,	determine and explain a reasonable answer range when multiplying with fractions,
Number and Operations – Fractions	G	-	identify equivalent fractions with denominators of 10 and 100,	add two fractions with denominators of 10 and 100 by expressing the fraction with a denominator of 10 as an equivalent fraction with a denominator of 100,	explain how to add two fractions with denominators of 10 and 100, and
Number and Operations – Fractions	H	use decimal notation for fractions with denominators of 10, and	use decimal notation for fractions with denominators of 10 and represent them with visual models, and	use decimal notation for fractions with denominators of 10 or 100 and represent them with visual models, and	-
Number and Operations – Fractions	I	compare decimals to the tenths.	compare decimals to the hundredths by reasoning about their size.	compare decimals to the hundredths by reasoning about their size or using benchmarks and justify the comparison with a visual model.	recognize and explain that comparisons are only valid when decimals refer to the same whole.
Measurement and Data	A	-	identify the relative sizes of measurement units within one system,	express measurements in a larger unit in terms of a smaller unit within the same system,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Measurement and Data	B	-	-	identify and record measurement equivalents within the same system in a two-column table,	-
Measurement and Data	C	use addition and subtraction to solve word problems involving distance, time intervals, liquid volumes, masses, and money with whole numbers,	use the four operations to solve word problems involving distance, time intervals, liquid volumes, masses, and money with whole numbers,	use the four operations to solve word problems involving distance, time intervals, liquid volumes, masses, and money with simple fractions or decimals or that require expressing measurements given in a larger unit in terms of a smaller unit,	use the four operations to solve multi-step word problems involving distance, time intervals, liquid volumes, masses, and money with simple fractions or decimals or that require expressing measurements given in a larger unit in terms of a smaller unit, and
Measurement and Data	D	-	represent measurement quantities with diagrams,	represent measurement quantities with diagrams that have a measurement scale,	-
Measurement and Data	E	recognize the use of the area or perimeter formulas for rectangles, and	apply the area and perimeter formulas to solve mathematical problems,	apply the area and perimeter formulas for rectangles to solve real-world problems,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Measurement and Data	F	-	identify a line plot that displays a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$),	create a line plot that displays a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$),	-
Measurement and Data	G	-	solve problems involving the addition of fractions with common denominators based on information presented in a line plot, and	solve problems involving the addition or subtraction of fractions with common denominators based on information presented in a line plot,	solve problems involving the addition or subtraction of fractions with closely related denominators based on information presented in a line plot,
Measurement and Data	H	recognize that angles are formed by two rays sharing a common endpoint.	visually recognize benchmark angles, and	understand that an angle measure is the number of degrees it turns through a circle,	-
Measurement and Data	I	-	-	measure or sketch angles in whole-number degrees using a protractor, and	-
Measurement and Data	J	-	recognize that angle measure is additive.	solve mathematical addition and subtraction problems to determine unknown angle measures on a diagram.	solve real-world addition and subtraction problems to determine unknown angle measures on a diagram.
Geometry	A	recognize points, lines, line segments, rays, perpendicular lines, and parallel lines,	draw points, lines, line segments, rays, perpendicular lines, and parallel lines,	identify points, lines, line segments, rays, perpendicular lines, and parallel lines within two-dimensional figures,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Geometry	B	recognize right, acute, and obtuse angles, and	draw right, acute, and obtuse angles, and	identify right, acute, and obtuse angles within two-dimensional figures and identify right triangles,	-
Geometry	C	-	-	classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines,	explain the classification of two-dimensional figures based on the presence or absence of parallel or perpendicular lines,
Geometry	D	-	-	classify two-dimensional figures based on the presence or absence of angles of a specified size, and	explain the classification of two-dimensional figures based on the presence or absence of angles of a specified size, and
Geometry	E	recognize a symmetrical figure.	identify a line of symmetry in a two-dimensional figure.	draw a line of symmetry in a two-dimensional figure.	identify or draw multiple lines of symmetry in a two-dimensional figure.

Performance Level Descriptors

Mathematics Grade 5

Draft 2024



This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2021 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E29. Policy Performance Level Descriptors

Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E30. Range Performance Level Descriptors, Mathematics

Per each standard within a mathematics strand, a student at the respective corresponding proficiency level can likely...

Strand	Standard	Developing	Approaching	Meeting	Advanced
Operations and Algebraic Thinking	A	evaluate numeric expressions with parentheses, and	evaluate numerical expressions with parentheses, brackets, or braces, and	write, interpret, and evaluate numerical expressions with parentheses, brackets, and braces,	add, remove, or rearrange grouping symbols in a numerical expression so that it has the same value as another numerical expression,
Operations and Algebraic Thinking	B	-	-	interpret a numerical expression without evaluating it, and	compare two different numerical expressions without evaluating them, and
Operations and Algebraic Thinking	C	determine a missing term in a numerical pattern.	generate two numerical patterns using two given rules.	form ordered pairs from two numerical patterns that use two given rules and plot them on a coordinate plane.	identify and explain the relationship between the corresponding terms of two numerical patterns.

Strand	Standard	Developing	Approaching	Meeting	Advanced
Number and Operations in Base Ten	A	use whole-number exponents to denote powers of 10,	recognize that the value of a digit in one place represents 10 times as much as it represents in the place to its right and one-tenth of what it represents in the place to the left when provided a visual model,	recognize that the value of a digit in one place represents 10 times as much as it represents in the place to its right and one-tenth of what it represents in the place to the left,	recognize the value of a digit in one place compared to its value more than one place to the right or to the left,
Number and Operations in Base Ten	B	-	multiply and divide by powers of 10,	explain patterns, including the placement of the decimal point, when multiplying and dividing by powers of 10,	-
Number and Operations in Base Ten	C	read, write, and compare decimals to the hundredths place using base-ten numerals,	read, write, and compare decimals to the thousandths place using base-ten numerals,	read, write, and compare decimals to the thousandths place using base-ten numerals, number names and expanded form,	explain the relationship between decimals to the thousandths place expressed using base-ten numerals and expressed using expanded form,

Strand	Standard	Developing	Approaching	Meeting	Advanced
Number and Operations in Base Ten	D	use place value to generate estimates for mathematical problems with decimals,	use place value to generate estimates for real-world problems with decimals,	assess the reasonableness of estimates used for real-world problems with decimals,	explain how place value can be used to assess the reasonableness of estimates for real-world situations with decimals,
Number and Operations in Base Ten	E	find products using multi-digit whole numbers, and	demonstrate flexibility when finding products using multi-digit whole numbers,	demonstrate and explain flexibility when finding products using multi-digit whole numbers,	demonstrate and explain flexibility and efficiency when finding products using multi-digit whole numbers,
Number and Operations in Base Ten	F	-	find whole-number quotients with up to three-digit dividends and two-digit divisors, and	find whole-number quotients with up to four-digit dividends and two-digit divisors, and	find whole-number quotients with up to four-digit dividends and two-digit divisors and explaining and illustrating the calculation, and
Number and Operations in Base Ten	G	add and subtract decimals to the hundredths.	add and subtract decimals to the hundredths, explaining the reasoning used.	add, subtract, multiply, and divide decimals to the hundredths.	add, subtract, multiply, and divide decimals to the hundredths, explaining the reasoning used.

Strand	Standard	Developing	Approaching	Meeting	Advanced
Number and Operations – Fractions	A	add and subtract fractions with unlike denominators,	demonstrate flexibility when adding and subtracting fractions with unlike denominators,	demonstrate flexibility and efficiency when adding and subtracting fractions with unlike denominators, including mixed numbers, and solve word problems that involve this addition and subtraction,	justify addition and subtraction of fractions with unlike denominators using a visual model and equations,
Number and Operations – Fractions	B	-	use benchmark fractions and number sense to assess the reasonableness of a sum,	use benchmark fractions and number sense to assess the reasonableness of a sum or difference,	-
Number and Operations – Fractions	C	recognize a fraction as an equal sharing division problem,	interpret a fraction as an equal sharing division problem,	solve word problems that involve division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models,	determine what two whole numbers a quotient lies between when dividing whole numbers leading to answers in the form of fractions or mixed numbers,
Number and Operations – Fractions	D	multiply a fraction times a whole number, and	multiply a fraction times a fraction,	solve word problems that involve multiplying fractions by using visual models,	demonstrate and explain flexible and efficient strategies for multiplying fractions,

Strand	Standard	Developing	Approaching	Meeting	Advanced
Number and Operations – Fractions	E	-	find the area of a rectangle with fractional side lengths,	explain why finding the area of a rectangle with fractional side lengths by tiling will result in the same area as multiplying the side lengths,	-
Number and Operations – Fractions	F	-	recognize that multiplying a number by a fraction greater than 1 results in a product greater than the number and that multiplying a number by a fraction less than 1 results in a product smaller than the number, and	estimate whether a product will be larger or smaller than a given factor without performing the indicated multiplication,	explain why multiplying a number by a fraction greater than 1 results in a product greater than the number and why multiplying a number by a fraction less than 1 results in a product smaller than the number,
Number and Operations – Fractions	G	-	-	solve word problems that involve multiplying fractions and mixed numbers by using visual fraction models,	-
Number and Operations – Fractions	H	-	-	use benchmark fractions and number sense to assess the reasonableness of a product, and	explain how benchmark fractions and number sense can be used to assess the reasonableness of a product, and

Strand	Standard	Developing	Approaching	Meeting	Advanced
Number and Operations – Fractions	I	divide unit fractions by whole numbers.	divide whole numbers by unit fractions.	solve real-world problems that involve the division of unit fractions by whole numbers and the division of whole numbers by unit fractions.	create and solve real-world problems that involve the division of unit fractions by whole numbers and the division of whole numbers by unit fractions.
Measurement and Data	A	express measurements in a smaller unit in terms of a larger unit within the same system, and	use measurement conversions in solving one-step mathematical problems,	use measurement conversions in solving multi-step, mathematical problems,	use measurement conversions in solving multi-step, real-world problems,
Measurement and Data	B	recognize a line plot that matches a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{6}$).	make a line plot that displays a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$),	use addition and subtraction with fractions with unlike denominators to solve problems using a line plot display,	use multiplication of fractions and division of unit fractions and whole numbers to solve problems using a line plot display,
Measurement and Data	C	-	understand volume as a three-dimensional measure, and	understand that volume can be found by packing a figure with unit cubes with no gaps or overlaps and measure that volume by counting,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Measurement and Data	D	-	-	show and explain why the volume found by packing a prism with unit cubes is the same as multiplying the edge lengths,	show and explain why the volume found by multiplying the edge lengths is the same as by multiplying the height by the area of the base,
Measurement and Data	E	-	find the volume of a right rectangular prism by applying the formulas $V = l \times w \times h$ and $V = B \times h$.	apply the formulas for rectangular prisms to find volume in mathematical problems with whole number edge lengths, and	apply the formulas for rectangular prisms to find volumes in real-world problems with whole number edge lengths, and
Measurement and Data	F	-	-	solve mathematical problems by finding the volume of a solid figure composed of non-overlapping prisms by adding the volumes together.	solve real-world problems by finding the volume of a solid figure composed of non-overlapping prisms by adding the volumes together.
Geometry	A	identify the origin of a coordinate system,	identify how the numbers in an ordered pair correspond to x - and y -axes,	understand an ordered pair as indicating how far to travel from the origin in a coordinate system,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Geometry	B	recognize a plotted point in the first quadrant of the coordinate plane, and	plot coordinate points in the first quadrant of the coordinate plane, and	represent mathematical problems by graphing points in the first quadrant of the coordinate plane, and	represent real-world problems by graphing points in the first quadrant of the coordinate plane,
Geometry	C	-	-	-	interpret coordinate values in the context of the situation, and
Geometry	D	identify attributes of two-dimensional figures.	identify shared attributes of two or more two-dimensional figures.	classify two-dimensional figures in a hierarchy of properties.	explain the classification of two-dimensional figures in a hierarchy of properties.

Performance Level Descriptors

Mathematics Grade 6

Draft 2024



This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2021 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E31. Policy Performance Level Descriptors

Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E32. Range Performance Level Descriptors, Mathematics

Per each standard within a mathematics strand, a student at the respective corresponding proficiency level can likely...

Strand	Standard	Developing	Approaching	Meeting	Advanced
Ratios and Proportional Relationships	A	identify a ratio,	-	use ratio language and notation to describe a relationship between two quantities, including determining a unit rate, given non-complex fractions,	-
Ratios and Proportional Relationships	B	identify an equivalent ratio, and	make a table of equivalent ratios,	determine one or more missing values in a table of equivalent ratios,	-
Ratios and Proportional Relationships	C	-	represent ratio relationships by plotting ordered pairs on the coordinate plane, and	solve unit rate problems in the context of a ratio relation,	solve multi-step unit rate problems, and
Ratios and Proportional Relationships	D	identify a percent.	determine the percent of a quantity as a rate per 100.	solve real-world problems by finding the whole when given a part and the percent, and	solve real-world percent problems.
Ratios and Proportional Relationships	E	-	-	use ratio reasoning to convert or compare measurement units.	-
The Number System	A	identify a visual fraction model that represents the division of a fraction by a fraction,	flexibly compute the quotient of two fractions,	solve word problems by computing and interpreting the quotient of two fractions,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
The Number System	B	-	-	use multiplication and division as well as visual models to explain the meaning of a quotient of two fractions within a context,	-
The Number System	C	-	flexibly compute the quotient of multi-digit whole numbers,	flexibly and efficiently compute the quotient of multi-digit whole numbers using a variety of strategies,	use the strategies or algorithms based on place value, area models, or the relationships and properties of operations to explain the division of multi-digit whole numbers,
The Number System	D	flexibly add and subtract multi-digit decimals to tenths,	flexibly add, subtract, multiply, and divide multi-digit decimals to hundredths,	flexibly and efficiently add, subtract, multiply, and divide multi-digit decimals using a variety of strategies,	use strategies or algorithms based on place value, visual models, or the relationships and properties of operations to explain the addition, subtraction, multiplication, and division of multi-digit decimals,

Strand	Standard	Developing	Approaching	Meeting	Advanced
The Number System	E	determine the greatest common factor of two whole numbers less than or equal to 20, and	determine the greatest common factor of two whole numbers less than or equal to 50,	determine the greatest common factor of two whole numbers less than or equal to 100,	-
The Number System	F	-	determine the least common multiple of two whole numbers less than or equal to 8,	determine the least common multiple of two whole numbers less than or equal to 12,	-
The Number System	G	-	use the distributive property to recognize the sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers with no common factor,	use the distributive property to express the sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers without a common factor,	-
The Number System	H	-	-	use positive and negative numbers to represent quantities in real-world contexts and explain the meaning of zero,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
The Number System	I	-	identify the opposite of an integer and plot it on a horizontal or vertical number line,	identify the opposite of a rational number and plot it on a horizontal or vertical number line,	-
The Number System	J	locate ordered pairs with integer coordinates in the first quadrant, and	locate ordered pairs with integer coordinates in any of the four quadrants, and	locate ordered pairs with rational coordinates in any of four quadrants and understand that two ordered pairs that differ only by sign are reflections across one or both axes,	-
The Number System	K	recognize that positive and negative numbers are used together to describe quantities having opposite directions or values.	identify the absolute values of rational numbers.	write, interpret, and explain statements about absolute value and the order of rational numbers, use absolute value to determine the distance between points with either the same first coordinate or the same second coordinate, and	explain comparisons about the magnitudes of rational numbers using absolute value, and
The Number System	L	-	-	solve real-world and mathematical problems by graphing in all four quadrants.	solve real-world problems by graphing and interpreting points in all four quadrants.
Expressions and Equations	A	-	evaluate numerical expressions with one whole-number exponent,	evaluate numerical expressions with whole-number exponents,	-
Expressions and Equations	B	identify parts of an algebraic expression using mathematical terms.	read and evaluate algebraic expressions,	read, write, and evaluate algebraic expressions,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Expressions and Equations	C	-	recognize two equivalent expressions,	generate two equivalent expressions,	explain why two expressions are equivalent,
Expressions and Equations	D	-	solve equations of the form $x + p = q$ or $px = q$,	solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ or $px = q$,	-
Expressions and Equations	E	-	determine if a value is a solution for an inequality of the form $x > c$ or $x < c$, and	write an inequality of the form $x > c$ or $x < c$ and represent the solution on a number line for real-world and mathematical problems, and	write and solve an equation or inequality that represents a real-world problem and explain the meaning of the solution, and
Expressions and Equations	F	-	identify independent and dependent variables in real-world situations.	represent and analyze the relationship between independent and dependent variables in real-world situations using graphs, tables, or equations.	use multiple representations to analyze the relationship between independent and dependent variables in real-world situations.
Geometry	A	find the area of right triangles, and	find the area of triangles and special quadrilaterals that are decomposed,	find the area of polygons by composing or decomposing to solve real-world and mathematical problems,	find the area of polygons by composing or decomposing in more than one way to solve real-world and mathematical problems,

Strand	Standard	Developing	Approaching	Meeting	Advanced
Geometry	B	-	find the volume of right rectangular prisms with fractional edge lengths using unit cubes or formulas or drawings,	find the volume of right rectangular prisms with fractional edge lengths using unit cubes or formulas to solve real-world and mathematical problems,	find the volume of composite figures that consist of right rectangular prisms with fractional edge lengths to solve real-world and mathematical problems, and
Geometry	C	draw polygons in the coordinate plane using coordinates as vertices.	draw polygons in the coordinate plane using coordinates as vertices to determine side lengths, and	draw polygons in the coordinate plan using coordinates as vertices to determine side lengths and solve real-world and mathematical problems, and	-
Geometry	D	-	represent three-dimensional figures with nets.	use nets to represent and determine the surface area of three-dimensional figures in real-world and mathematical problems.	solve multi-step problems involving the surface area and volume of three-dimensional figures.
Statistics and Probability	A	-	recognize a statistical question,	recognize a statistical question and describe how there is variability in the data related to the question,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Statistics and Probability	B	distinguish between a measure of center and a measure of variation.	understand that a measure of center summarizes all the values in a data set and a measure of variation for a data distribution describes how the values vary with a single number, and find a measure of center or a measure of variation for a data distribution, and	find and explain measures of center or measures of variation for a data distribution,	-
Statistics and Probability	C	-	recognize a data display that represents a numerical data set.	create or analyze a data display that represents a numerical data set, and	analyze and compare two data displays.
Statistics and Probability	D	-	-	relate or justify the choice of a measure of center or a measure of variability to the shape of a data distribution.	-

Performance Level Descriptors

Mathematics Grade 7

Draft 2024



This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2021 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E33. Policy Performance Level Descriptors

Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.
Copyright © 2024 by DRC

Table E34. Range Performance Level Descriptors, Mathematics

Per each standard within a mathematics strand, a student at the respective corresponding proficiency level can likely...

Strand	Standard	Developing	Approaching	Meeting	Advanced
Ratios and Proportional Relationships	A	-	-	compute unit rates, with complex fractions,	compare unit rates to solve real-world problems, and
Ratios and Proportional Relationships	B	-	determine whether two quantities represented by points on a graph are in a proportional relationship by observing a straight line going through the origin,	determine whether two quantities represented in a table are in a proportional relationship,	-
Ratios and Proportional Relationships	C	-	-	identify the constant of proportionality from a table, equation, diagram, or verbal description of a proportional relationship,	-
Ratios and Proportional Relationships	D	-	-	represent proportional relationships with graphs,	-
Ratios and Proportional Relationships	E	-	-	explain the meaning of a point (x, y) on the graph of a proportional relationship, and	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Ratios and Proportional Relationships	F	use proportional relationships to solve single-step ratio and percent problems.	use proportional relationships to solve real-world, single-step ratio and percent problems.	use proportional relationships to solve real-world, multi-step ratio and percent problems.	compare two different proportional relationships to solve real-world, multi-step ratio and percent problems.
The Number System	A	identify two quantities that combine to make zero,	show that two quantities combine to make zero on a number line,	describe real-world situations where two quantities combine to make zero,	-
The Number System	B	-	-	represent subtraction of rational numbers as adding the additive inverse,	-
The Number System	C	add and subtract positive rational numbers,	add and subtract rational numbers,	add and subtract rational numbers to solve real-world, single-step problems,	add and subtract rational numbers to solve real-world, multi-step problems, and
The Number System	D	-	-	interpret the sums or differences of rational numbers within a real-world context,	-
The Number System	E	multiply and divide positive rational numbers, and	multiply and divide rational numbers, and	multiply and divide rational numbers to solve real-world, single-step problems,	multiply and divide rational numbers to solve real-world, multi-step problems.
The Number System	F	-	-	interpret the product or quotient of rational numbers within a real-world context,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
The Number System	G	-	-	apply the rules for multiplying or dividing signed numbers, and	-
The Number System	H	recognize that the quotient of two integers is a rational number for any non-zero denominator.	recognize that a decimal that terminates in zeros or repeats is a rational number.	convert a rational number to a decimal using long division.	-
Expressions and Equations	A	-	add and subtract linear expressions with rational coefficients,	factor and expand linear expressions with rational coefficients,	-
Expressions and Equations	B	recognize equivalent expressions,	rewrite an expression in a different form,	rewrite an expression in a different form and explain how it relates to a context,	write two equivalent expressions and explain how both relate to the context,
Expressions and Equations	C	solve multi-step, mathematical problems with rational numbers of the same form,	solve multi-step, mathematical problems with rational numbers in any form,	solve multi-step, real-life problems with rational numbers in any form,	-
Expressions and Equations	D	-	-	use estimation strategies to assess the reasonableness of a calculation involving rational numbers in any form,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Expressions and Equations	E	solve equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are rational numbers, and	write equations that can be used to represent word problems of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are rational numbers,	solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are rational numbers,	create a word problem that corresponds to a given equation of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are rational numbers, and
Expressions and Equations	F	solve inequalities of the form $px + q > r$ and $px + q < r$, where p , q , and r are rational numbers and graph the solution set.	write inequalities that can be used to represent word problems of the form $px + q > r$ and $px + q < r$, where p , q , and r are rational numbers, and	solve word problems leading to inequalities of the form $px + q > r$ and $px + q < r$, where p , q , and r are rational numbers and graph the solution set, and	create a word problem that correspond to a given inequality of the form $px + q > r$ and $px + q < r$, where p , q , and r are rational numbers.
Expressions and Equations	G	-	graph and interpret the solution set to an inequality.	graph and interpret the solution set to an inequality that represents a word problem.	-
Geometry	A	identify a scale factor using model dimensions and actual dimensions,	calculate an unknown dimension using a scale factor,	calculate unknown dimensions and area using a scale factor,	-
Geometry	B	-	-	create a scale drawing,	-
Geometry	C	-	-	draw geometric shapes with given conditions,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Geometry	D	-	-	construct triangles from three measures of angles or sides and identify conditions creating a unique triangle, more than one triangle, or no triangle,	-
Geometry	E	-	identify the two-dimensional figure that results from slicing a three-dimensional figure parallel to the base,	draw or describe the two-dimensional figure that results from slicing a three-dimensional figure parallel to the base,	draw or describe the two-dimensional figures that results from slicing a three-dimensional figure parallel and perpendicular to the base,
Geometry	F	identify parts of a circle, including radius, diameter, circumference, and	know the formulas for area and circumference of a circle,	solve problems involving the area and circumference of a circle,	solve multi-step problems involving the area and circumference of a circle, and
Geometry	G	-	-	calculate the area of a circle when given the circumference when given the area,	provide an informal derivation of the relationship between the circumference and area of a circle.
Geometry	H	identify supplementary, complementary, vertical, and adjacent angles.	use facts about supplementary, complementary, vertical, and adjacent angles to solve single-step problems, and	use facts about supplementary, complementary, vertical, and adjacent angles to solve multi-step problems, and	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Geometry	I	-	solve real-world and mathematical problems involving the area of two-dimensional shapes composed of triangles, quadrilaterals, and polygons.	solve real-world and mathematical problems involving the volume and surface area of three-dimensional objects composed of cubes and right prisms.	-
Statistics and Probability	A	distinguish between a population and a sample,	distinguish between a sample that is random and representative of a population and a sample that is not random and not representative of a population,	use data from random samples to draw inferences about a population,	-
Statistics and Probability	B	-	-	use measures of center and measures of variability for numerical data from random samples to make an informal comparison about two populations,	use measures of center and measures of variability for numerical data from random samples to make multiple informal comparisons about two populations,
Statistics and Probability	C	recognize that the probability of a chance event is a number between 0 and 1, and	recognize the corresponding likelihood of events with probabilities near 0, $\frac{1}{2}$, and 1,	approximate the probability or likelihood of a chance event based on collected data,	-
Statistics and Probability	D	-	-	approximate a relative frequency based on a given probability,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Statistics and Probability	E	-	use a probability model to determine the probability of events and make comparisons to observed frequencies, and	develop and use a probability model to determine the probability of events and make comparisons to observed frequencies, and	compare and evaluate multiple probability models, and
Statistics and Probability	F	recognize that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	represent sample spaces for compound events using lists, tables, and tree diagrams.	determine the probability of compound events.	design and use simulation to generate frequencies for compound events.

Performance Level Descriptors

Mathematics Grade 8

Draft 2024



This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: Developing, Approaching, Meeting, and Advanced. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the Performance Level Descriptors (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2021 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Table E35. Policy Performance Level Descriptors

Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Note: In the PLDs, the Standard lettering (e.g., A, B, C) is used only for convenience and conveys no intrinsic meaning.

Table E36. Range Performance Level Descriptors, Mathematics

Per each standard within a mathematics strand, a student at the respective corresponding proficiency level can likely...

Strand	Standard	Developing	Approaching	Meeting	Advanced
The Number System	A	recognize a rational number, and	recognize an irrational number,	explain why a number is either rational or irrational based on its decimal expansion,	-
The Number System	B	recognize the fractional equivalent of a number with a decimal expansion that terminates.	rewrite, as a fraction, a number with a decimal expansion that terminates, and	rewrite, as a fraction, a number with a decimal expansion with one digit that repeats, and	rewrite, as a fraction, a number with a decimal expansion with more than one digit that repeats, and
The Number System	C	-	locate an approximation of an irrational number on a number line.	compare the size of two irrational numbers and locate an approximation for each on a number line.	explain how to find an approximation of an irrational number.
Expressions and Equations	A	-	recognize two numerical expressions with integer exponents that are equivalent,	generate an equivalent numerical expression by applying a property of integer exponents,	generate an equivalent numerical expression by applying multiple properties of integer exponents,
Expressions and Equations	B	evaluate the square roots of perfect squares less than 100,	evaluate the cubed roots of perfect cubes up to 64,	use square root and cube root symbols to represent solutions to equations $x^2 = p$ and $x^3 = p$, where p is a positive, rational number,	solve real-world problems involving the equations $x^2 = p$ and $x^3 = p$, where p is a positive, rational number,

Strand	Standard	Developing	Approaching	Meeting	Advanced
Expressions and Equations	C	choose units of appropriate size for very large or very small measurements,	express very large or very small numbers as a single digit times a power of 10,	compare very large or very small numbers that are expressed as single digits times a power of 10,	-
Expressions and Equations	D	-	-	use technology to perform operations with numbers expressed in scientific notation,	use technology to solve real-world problems involving operations with numbers expressed in scientific notation, and
Expressions and Equations	E	-	determine the unit rate from the graph of a proportional relationship,	graph a proportional relationship and interpret the unit rate as the slope,	-
Expressions and Equations	F	-	compare two proportional relationships represented in the same way,	compare two proportional relationships represented in different ways,	compare more than two proportional relationships represented in different ways,
Expressions and Equations	G	-	determine the slope of a non-vertical line using any two points on the graph,	explain using similar triangles why the slope is the same between any two distinct points on a non-vertical line,	-
Expressions and Equations	H	find the y -intercept of a line using the graph,	derive the equation $y = mx$ for line through the origin,	derive the equation $y = mx + b$ for a line intersecting the vertical axis at b ,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Expressions and Equations	I	-	determine whether a linear equation in one variable has one solution, infinitely many solutions, or no solutions,	explain why a linear equation in one variable has one solution, infinitely many solutions, or no solutions,	create examples of linear equations in one variable that have one solution, infinitely many solutions, or no solutions, and
Expressions and Equations	J	recognize a solution to a linear equation with rational coefficients, and	solve linear equations with rational coefficients,	solve linear equations with rational coefficients that require expanding expressions and collecting like terms,	create a linear equation with a specific solution with rational coefficients that requires expanding expressions and collecting like terms.
Expressions and Equations	K	-	determine whether a system of two linear equations has one solution, no solution, or infinitely many solutions when given the graphs, and	solve a system of two linear equations in two variables by graphing or analyzing tables, and	-
Expressions and Equations	L	determine whether a point is a solution to a system of two linear equations when given the graphs.	identify a system of two linear equations in two variables that can be used to solve a real-world problem.	write a system of two linear equations in two variables and use it to solve a real-world problem.	-
Functions	A	-	identify a relation that is a function,	explain why a relation is function,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Functions	B	identify a property of a function when given a graph, and	identify a property of a function when given a table, equation, or set of ordered pairs,	compare properties of two functions represented in different ways,	compare properties of three or more functions represented in different ways, and
Functions	C	identify a function as linear or non-linear when given a graph.	identify a function as linear or non-linear when given a table, equation, or set of ordered pairs,	explain why a function is linear or non-linear when given a table, equation, or set of ordered pairs,	-
Functions	D	-	determine the rate of change or initial value of a function that models a linear relationship between two quantities, and	interpret a rate of change and initial value of a function in terms of the situation it models,	-
Functions	E	-	-	construct a function to model a linear relationship between two quantities, and	construct a function to model a relationship between two quantities when the relationship is described verbally and graphically.
Functions	F	-	describe qualitatively the functional relationship between two quantities that are represented graphically.	sketch a graph that shows the qualitative features of a function that has been described verbally.	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Geometry	A	identify two two-dimensional figures that are congruent,	identify a rotation, reflection, or translation that shows congruence between two two-dimensional figures,	identify a sequence of two rotations, reflections, or transformations that shows congruence between two two-dimensional figures,	identify or generate a sequence of three or more rotations, reflections, or transformations that shows congruence between two two-dimensional figures,
Geometry	B	identify two two-dimensional figures that are similar, and	identify a rotation, reflection, or translation that shows similarity between two two-dimensional figures,	identify a sequence of two rotations, reflections, or transformations that shows similarity between two two-dimensional figures,	identify or generate a sequence of three or more rotations, reflections, or transformations that shows similarity between two two-dimensional figures,
Geometry	C	describe the effect of a translation on a two-dimensional figure using coordinates.	describe the effect of a reflection or translation on a two-dimensional figure using coordinates,	describe the effect of a dilation, rotation, reflection, or translation on a two-dimensional figure using coordinates,	describe the effect of multiple dilations, rotations, reflections, or translations on a two-dimensional figure using coordinates,
Geometry	D	-	identify congruent angles when parallel lines are cut by a transversal,	determine unknown measures of angles when parallel lines are cut by a transversal,	-

Strand	Standard	Developing	Approaching	Meeting	Advanced
Geometry	E	-	-	determine unknown measures of angles using facts about the angle sum and exterior angles of triangles as well as the angle-angle criterion for similarity of triangles,	-
Geometry	F	-	use the side lengths of a triangle to determine whether it is a right triangle, and	explain the relationship between the lengths of the legs and the length of the hypotenuse in a right triangle,	-
Geometry	G	-	apply the Pythagorean Theorem to determine an unknown hypotenuse in a triangle.	apply the Pythagorean Theorem to determine an unknown leg in a triangle and to find the distance between two points in a coordinate system, and	apply the Pythagorean Theorem to determine an unknown value in a three-dimensional figure, and
Geometry	H	-	-	use formulas to determine the volumes of cones, cylinders, and spheres.	explain the relationship among the formulas for the volumes of cones, cylinders, and spheres.
Statistics and Probability	A	identify outliers or clustering on a scatter plot,	identify patterns of association on a scatter plot,	construct a scatter plot and interpret it,	interpret two different scatter plots and make comparisons between their patterns, and

Strand	Standard	Developing	Approaching	Meeting	Advanced
Statistics and Probability	B	-	-	informally fit a straight line to model the relationship between two quantities represented on a scatter plot,	evaluate and explain whether a particular straight line adequately models the relationship between two quantities represented on a scatter plot.
Statistics and Probability	C	interpret the y-intercept of the equation of a linear model in the context of bivariate data, and	interpret the slope and y-intercept of the equation of a linear model in the context of bivariate data,	use the equation of a linear model in the context of bivariate data to solve problems,	-
Statistics and Probability	D	determine a missing value in a two-way table summarizing bivariate data.	determine multiple missing values in a two-way table summarizing bivariate data, and	construct a two-way table summarizing bivariate data, and	-
Statistics and Probability	E	-	calculate relative frequencies for rows or columns in a two-way table summarizing bivariate data.	calculate and interpret relative frequencies for rows and columns in a two-way table summarizing bivariate data.	-

Appendix F1. 2024 Wisconsin Standard Setting Pre-Workshop Survey.

Section 1 of 5: Pre-Workshop Survey for the Wisconsin Standard Setting

Thank you for participating in the Wisconsin standard setting!

This survey is designed to document the experience and diversity of standard setting participants. While we need your information to describe the committee in the aggregate, your individual responses will be kept confidential.

1. What is your full name? (*Open Response, Short Answer*)

2. If you have a name you prefer to be called during the workshop, please enter it here.

**Note: This question is optional. (Open Response, Short Answer)*

Section 2 of 5: Security Agreements

During the registration process, you agreed to the Security Agreement from DPI. In this section, you will be shown the Security Agreement once again, as well as a Security Agreement from DRC. Please review the Security Agreements below and signify your acceptance by checking the button below.

WISCONSIN FORWARD EXAM AGREEMENT TO MAINTAIN CONFIDENTIALITY

The Wisconsin Forward Exam is a secure, proprietary test instrument with components copyrighted by DRC. Any disclosure of test items to any person might constitute a copyright violation. Also, any such disclosure or dissemination of test items will undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the test. Accordingly, the Department of Public Instruction and Wisconsin educators must take every step to assure the security of these test instruments.

I hereby agree that I will not disclose to any person, any materials (such as, but not limited to: test items, graphics, tasks, scoring rubrics, item specifications, test design, content limits, and measurement/research / report data) related to the Wisconsin Forward Exam.

I acknowledge that I will have access to a secure assessment in the Wisconsin Forward Exam. I understand that these testing materials are secure, and it is my professional responsibility to protect their security. I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or discuss any test materials and/or test items outside of the item review process.

2. I will not use test items or any of the information contained in the assessment to review/prepare students for a test.
3. I understand I am not permitted to take notes about items and all materials must remain in the review rooms at all times.
4. I will not publish, or cause to be published any of the test items
5. I will not use any electronic devices while in the item review rooms and understand no electronic devices are permitted at the review tables at any time.
6. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, and breach of contract, consequences may include invalidation of student test results, civil legal liability for copyright violations, and district level disciplinary action.

DRC SECURITY AGREEMENT

AS A PARTICIPANT AT THIS WORKSHOP, you will have access to materials that must be regarded as confidential. You are required to treat all test materials used in this meeting as confidential. Test security and student confidentiality are of the utmost importance to Data Recognition Corporation (DRC), and DRC must protect information about tests and students in the assessment process. Such information includes performance tasks, multiple-choice items, stimuli, and student responses used in each exam. The nature and quality of an individual student's performance must not be released. In addition, the training materials, standard setting materials (including ordered item booklets and item maps), workshop feedback, and workshop recommendations must not be released.

DO NOT REPRODUCE ANY MATERIALS, directly or indirectly, disclose the contents of these materials, use the tasks as future instructional activities, or reveal any personally identifiable information from student responses to any person for any purpose. We are certain that you share our concern that all items and students' responses be handled in a professional and confidential manner and ask that you acknowledge your adherence to these guidelines by agreeing to these terms and conditions.

DRC technology, processes, records and information related to DRC and its customers are confidential and must be treated accordingly. DRC-related information, including without limitation, documents, notes, files, records, oral information, computer files, or similar materials may not be saved, duplicated or removed from DRC premises or systems (including this website) without permission from DRC.

Additionally, the contents of DRC's records or information otherwise obtained regarding business may not be disclosed to anyone, except where required for a business purpose.

Meeting attendees must not disclose any confidential information, purposefully or inadvertently, through casual conversation, with any unauthorized person inside or outside DRC.

BY SIGNING ON AS A MEMBER OF THIS WORKSHOP COMMITTEE, I AGREE:

- a) that all training materials, items (test questions) and student responses are the property of DRC and/or its clients;
- b) that commenting on the content of test questions or responses with non-project related personnel is prohibited;
- c) that reproducing, in part or in whole, through means including but not limited to printing, taking pictures, downloading, or capturing screen shots of student responses, test questions, training materials, standard setting materials, workshop feedback, or workshop recommendations is expressly prohibited;
- d) that the privacy of the students whose work is presented is to be respected, and all related data is to be protected from disclosure;
- e) that I will work in a private environment, separate from others and free from distractions;
- f) that I will be the only one to read items and student responses that have been assigned to me;
- g) that I will adhere to the criteria defined by the training that I receive;
- h) that I will not discuss test questions, student responses, training materials, standard setting materials, workshop feedback, and workshop recommendations with anyone except the workshop facilitators and committee members; and
- i) that I will not share test questions, student responses, training materials, standard setting materials, workshop feedback, or workshop recommendations on any media, including social media.

I acknowledge that I have received and am responsible for reading and complying with the aforementioned test security terms, as shown on this site and in linked documents. By virtue of the foregoing, I am on notice that any actions by me that are contrary to the foregoing affirmations and acknowledgements will subject me to possible legal action by Data Recognition Corporation to protect its interest in its intellectual property rights and the integrity and security of the assessments.

3. By printing my full name here, I acknowledge that I have read and agree to the terms of the Security Agreements presented here. Please type your full name here. (Open Response, Short Answer)

Section 3 of 5: About Your Experience Before the Workshop

4. Have you ever attended a standard setting meeting before? (Multiple Choice, Select One).

- A. No, I have not.
- B. Yes, I have attended one other standard setting.
- C. Yes, I have attended more than one standard setting.

5. How long has it been since your most recent standard setting experience? (Multiple Choice, Select One).

- A. I have not attended a standard setting before.
- B. Less than 2 years.
- C. 2 to 5 years.
- D. Over five years.

6. Have you worked with the content standards (i.e., the Wisconsin Standards for ELA/Math) before? (Multiple Choice, Select One).

- A. Yes.
- B. No.

7. Have you worked with performance level descriptors (PLDs) before? Note: These are sometimes called achievement level descriptors (ALDs). (Multiple Choice, Select One).

- A. Yes, I have.
- B. No, I've heard of them but haven't worked with them.
- C. No, I haven't heard of these before.

Section 4 of 5: About You and Your Experience

This section asks about your background. This information will be used to describe the diversity and experience of the standard setting committee.

8. What is your current position? Please choose one answer that best describes where a majority of your time is spent. (Multiple Choice, Select One).

- A. General education teacher.
- B. Special education teacher.
- C. ELL teacher.
- D. Curriculum staff.

- E. District assessment staff.
- F. State department staff.
- G. Higher education.
- H. School-level administrator.
- I. District-level administrator.

9. What is your educational setting? Please choose one answer that best describes where a majority of your time is spent. (Multiple Choice, Select One).

- A. Elementary school.
- B. Middle school or junior high school.
- C. High school.
- D. Higher education.
- E. K-8 school.
- F. 6-12 school.

10. How many years have you worked in education? (Multiple Choice, Select One).

- A. Less than 5 years.
- B. 5-10 years.
- C. 11-15 years.
- D. 16-20 years.
- E. 21-25 years.
- F. More than 25 years.

11. What percent of students in your district/LEA qualify for free or reduced-price meals? Estimates are OK. If you don't know, choose Unknown. (Multiple Choice, Select One).

- A. 0-25%.
- B. 26-50%.
- C. 51-75%.
- D. 76-100%.
- E. Unknown or not applicable.

12. In which community type is your district/LEA? (Multiple Choice, Select One).

- A. Rural.
- B. Urban.
- C. Suburban.

13. What is the name of your school district/LEA? (Open Response, Short Answer).

14. What is your highest level of education? (Multiple Choice, Select One).

- A. High school diploma.
- B. Bachelor's degree.
- C. Bachelor's degree + additional hours.
- D. Master's degree.
- E. Master's degree + additional hours.
- F. Doctoral degree.

15. What is your gender? (Multiple Choice, Select One).

- A. Female.
- B. Male.
- C. Prefer not to answer.
- D. Other.

16. Are you of Hispanic, Latino/a, or Spanish origin? (Multiple Choice, Select One).

- A. No.
- B. Yes.
- C. Prefer not to answer.

17. What is your race? Please choose as many as apply. (Multiple Choice, Select Multiple).

- A. White.
- B. Black or African-American.
- C. American Indian or Alaska Native.
- D. Native Hawaiian or Other Pacific Islander.
- E. Asian.
- F. Prefer not to answer.
- G. Other.

18. Which content area have you been assigned to for this workshop? (Multiple Choice, Select One).

- A. ELA.
- B. Math.
- C. I don't know.

Section 5 of 5: Thank you!

Thank you for completing this pre-workshop evaluation! DPI and DRC thank you for your time and attention to this important step of the standard setting process.

19. If you have any other questions or comments, please enter them here. Otherwise, press "Submit" to save your responses. Thank you again for your participation! *Note: This question is optional. (Open Response, Short Answer).

Appendix F2. 2024 Wisconsin Standard Setting Pre-Workshop Survey, Results

87 participants completed the Pre-Workshop Survey. Percentages in Appendix F2 are calculated using an N of 87. Sections 1 and 2 of the Pre-Workshop Survey only contain questions with answers that include personally identifiable information (Questions 1, 2, and 3). These sections have been excluded from the results below. Additionally, Question 13 includes personally identifiable information, and has been excluded from results below. For complete questions as presented to participants, refer to Appendix F1.

Section 3 of 5: About Your Experience Before the Workshop

Table F2.1. Pre-Workshop Question 4: Participants' Previous Standard Settings Count

Previous Standard Setting Count	N	Percent
0	77	89%
1	7	8%
2+	3	3%

Table F2.2. Pre-Workshop Question 5: Time Elapsed since Participants' Last Standard Setting

Time Elapsed	N	Percent
Over 5 years	7	8%
2 – 5 Years	3	3%
Less than 2 Years	0	0%
Have Never Attended Before	77	89%

Table F2.3. Pre-Workshop Question 6: Participant Content Standards Familiarity

Familiarity with Content Standards	N	Percent
Yes	80	92%
No	7	8%

Table F2.4. Pre-Workshop Question 7: Participants' Familiarity with PLDs

Familiarity with PLDs	N	Percent
Yes, I have not heard of them.	24	28%
No, I have heard of them, but not worked with.	31	36%
No, I have not heard of these.	32	37%

Section 4 of 5: About You and Your Experience

Table F2.5. Pre-Workshop Question 8: Participants' Current Position

Current Position	N	Percent
Curriculum Staff	21	24%
District-level Administrator	5	6%
ELL Teacher	5	6%
General Education Teacher	48	55%
School-level Administrator	6	7%
Special Education Teacher	2	2%

Note. Position types District Assessment Staff, State Department Staff, and Higher Education were all available for selection, but 0 participants selected these categories.

Table F2.6. Pre-Workshop Question 9: Participants' Educational Setting

Educational Setting	N	Percent
Elementary School	32	37%
K-8 School	15	17%
Middle school or Junior High School	32	17%
6-12 School	3	3%
High School	5	6%
Higher Education	0	0%

Table F2.7. Pre-Workshop Question 10: Participants Years in Education

Years in Education	N	Percent
Less than 5	9	10%
5-10 Years	14	16%
11-15 Years	17	20%
16 – 20 Years	16	18%
21 – 25 Years	10	11%
More than 25 Years	21	24%

Table F2.8. Pre-Workshop Question 11: Participants' schools Free and Reduced Lunch Rate

Free and Reduced Lunch Percent Category	N	Percent (of known)	Percent (of total)
0-25%	10	13%	11%
26-50%	20	26%	23%
51-75%	23	30%	26%
76-100%	24	31%	28%
Unknown or not applicable	10	NA	11%

Table F2.9. Pre-Workshop Question 12: Participants' schools Community Type

Community Type	N	Percent
Rural	31	36%
Suburban	27	27%
Urban	29	29%

Table F2.10. Pre-Workshop Question 14: Participants' Highest Level of Education

Highest Level of Education	N	Percent
High School Diploma	0	0%
Bachelor's Degree	6	7%
Bachelor's Degree + additional hours	17	20%
Master's Degree	25	29%
Master's Degree + additional hours	36	41%
Doctoral Degree	3	3%

Table F2.11. Pre-Workshop Question 15: Participants' Gender

Gender	N	Percent
Female	80	92%
Male	6	7%
Other	0	0%
Prefer not to answer	1	1%

Table F2.12. Pre-Workshop Question 16: Participants' Hispanic, Latino/a, or Spanish Origin

Hispanic, Latino/a, or Spanish Origin	N	Percent
Yes	7	8%
No	79	91%
Prefer not to Answer	1	1%

Table F2.13. Pre-Workshop Question 17: Participants' Race

Race	N
American Indian or Alaska Native	2
Asian	1
Black or African-American	10
Latino/Brazilian	1
Native Hawaiian or Other Pacific Islander	0
White	73
Prefer not to Answer	3

Note. Participants could select multiple responses for this item, including other. If selecting other, participants were given the option to provide an open-response answer. For these reasons, the total N for this item is greater than the total participant N for the Standard Setting, given participants who selected multiple responses.

Table F2.14. Pre-Workshop Quesiton18: Participants' Content Area

Content Area	N	Percent
ELA	44	49%
Math	43	51%
I don't know	0	0%

Appendix F3. 2024 Wisconsin Standard Setting Post-Workshop Evaluation.

Section 1 of 3: Post-Workshop Evaluation

Thank you again for participating in the Wisconsin standard setting! The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) appreciate your hard work.

This evaluation is designed to record your level of satisfaction with the standard setting process and recommendations. Your opinions and comments are important, as they will provide a basis for judging the quality of this process.

At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

1. What is your participant number? (*Open Response, Short Answer*).

2. Which grade did you work on at the standard setting? (*Multiple Choice, Select One*).

- A. ELA Grades 3-4.
- B. ELA Grades 5-6.
- C. ELA Grades 7-8.
- D. Math Grades 3-4.
- E. Math Grades 5-6.
- F. Math Grades 7-8.

3. Please consider the statements below and mark the level of agreement or disagreement you have with each (Strongly Disagree, Disagree, Agree, or Strongly Agree). (*Multiple Choice, Select One Response per subitem*).

- A. I had enough time to review the Round 3 recommendations.
- B. I had enough time to discuss the Round 3 recommendations with my fellow panelists.
- C. The performance standards represent a reasonable profile of performance at each level.
- D. The performance level descriptors (PLDs) were useful during the process.
- E. The descriptions of the threshold students were useful during the process.
- F. Studying the test items was useful during the process.
- G. The item maps (where I took notes on each item) were useful during the process.

4. Please consider the statements below and mark the level of agreement or disagreement you have with each (Strongly Disagree, Disagree, Agree, or Strongly Agree). (Multiple Choice, Select One Agreement Response per subitem).

- A. During the workshop, my opinions were considered.
- B. My opinions were valued by my group.
- C. My group's work was reflected in the presentation of recommendations.
- D. The facilitator provided clear instructions.
- E. I believe this process will yield defensible cut scores.
- F. Overall, I valued the workshop as a professional development experience.

5. Please consider the statements below and mark the level of agreement or disagreement you have with each (Strongly Disagree, Disagree, Agree, or Strongly Agree). (Multiple Choice, Select One Agreement Response per subitem).

- A. I was satisfied with the facilitator who led the main training sessions.
- B. I was satisfied with the facilitator who worked with my breakout room.
- C. I was satisfied with the DRC content expert who worked with my group.
- D. I was satisfied with other DRC staff members I worked with.

Section 2 of 3: About the Recommendations

6. Please indicate your overall level of confidence in recommending the cut score for each performance level (Not Confident, Partially Confident, Confident, Very Confident). For this question, consider your own recommendations, even if the committee's recommendations were different. (Multiple Choice, Select One Response per subitem).

- A. Approaching cut score for my group's LOWER grade (i.e., 3, 5, 7)
- B. Meeting cut score for my group's lower grade
- C. Advanced cut score for my group's lower grade
- D. Approaching cut score for my group's UPPER grade (i.e., 4, 6, 8)
- E. Meeting cut score for my group's upper grade
- F. Advanced cut score for my group's upper grade

7. Please indicate whether you believe the committee's recommended cut scores are too low, too high, or just right (Much too low, A bit too low, Just right, A bit too high, Much too high). For this question, consider the committee's final recommendations, even if your own recommended cut scores were different. (Multiple Choice, Select One Response per subitem).

- A. Approaching cut score for my group's LOWER grade (i.e., 3, 5, 7)
- B. Meeting cut score for my group's lower grade
- C. Advanced cut score for my group's lower grade
- D. Approaching cut score for my group's UPPER grade (i.e., 4, 6, 8)
- E. Meeting cut score for my group's upper grade
- F. Advanced cut score for my group's upper grade

Section 3 of 3: Thank you!

Thank you for completing this post-workshop evaluation! We thank you for your time and attention to this important step of the standard setting process.

8. If you have any questions or comments, please enter them here. Otherwise, press "Submit" to save your responses. Thank you again for your participation!

***Note: This question is optional. (Open Response, Short Answer).**

Appendix F4. 2024 Wisconsin Standard Setting Post-Workshop Evaluation, Results

88 participants completed the Post-Workshop Evaluation. Percentages in Appendix F4 are calculated using an N of 88. Question 1 includes personally identifiable information, and has been excluded from results below. For complete questions as presented to participants, refer to Appendix F3.

Section 1 of 3: Post-Workshop Evaluation

Table F4.1. Post-Workshop Question 2. Participant Content/Grade Assignments

Content/Grade Assignment	N	Percent
ELA 3-4	17	19%
ELA 5-6	15	17%
ELA 7-8	13	15%
Math 3-4	12	14%
Math 5-6	14	16%
Math 7-8	17	19%

Table F4.2. Post-Workshop Question 3 Participant Evaluation Experiences

Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	Percent	N	Percent	N	Percent	N	Percent
3A. I had enough time to review the Round 3 recommendations.	0	0%	1	1%	26	30%	61	69%
3B. I had enough time to discuss the Round 3 recommendations with my fellow panelists.	0	0%	2	2%	26	30%	60	68%
3C. The performance standards represent a reasonable profile of performance at each level.	0	0%	1	1%	36	41%	51	58%
3D. The performance level descriptors (PLDs) were useful during the process.	0	0%	1	1%	30	34%	57	65%
3E. The descriptions of the threshold students were useful during the process.	0	0%	3	3%	32	36%	53	60%
3F. Studying the test items was useful during the process.	0	0%	0	0%	16	18%	72	82%
3G. The item maps (where I took notes on each item) were useful during the process.	0	0%	1	1%	28	32%	59	67%

Table F4.3. Post-Workshop Question 4: Participant Personal Experiences

Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	Percent	N	Percent	N	Percent	N	Percent
4A. During the workshop, my opinions were considered.	0	0%	0	0%	26	30%	62	70%
4B. My opinions were valued by my group.	0	0%	0	0%	24	27%	64	73%
4C. My group's work was reflected in the presentation of recommendations.	0	0%	0	0%	21	24%	67	76%
4D. The facilitator provided clear instructions.	1	1%	2	2%	33	38%	52	59%
4E. I believe this process will yield defensible cut scores.	0	0%	0	0%	35	40%	53	60%
4F. Overall, I valued the workshop as a professional development experience.	0	0%	0	0%	14	16%	74	84%

Table F4.4. Post-Workshop Question 5: Participant Facilitator Experiences

Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	Percent	N	Percent	N	Percent	N	Percent
5A. I was satisfied with the facilitator who led the main training sessions.	0	0%	1	1%	14	16%	73	83%
5B. I was satisfied with the facilitator who worked with my breakout room.	0	0%	3	3%	27	31%	58	66%
5C. I was satisfied with the DRC content expert who worked with my group.	0	0%	2	2%	22	25%	64	73%
5D. I was satisfied with other DRC staff members I worked with.	0	0%	1	1%	23	26%	64	73%

Section 2 of 3: About the Recommendations

Table F4.5. Post-Workshop Question 6: Participant Confidence in Cut Scores

Item	Not Confident		Partially Confident		Confident		Very Confident	
	N	Percent	N	Percent	N	Percent	N	Percent
6A. Approaching cut score for my group's LOWER grade (i.e., 3, 5, 7).	0	0%	8	9%	52	59%	28	32%
6B. Meeting cut score for my group's lower grade.	0	0%	9	10%	48	55%	31	35%
6C. Advanced cut score for my group's lower grade.	2	2%	13	15%	38	43%	35	40%
6D. Approaching cut score for my group's UPPER grade (i.e., 4, 6, 8).	0	0%	3	3%	44	50%	41	47%
6E. Meeting cut score for my group's upper grade.	0	0%	4	5%	47	53%	37	42%
6F. Advanced cut score for my group's upper grade.	1	1%	7	8%	40	45%	40	45%

Table F4.6. Post-Workshop Question 7: Participant Opinions of Cut Scores

Item	Much too low		A bit too low		Just right		A bit too high		Much too high	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
7A. Approaching cut score for my group's LOWER grade (i.e., 3, 5, 7).	1	1%	18	20%	68	77%	0	0%	1	1%
7B. Meeting cut score for my group's lower grade.	1	1%	13	15%	70	80%	3	3%	1	1%
7C. Advanced cut score for my group's lower grade.	1	1%	12	14%	60	68%	11	13%	4	5%
7D. Approaching cut score for my group's UPPER grade (i.e., 4, 6, 8).	1	1%	7	8%	78	89%	1	1%	1	1%
7E. Meeting cut score for my group's upper grade.	0	0%	6	7%	70	80%	11	13%	1	1%
7F. Advanced cut score for my group's upper grade.	1	1%	11	13%	67	76%	6	7%	3	3%

Appendix F5. 2024 Wisconsin Standard Setting Articulation Evaluation.

Section 1 of 3: Articulation Evaluation

Thank you again for participating in the across-grade articulation discussion! The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) appreciate your hard work.

This evaluation is designed to record your level of satisfaction with the articulation process and recommendations. At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

1. Which content area and grades did you work on at the standard setting?
(Multiple Choice, Select One).

- A. ELA Grades 3-4.
- B. ELA Grades 5-6.
- C. ELA Grades 7-8.
- D. Math Grades 3-4.
- E. Math Grades 5-6.
- F. Math Grades 7-8.

2. Please consider the statements below and mark the level of agreement or disagreement you have with each (Strongly Disagree, Disagree, Agree, or Strongly Agree). (Multiple Choice, Select One Response per subitem).

- A. I had enough time to review the across-grade presentation of impact data.
- B. I had enough time to discuss the data with my fellow panelists.
- C. I had enough time to discuss the data with the table leaders during the articulation discussion.
- D. The performance standards represent a reasonable profile of performance at each level.
- E. I considered the impact data during the articulation discussion.
- F. I considered the knowledge and skills expected of students during the articulation discussion.

3. Please consider the statements below and mark the level of agreement or disagreement you have with each (Strongly Disagree, Disagree, Agree, or Strongly Agree). (Multiple Choice, Select One Response per subitem).

- A. During the articulation discussion, my opinions were considered.
- B. My opinions were valued during the articulation discussion.
- C. The facilitator provided clear instructions.
- D. I believe this process will yield defensible cut scores.

Section 2 of 3: About the Recommendations.

4. Consider the final recommended cut scores for your grades. At the end of the articulation discussion, would you describe the cut scores as too low, too high, or just right? (Much too low, A bit too low, Just right, A bit too high, Much too high). For this question, consider the articulation committee's final recommendations, even if your own recommended cut scores were different. (Multiple Choice, Select One Response per subitem).

- A. Approaching cut score for my group's LOWER grade (i.e., 3, 5, 7).
- B. Meeting cut score for my group's lower grade.
- C. Advanced cut score for my group's lower grade.
- D. Approaching cut score for my group's UPPER grade (i.e., 4, 6, 8).
- E. Meeting cut score for my group's upper grade.
- F. Advanced cut score for my group's upper grade.

5. Now consider the cut scores from the articulation discussion overall. How would you describe the pattern of cut scores? (Strongly Disagree, Disagree, Agree, Strongly Agree). For this question, consider the articulation final recommendations, even if your own recommended cut scores were different. (Multiple Choice, Select One Response per subitem).

- A. In general, the pattern of Developing cut scores was reasonable and explainable.
- B. In general, the pattern of Meeting cut scores was reasonable and explainable.
- C. In general, the pattern of Advanced cut scores was reasonable and explainable.
- D. The cut scores for my grades are still defensible from a content-based perspective.
- E. Even with the adjustments made (if any), the cut scores from the articulation process discuss still reflect the spirit of my group's recommendations.

6. Please use this space to expand on any of your responses from above. *Note: This question is optional. (Open Response, Short Answer).

Section 3 of 3: Thank you!

Thank you for completing this articulation evaluation! We thank you for your time and attention to this important step of the standard setting process.

7. If you have any other questions or comments, please enter them here. Otherwise, press "Submit" to save your responses. Thank you again for your participation! *Note: This question is optional. (Open Response, Short Answer).

Appendix F6. 2024 Wisconsin Standard Setting Articulation Evaluation, Results

17 participants completed the Articulation Evaluation. Percentages in Appendix F6 are calculated using an N of 17. For complete questions as presented to participants, refer to Appendix F5.

Section 1 of 3: Articulation Evaluation

Table F6.1. Articulation Evaluation Question 1: Participant Content/Grade Assignments

Content/Grade Assignment	N	Percent
ELA 3-4	4	24%
ELA 5-6	3	18%
ELA 7-8	3	18%
Math 3-4	2	12%
Math 5-6	2	12%
Math 7-8	3	18%

Table F6.2. Articulation Evaluation Question 2: Participant Evaluation Experiences

Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	Percent	N	Percent	N	Percent	N	Percent
2A. I had enough time to review the across-grade presentation of impact data.	0	0%	0	0%	3	18%	14	82%
2B. I had enough time to discuss the data with my fellow panelists.	0	0%	0	0%	3	18%	14	82%
2C. I had enough time to discuss the data with the table leaders during the articulation discussion.	0	0%	0	0%	2	12%	15	88%
2D. The performance standards represent a reasonable profile of performance at each level.	0	0%	0	0%	3	18%	14	82%
2E. I considered the impact data during the articulation discussion.	0	0%	0	0%	3	18%	14	82%
2F. I considered the knowledge and skills expected of students during the articulation discussion.	0	0%	0	0%	2	12%	15	88%

Table F6.3. Articulation Evaluation Question 3: Participant Personal Experiences

Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	Percent	N	Percent	N	Percent	N	Percent
3A. During the articulation discussion, my opinions were considered.	0	0%	0	0%	3	18%	14	82%
3B. My opinions were valued during the articulation discussion.	0	0%	0	0%	3	18%	14	82%
3C. The facilitator provided clear instructions.	0	0%	0	0%	3	18%	14	82%
3D. I believe this process will yield defensible cut scores.	0	0%	0	0%	4	24%	13	76%

Section 2 of 3: About the Recommendations.

Table F6.4. Articulation Evaluation Question 4: Participant Opinions of Cut Scores

Item	Much too low		A bit too low		Just right		A bit too high		Much too high	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
4A. Approaching cut score for my group's LOWER grade (i.e., 3, 5, 7).	0	0%	1	6%	16	94%	0	0%	0	0%
4B. Meeting cut score for my group's lower grade.	0	0%	0	0%	17	100%	0	0%	0	0%
4C. Advanced cut score for my group's lower grade.	0	0%	1	6%	16	94%	0	0%	0	0%
4D. Approaching cut score for my group's UPPER grade (i.e., 4, 6, 8).	0	0%	0	0%	17	100%	0	0%	0	0%
4E. Meeting cut score for my group's upper grade.	0	0%	0	0%	16	94%	1	6%	0	0%
4F. Advanced cut score for my group's upper grade.	0	0%	2	12%	15	88%	0	0%	0	0%

Table F6.5. Articulation Evaluation Question 5: Participant Process Satisfaction

Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	Percent	N	Percent	N	Percent	N	Percent
5A. In general, the pattern of Developing cut scores was reasonable and explainable.	0	0%	0	0%	6	35%	11	65%
5B. In general, the pattern of Meeting cut scores was reasonable and explainable.	0	0%	0	0%	7	41%	10	59%
5C. In general, the pattern of Advanced cut scores was reasonable and explainable.	0	0%	0	0%	7	41%	10	59%
5D. The cut scores for my grades are still defensible from a content-based perspective.	0	0%	0	0%	6	35%	11	65%
5E. Even with the adjustments made (if any), the cut scores from the articulation process discuss still reflect the spirit of my group's recommendations.	0	0%	0	0%	7	41%	10	59%

Appendix G. Participant List

Participant Name, School District/LEA

Abbie Nash, School District of Milton.
Abigail Lynn Kreisa, Wisconsin Rapids Public Schools.
Amanda Carson, Milwaukee Public Schools.
Amber Williams, Delavan- Darien School District.
Amy Betteres Midtvedt, Kimberly Area School District.
Amy Bloom, Racine Unified School District.
Amy Paladino, Cudahy.
Amy Richard, Sturgeon Bay School District.
Angela Kraft, Kettle Moraine School District.
Ann H Grugel, Kenosha Unified School District.
April Sterbin, School District of South Milwaukee.
Ashley Kerrens, HOPE Christian Schools/ Open Sky.
Beth Willcome, Port Edwards.
Bryn Perry, School District of Waukesha (SDW).
Caitlin Nelson, Milton School District.
Carlos Alba, Brown Deer School District.
Cayolyn Johnsen, Two Rivers Public School District.
Celia Paczwa, Oregon School District.
Charla Meyer, CESA 7.
Clara Krause, Cashton School District.
Cynthia Cuellar Rodriguez, Milwaukee Public Schools.
Dana Osowski, Freedom Area Schools.
Dawn Carmichael, Abbotsford Elementary.
Debra Erickson, Eau Claire.
Delia Watkins, Madison Metropolitan School District.
Denise Engstrom, Fort Atkinson.
Deyse Van Kempen, Waukesha School District.
Elizabeth Watts, Milwaukee College Prep (MPS charter).
Emily Kuckkahn, Phelps school district.
Emily Minor, Menomonie School District.
Emily Morzewski, Edgar School District.
Gloria Peterson, New London School District.
Helen Makovec, Milwaukee Public Schools.
Hillary KuehnI, School District of Waukesha.
Jamie Miller, Kewaskum School District.
Jane Lewis, Sturgeon Bay School District.
Jenna Simacek, Wautoma Area School District.
Jennifer Hacht, Montello High School.
Jenny Sauve, Elmwood School District.
Jill Thompson, School District of Beloit.
Joanna Binsfeld, Waukesha School District.
Joel Liedtke, Sauk-Prairie.
Jonathan Touhy, West Allis West Milwaukee.

Joshlyn Schlichter, School District of Janesville.
Julie Bowe, Appleton Area School District.
Julie Dobrinska, Unified School District of Antigo.
Julie Severson, Amery.
Kajuanna McAfee, Hope Christian Schools.
Kate Millan, School District of Florence County.
Katherine Demers, Racine Charter One.
Katherine Genisot, Green Bay Area School District.
Kimberli Grimm, Juda Public School.
Kristin Martens, Greendale.
Lakeshia Rachall Montgomery-Freeman, Opensky -HOPE Semperr.
Leah Hover-Preiss, Adams-Friendship School District.
Lindsay Bialobrzeski, Merton Community School District.
Lori Armstrong, Waunakee.
Lorie Peterson, Onalaska School Districts.
Lorraine Anderson, School District of Osceola.
Luceth Escandell, Green Bay Area Public School District.
Lynn A. Schaal, School District of New London.
Mallory Umar, Racine Unified School District.
Margaret P Rovik, Wheatland Joint School District.
Marvina Thao, Fond du lac School District.
Mary Juckem, Menominee Indian School District.
Matt Dietzenbach, Portage Community School District.
Michael Brock, Greendale Schools.
Michele Collins, Berlin School District.
Michelle Burch, Racine Unified.
Monica Green, West Bend School District.
Morgan Woods, Milwaukee Academy of Science.
NaQuisha Mann, Fond du Lac.
Nicole Radcliffe, Racine Unified School District.
Nicole Steigerwald, Wittenberg-Birnamwood.
Sadie Gunnink, Rice Lake Area School District.
Samantha Fischer, Appleton Area School District.
Samantha Roberts, Menasha Joint School District.
Sarah Letke, Hayward Community School District.
Sarah Schindler, United Community Center.
Scott Bakken, Sauk Prairie School District.
Sharon Ricci, Shell Lake.
Shawn-Anne Pierner, Whitnall School District.
Teresa Tenorio, Green Bay Public School District.
Theresa Martinson, West Salem.
Tori Joosten, Nekoosa.
Valerie Morey, Racine Unified School District.
Yesenia Saavedra, Greendale School District.



Jake Curtis <jc@reforminggovernment.org>

Dairyland Sentinel - DPI Correspondence 2/6/25

[REDACTED]

[REDACTED]



----- Forwarded message -----

From: **DPI Media Inquiries** <Media.Inquiries@dpi.wi.gov>
Date: Thu, Feb 6, 2025 at 9:24 AM
Subject: RE: Media Inquiry - On Deadline
To: Dairyland Sentinel <info@dairylandsentinel.com>
CC: DPI Media Inquiries <Media.Inquiries@dpi.wi.gov>

Brian,

The participant list you request is publicly available and has been publicly available [here in this report](#) that has posted to [this page of our website](#). Sounds like you'll be looking at Page 322, and you will see the long list of experts who took part in this standard setting, which is a routine process that takes place. As we detailed and as Dr. Underly has stated, these experts represent private Choice schools, charter schools, CESAs, rural, urban, and suburban public school districts. I appreciate you including that full context verbatim.

Additionally, I strongly encourage you to check out [this one-page resource](#) that details this routine, transparent process, in addition to the other publicly-available resources [on our website](#) – they may be very helpful for your reporting.

To your question on your records request, I can confirm that the DPI has received your request, and will fulfill it as soon as practicable. If the DPI ultimately denies your request in whole or in part, the DPI will notify you with the reasons for any denial.

I hope this all helps. Thanks!

**Chris Bucher**

Interim Communications Director | Education Information Services

Wisconsin Department of Public Instruction

[201 W Washington Ave | Madison, WI | 53703](#)(608) 266-1344 | dpi.wi.gov

From: Dairyland Sentinel <info@dairylandsentinel.com>**Sent:** Thursday, February 6, 2025 7:49 AM**To:** DPI Media Inquiries <Media.Inquiries@dpi.wi.gov>; Underly, Jill K. DPI <Jill.Underly@dpi.wi.gov>**Subject:** Media Inquiry - On Deadline

You don't often get email from info@dairylandsentinel.com. [Learn why this is important](#)

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

On January 21st, I submitted the open records request, below.

This is an official request for comment to the Dairyland Sentinel, which will be published, verbatim, today.

I have a 3pm deadline.

These two questions are for the Superintendent or her spokesperson.

1. Who were the "nearly 100 experts" who recommended the Forward Exam benchmark changes?

2. Is the Department refusing to comply with my (more detailed) open records request?

I appreciate the courtesy of a prompt response, via email, to this inquiry.

Thank you.

Brian Fraley

Publisher, Dairyland Sentinel

The information you submitted was:

First name: Brian

Last name: Fraley

Phone: [REDACTED]

Email address: info@dairylandsentinel.com

Request Information:

Brian Fraley, Publisher

Dairyland Sentinel

[3215 Golf Road #129](#)

[Delafield, WI 53018](#)

January 21, 2025

Jill Underly and the Official Custodian of Records for the Department
State of Wisconsin Department of Public Instruction
[201 West Washington, Avenue](#)
[Madison, WI 53703](#)

Dear Superintendent Underly:

Under the Wisconsin Open Records Law, §§19.31 to 19.39 I am requesting an opportunity to inspect or obtain copies of public records that relate to the panel of "nearly 100 experts from across the state" who recommended the updated achievement benchmarks for the forward exam, as per your statement of early today as reported by Corrinne Hess of Wisconsin Public Radio.

Specifically:

1) Who were these experts? How are they chosen? Please provide documentation, including invitations and relevant discussions regarding the geographic and ideological diversity. Please also provide any communication with anyone in your department regarding the vetting of these experts including correspondence with any groups or individuals consulted regarding the composition of this group.

2) When and where did they meet? Please provide agendas, minutes and any Zoom or other recording of the meetings.

3) Were any of the 100 experts asked to sign a non disclosure agreement or similar document that would shield the public from information regarding the discussions? Please provide any relevant emails and other documents given to the advisory group, including any Non Disclosure contracts or discussions regarding any such agreements.

4) Please provide a complete timeline of this consultation process and include an itemized listing of any state expenditures including staff time and equipment purchases, meeting space rental, food, travel, lodging or other accommodations.

If there are any fees for searching or copying these records, please inform me if the cost will exceed \$1. However, I would also like to request a waiver of all fees in that the disclosure of the requested information is in the public interest and will contribute significantly to the public's understanding of the changes in terminology and cut scores. I intend on publishing your response at DairylandSentinel.com. This information is being sought in the public interest and the data will not be used for commercial purposes.

I would request a response in writing, within the 5 days described by law, if you intend to deny this request. Also, if you expect a significant delay in fulfilling this request, please contact me with information about when I might expect copies or the ability to inspect the requested records.

If you deny any or all of this request, please cite each specific exemption you feel justifies the refusal to release the information and notify me of the appeal procedures available to me under the law.

Thank you for considering my request.

Sincerely,

Brian Fraley

info@DairylandSentinel.com

A black rectangular redaction mark is positioned directly below the email address.



January 22, 2026

Wisconsin Department of Public Instruction
c/o Chris Bucher, Interim Communications Director
201 W. Washington Avenue
Madison, WI 53703

RE: Dairyland Sentinel January 21, 2025 Public Records Request

Dear Mr. Bucher:

The Institute for Reforming Government ("IRG"), on behalf of the Dairyland Sentinel ("Dairyland"), is following up on Dairyland's January 21, 2025 public records request, which is attached hereto. Dairyland followed up on its initial request on February 6, 2025, which you immediately responded to (also attached for your reference). Upon information and belief, there has been no further correspondence regarding the request, which is approaching one year since submission.

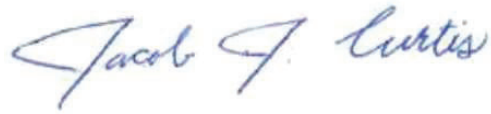
As you know, responses must be provided "as soon as practicable and without delay." *See* Wis. Stat. § 19.35(4)(a). While IRG appreciates the demands of responding to many requests, compliance at some unspecified future time is not authorized by the public records law. The records custodian has two choices: comply or deny. *See* Wisconsin DOJ Compliance Guide at 16 (*citing* *WTMJ, Inc. v. Sullivan*, 204 Wis. 2d 452, 457–58, 555 N.W.2d 140 (Ct. App. 1996)).

Pursuant to Wis. Stat. § 19.37(1), if an authority withholds a record or part of a record, or **delays granting access** to a record or part of a record after a written request for disclosure is made, the requester may (i) bring an action for mandamus asking a court to order release of the record; or (ii) submit a written request to the district attorney of the county where the record is located or to the Attorney General requesting that an action for mandamus be brought asking the court to order release of the record to the requester.

IRG expects prompt disclosure of responsive records to Dairyland's requests; otherwise, it will be forced to exercise its enforcement rights under Chapter 19. Should IRG be forced to proceed with a mandamus action on behalf of Dairyland, "attorney fees, damages of not less than \$100.00, and other actual costs shall be awarded to a requester who prevails in whole or in substantial part in a mandamus action concerning access to a record under Wis. Stat. § 19.35(1)(a)." *See* Wisconsin DOJ Compliance Guide at 76.

We trust you will respond promptly to this matter. If you have any questions or need further clarification, please contact me directly.

Sincerely,

A handwritten signature in blue ink that reads "Jacob J. Curtis". The signature is written in a cursive, flowing style.

Jacob J. Curtis
General Counsel and Director of Center
for Investigative Oversight

Institute for Reforming Government
Email: jc@reforminggovernment.org

Attachments:

January 21, 2025 Public Records Request

February 6, 2025 Email Exchange

Wisconsin Forward Standard Setting June 2024 - ELA and Math
February 17, 2026



\$368,885 price consisted of meeting expenses and DRC labor and travel

Meeting Expenses total \$219,225.43

- DRC supplied laptops for all panelists and hotspots for meeting rooms to supplement hotel wifi \$13,000
- Meeting Expenses at hotel, total \$70,446.52
 - Meeting rooms for large group, 6 committees, and working space/offices, total \$1,067.52
 - Audio visual (screens, projectors), total \$13,627.13
 - Breakfast, lunch and refreshments/breaks daily, total \$55,751.87
- Reimbursements for panelists, total \$69,437.24
 - Daily stipend at \$150 - per state rate for educators, \$52,200
 - Mileage at state rate \$0.51/mile, \$10,491.15 (Followed the State of Wisconsin's Uniform Travel Schedule Amounts (UTSA))
 - Dinner at state rate of \$23/day max, \$6,746.09 (Followed the State of Wisconsin's Uniform Travel Schedule Amounts (UTSA))
- Lodging for panelists and DRC staff, total \$66,341.67

DRC Labor

- All the preparation work
 - For the standard setting itself
 - Planning and meeting with DPI
 - Preparing data for 12 grades/subjects, materials for panelists
 - Meeting Planning - coordinate meeting event and prepare all materials
- Facilitating and attending the actual standard setting
 - DRC travel costs
 - 4-day meeting
 - 21 DRC staff
 - 11 Psychometrics, 7 Content, 3 Project Management
 - There were two DRC staff with each committee (6), some in the data room, overall facilitators and project management
- Writing final report



The Wisconsin Transparency Project

Kamenick Law Office, LLC
Attorney Tom Kamenick, President & Founder
1144 Noridge Trail
Port Washington, WI 53074
(262) 365-7434
www.wiopenrecords.com
tom@wiopenrecords.com



Rebecca L. Maki-Wallander
District Attorney, Adams County
401 Adams Street, Suite #7
Friendship, WI 53934
c/o Morgan Peters, morgan.peters@da.wi.gov

VERIFIED COMPLAINT UNDER WIS. STAT. § 19.97(1)

Complainant Institute for Reforming Government, by its attorney Thomas C. Kamenick of the Wisconsin Transparency Project and Kamenick Law Office, LLC, hereby makes this verified complaint under Wis. Stat. § 19.97(1) against the Wisconsin Department of Instruction's "Standard Setting Committee" and six of its "Sub-Committees," alleging as follows:

1. This verified complaint alleges that the Standard Setting Committee and its Six Sub-Committees are each "governmental bodies" subject to Wisconsin's Open Meetings Law and held one or more meetings without proper public notice and not in open session.
2. This complaint is made to the District Attorney for Adams County, asking that office to bring charges against the Standard Setting Committee and its Sub-Committees seeking a declaration that they repeatedly violated Wisconsin's Open Meetings Law and such other legal and equitable relief as appropriate, as provided in § 19.97(2).
3. Complainant Institute for Reforming Government is a Wisconsin non-stock corporation with an address of PO Box 180291, Delafield, Wisconsin 53018.
4. The Institute for Reforming Government's main focus is removing the onerous barriers and red tape separating the individual from an efficient and functioning government. Be it local, state, or federal governance, it is the mission of the Institute for Reforming Government to encourage, educate, and inform people about all levels of government, based on what has

worked in states across the country. Through diligent research and effective outreach, the Institute for Reforming Government works to remove the stumbling blocks that have created a slow-moving, expensive behemoth of governance that works against the will of the people.

5. Jacob Curtis is General Counsel and Director of the Institute for Reforming Government's Center for Investigative Oversight.

6. The Wisconsin Department of Public Instruction ("DPI") is an agency of the State of Wisconsin with an address of 201 West Washington Avenue, Madison, Wisconsin 53703.

7. As described more fully below, DPI created the Standard Setting Committee and tasked it with developing recommended test score cutoffs for Wisconsin's Forward Exam, which DPI later adopted with only minor revisions.

8. The Standard Setting Committee and its six Sub-Committees held one or more meetings over four days at the Chula Vista Resort in Wisconsin Dells in June, 2024.

9. Chula Vista Resort, with an address of 1000 Chula Vista Parkway, Wisconsin Dells, Wisconsin 53965, is located in Adams County.

10. Those meetings were not preceded by public notice and were not held in open session. In fact, their participants were governed by strict non-disclosure agreements and DPI hid records related to those meetings from record requests for over a year.

FACTS

11. Hundreds of thousands of Wisconsin students in grades 3-8 take the Wisconsin Forward Exam every year, which has two content areas: math and English.

12. Students are given one of four performance levels based on their results – developing, approaching, meeting, and advanced. Those performance levels are determined based on "cut scores," meaning all students of a particular grade who score within specified numeric range get the same performance level rating.

13. DPI, as part of administering the Wisconsin Forward Exam, is tasked with establishing what those cut scores are for each grade level and content area.

14. In 2012, Wisconsin aligned its cut scores with National Association of Educational Progress standards. But in 2024, DPI lowered and renamed its cut scores, making year-over-year comparisons difficult, if not impossible, and providing students and their families with false confidence that they are labeled "proficient" when they score below average and do not meet national standards for proficiency.

15. “On June 11-14, 2024, a committee of 88 Wisconsin educators participated in a standard setting for the Wisconsin Forward Exam.” DPI, *Wisconsin Forward Exam ELA and Mathematics Standard Setting 2024 Technical Report* (“DPI Report”), 1. A copy of that Report is attached as Exhibit VC-A.

16. “Staff members from DPI and [Data Recognition Corporation] collaborated to conduct the standard setting workshop.” DPI Report, 10.

17. “All participants for the workshop committee were recruited, selected, and invited to the workshop by DPI. The recruitment process strived to empanel a sample of participants for the standard setting with diverse demographics (e.g., ethnicity, gender) and diverse points-of-view (e.g., geographic location.” DPI Report, 11.

18. “The workshop committee was composed of a total of 88 educators.” DPI Report, 12.

19. “Six groups were convened for the standard setting,” one each for English and math for Grades 3-4, Grades 5-6, and Grades 7-8. *Id.*

20. Each of those “groups” was assigned 14 or 15 members. *Id.*

21. Throughout the four-day conference, the six “groups” (the Sub-Committees) worked alternatively separately and combined as the single Standard Setting Committee to propose, discuss, adjust, and ultimately formally recommend cut scores for the four performance levels for each of the six grades and two content areas. *See* DPI Report 13-22.

22. “Working by consensus, the committee gave their assent to sending these adjusted cut score recommendations to DPI for consideration.” DPI Report 22.

23. DPI staff then reviewed those recommendations and made what they called “small adjustments” to the Standard Setting Committee’s “recommended cut scores to promote consistency across grades and administrations of the Forward Exam.” DPI Report 23.

24. “The Superintendent of [DPI] approved the cut scores for the [English] and mathematics tests in June 2024.” DPI Report 26.

25. Despite DPI’s claim that the Standard Setting Committee’s and Sub-Committee’s meetings were a “routine, transparent process,” the conference was shrouded in secrecy.

26. Upon information and belief, the public was not permitted to attend the conference or any of the meetings of the Standard Setting Committee or Sub-Committees.

27. Upon information and belief, no prior public notice of the Standard Setting Committee’s or Sub-Committee’s meetings was posted.

28. Participants in the conference were required to sign non-disclosure agreements that not only prohibited disclosure of test questions (a reasonable restriction), but also “training materials . . . workshop feedback, and workshop recommendations” and “DRC-related information, including without limitation, documents, notes, files, records, oral information, computer files, or similar materials.” DPI Report 327-29.

29. Participants were prohibited from using their own electronic devices or even having electronic devices with them while working. DPI Report 328.

30. Participants were required to use DRC-provided laptops, which were confiscated at the end of each day along with any workshop materials the participants used or created, including their personal notes. DPI Report 33-42.

31. On or about January 21, 2025, Brian Fraley, Publisher of the Dairyland Sentinel, made a record request to DPI for records about the conference. A redacted copy of that request is attached as Exhibit VC-B.

32. Specifically, the request asked for:

- a. “[D]ocumentation, including invitations and relevant discussions regarding the geographic and ideological diversity [of the participants, and] any communication with anyone in your department regarding the vetting of these experts including correspondence with any groups or individuals consulted regarding the composition of this group.”
- b. “[A]gendas, minutes and any Zoom or other recording of the meetings.”
- c. “[A]ny relevant emails and other documents given to the advisory group, including any Non Disclosure contracts or discussions regarding any such agreements.”
- d. “[A] complete timeline of this consultation process and include an itemized listing of any state expenditures including staff time and equipment purchases, meeting space rental, food, travel, lodging or other accommodations.”

33. On or about February 6, 2025, rather than providing responsive records, DPI pointed the Dairyland Sentinel to the DPI Report on its website, which did not contain all of the records that had been requested. *See* Exhibit VC-B.

34. DPI provided no further records until nearly a year later, after the Institute for Reforming Government sent a letter to DPI on behalf of Dairyland Sentinel demanding DPI cease its illegal delays. A copy of that letter is attached as Exhibit VC-C. *See also* DAIRYLAND SENTINEL, *One Year Later: Dairyland Sentinel, Institute for Reforming Government Press DPI for Transparency on Forward Exam Changes*, Jan. 22, 2026, <https://dairylandsentinel.com/one-year-later-dairyland-sentinel-institute-for-reforming-government-press-dpi-for-transparency-on->

[forward-exam-changes/](#); Brian Fraley, DAIRYLAND SENTINEL, *Delayed DPI Records Reveal Taxpayers Soaked with \$368K Water Park Resort Bill to Weaken State Exam Standards*, Feb. 3, 2026, <https://dairylandsentinel.com/wisconsin-dpi-water-park-spending-investigation/>.

35. Despite taking over a year to fulfill the request, DPI produced only 17 pages of records, comprised of emails, applications, and non-disclosure agreements. Fraley, *Delayed DPI Records, supra*. No receipts or other details of the approximately \$385,000 in taxpayer spending for the conference were provided.

36. On February 4, 2026, one day after Dairyland Sentinel reported on the paltry release, the Wisconsin Legislature's Joint Finance Committee announced it was withholding approximately \$1,000,000 in funding to DPI until it provided more answers to the public. Corinne Hess, WISCONSIN PUBLIC RADIO, *Wisconsin lawmakers withhold funding to DPI over resort spending*, Feb. 4, 2026, <https://www.wpr.org/news/wisconsin-lawmakers-withhold-funding-to-dpi-over-resort-spending>.

37. Instead of releasing actual invoices and other records of its expenditures, on February 17, 2026, DPI released what it claimed to be a breakdown of the conference costs to Wispolitics.com (rather than to the Dairyland Sentinel). A copy of that release is attached as Exhibit VC-D.

38. That report details approximately \$219,000 in meeting expenses (including lodging; reimbursements for daily stipends, mileage, and dinners; meeting room rental; AV equipment from the hotel; breakfasts and lunches; and DRC-supplied laptops and wifi hotspots), with the remainder being paid to DRC.

LEGAL CLAIMS

Provisions Common to Claims

39. "In recognition of the fact that a representative government of the American type is dependent upon an informed electorate, it is declared to be the policy of this state that the public is entitled to the fullest and most complete information regarding the affairs of government as is compatible with the conduct of governmental business." Wis. Stat. § 19.81(1).

40. "To implement and ensure the public policy herein expressed, all meetings of all state and local governmental bodies shall be publicly held in places reasonably accessible to members of the public and shall be open to all citizens at all times unless otherwise expressly provided by law." Wis. Stat. § 19.81(2).

41. The Open Meetings Law “shall be liberally construed to achieve the purposes set forth in this section, and the rule that penal statutes must be strictly construed shall be limited to the enforcement of forfeitures and shall not otherwise apply to actions brought under this subchapter or to interpretations thereof.” Wis. Stat. § 19.81(4).

42. Under Wis. Stat. § 19.83(1), “Every meeting of a governmental body shall be preceded by public notice as provided in s. 19.84, and shall be held in open session.”

43. A “governmental body” is “a state or local agency, board, commission, committee, council, department or public body corporate and politic created by constitution, statute, ordinance, rule or order.” Wis. Stat. § 19.82(1).

44. “This list of entities is broad enough to include virtually any collective governmental entity, regardless of what it is labeled.” Wis. Att’y Gen., *Wis. Open Meetings Law Compliance Guide* (Mar. 2025), 2.

45. A governmental body must have a concrete membership, such that the existence of a quorum can be determined, and must possess some collective responsibility, authority, power, or duty. *State ex rel. Krueger v. Appleton Area Sch. Dist.*, 2017 WI 70, ¶24.

46. “The term ‘rule or order’ has been liberally construed to include any directive, formal or informal, creating a body and assigning it duties.” *Compliance Guide* at 2. “This includes directives from governmental bodies, presiding officers of governmental bodies, or certain governmental officials, such as county executives, mayors, or heads of a state or local agency, department, or division.”

47. For example, the Wisconsin Supreme Court has ruled that a curriculum review committee was subject to the Open Meetings Law even though it was created by high-ranking district administrators, not the school board itself. *Krueger*, 2017 WI 70, ¶¶27-42.

48. Wisconsin’s Attorney General has also concluded that the following bodies were “created by rule or order”: “A committee appointed by the school superintendent to consider school library materials”; “A citizen’s advisory group appointed by the mayor”; and “A citizen’s advisory committee appointed by a county executive.” *Compliance Guide* at 4.

49. A “‘Meeting’ means the convening of members of a governmental body for the purpose of exercising the responsibilities, authority, power or duties delegated to or vested in the body.” Wis. Stat. § 19.82(2).

50. “If one-half or more of the members of a governmental body are present, the meeting is rebuttably presumed to be for the purpose of exercising the responsibilities, authority, power or duties delegated to or vested in the body.” Wis. Stat. § 19.82(2).

51. Under *State ex rel. Newspapers Inc. v. Showers*, 135 Wis. 2d 77, 398 N.W.2d 154 (1987), a “meeting” occurs when two tests have been met: the “purpose” and “numbers” tests.

52. “First, there must be a purpose to engage in governmental business, be it discussion, decision or information gathering.” *Id.* at 102.

53. “Second, the number of members present must be sufficient to determine the parent body’s course of action regarding the proposal discussed.” *Id.*

54. Governmental business can be “formal or informal. . . includ[ing] discussion, decision, and information gathering.” *State ex rel. Badke v. Vill. Bd. of Greendale*, 173 Wis. 2d 553, 494 N.W.2d 408 (1993).

55. “Purely advisory bodies are therefore subject to the law, even though they do not possess final decision-making power, as long as they are created by constitution, statute, ordinance, rule, or order.” *Id.* at 2 (citing *State v. Swanson*, 92 Wis. 2d 310, 317, 284 N.W.2d 655 (1979)).

56. Under Wis. Stat. § 19.84(2), “Every public notice of a meeting of a governmental body shall set forth the time, date, place and subject matter of the meeting, including that intended for consideration at any contemplated closed session, in such form as is reasonably likely to apprise members of the public and the news media thereof.”

57. Public notice must be provided to: (1) the public; (2) to news media who have filed a written request; and (3) to an official newspaper or one likely to give notice in the area. Wis. Stat. § 19.84(1)(b).

58. Notice to “the public” can be accomplished in one of three ways: (1) three physical postings; (2) one physical posting and on a government website; or (3) paid publication. Wis. Stat. § 19.84(1)(b)1.-3.

59. The Open Meetings Law “shall be enforced in the name and on behalf of the state by the attorney general or, upon the verified complaint of any person, by the district attorney of any county wherein a violation may occur.” Wis. Stat. § 19.97(1).

60. “In addition and supplementary to the remedy provided in s. 19.96, the attorney general or the district attorney may commence an action, separately or in conjunction with an action brought under s. 19.96, to obtain such other legal or equitable relief, including but not

limited to mandamus, injunction or declaratory judgment, as may be appropriate under the circumstances.” Wis. Stat. § 19.97(2).

61. “Any action taken at a meeting of a governmental body held in violation of this subchapter is voidable, upon action brought by the attorney general or the district attorney of the county wherein the violation occurred. However, any judgment declaring such action void shall not be entered unless the court finds, under the facts of the particular case, that the public interest in the enforcement of this subchapter outweighs any public interest which there may be in sustaining the validity of the action taken.” Wis. Stat. § 19.97(3).

62. “If the district attorney refuses or otherwise fails to commence an action to enforce this subchapter within 20 days after receiving a verified complaint, the person making such complaint may bring an action under subs. (1) to (3) on his or her relation in the name, and on behalf, of the state.” Wis. Stat. § 19.97(4).

The Standard Setting Committee and its Sub-Committees Are All “Governmental Bodies”

63. DPI, a state agency, deliberately created the Standard Setting Committee and assigned it a specific duty – following DRC’s processes to develop and make a recommended set of cut scores for the Forward Exam’s performance levels in English and math.

64. The Standard Setting Committee had a concrete membership. DPI recruited, selected, and invited the 88 members of the Standard Setting Committee based on their demographics and expertise.

65. The Standard Setting Committee possessed and exercised a collective responsibility – recommending a set of cut scores for the Forward Exam’s performance levels in English and math – which acted upon those recommendations.

66. Although the Standard Setting Committee did not vote, it did reach decisions via “consensus” and acted upon those decisions by forwarding its recommendations to DPI. *See Compliance Guide* at 24 (“[R]egardless of whether a decision is made by consensus or by some other method, Wis. Stat. § 19.88(3) still requires the body to create and preserve a meaningful record of that decision.”) (emphasis added).

67. DPI’s own Report referred to the 88-member group as a “committee” at least 37 times just in its primary text (not counting the hundreds of pages of appendices included with the Report), including multiple instances referring to it as the “standard setting committee.”

68. The Standard Setting Committee created six Sub-Committees and assigned each a specific duty – providing specific grade-level recommendations for either English or math.

69. Each Sub-Committee had a concrete membership of either 14 or 15 members.

70. Each Sub-Committee possessed and exercised a collective responsibility – providing specific grade-level recommendations for English or math to the Standard Setting Committee – which acted upon those recommendations.

71. Each Sub-Committee, although it did not vote, did reach decisions via “consensus” and acted upon those decisions by forwarding its recommendations to the Standard Setting Committee.

**Claims I-IV Against the Standard Setting Committee
Violations of Wis. Stat. § 19.83(1); Failure to Notice & Hold in Open Session**

72. The Standard Setting Committee held meetings on June 11, June 12, June 13, and June 14, 2024.

73. Those meetings were not preceded by public notice and were therefore held in violation of Wis. Stat. § 19.83(1).

74. Those meetings were not held in open session and were therefore held in violation of Wis. Stat. § 19.83(1).

**Claims V+ Against Each Sub-Committee
Violations of Wis. Stat. § 19.83(1); Failure to Notice & Hold in Open Session**

75. Each Sub-Committee held an unknown number of meetings on June 11, June 12, June 13, and June 14, 2024.

76. Those meetings were not preceded by public notice and were therefore held in violation of Wis. Stat. § 19.83(1).

77. Those meetings were not held in open session and were therefore held in violation of Wis. Stat. § 19.83(1).

WHEREFORE, Complainant requests that the District Attorney of Adams County investigate the above allegations and issue charges as appropriate under Wis. Stat. § 19.97(1) seeking a declaration that the Standard Setting Committee and its Sub-Committees violated the

Open Meetings Law and such other legal or equitable relief as appropriate. Complainant reserves its right to bring an action under § 19.97(4) seeking any or all of those remedies if the District Attorney fails to commence an action within 20 days after receiving this verified complaint.

VERIFICATION

I, Jacob Curtis on behalf of Institute for Reforming Government, pursuant to Wis. Stat. § 887.015, declare as follows:

I hereby swear that I have read the foregoing complaint and that it is true and correct to the best of my knowledge.



Signed on the 10th day of April, 2026, at Grafton, WI
(month, year) (city, state)

Drafted by:

Thomas C. Kamenick
Wisconsin Transparency Project
Kamenick Law Office, LLC
1144 Noridge Trail
Port Washington, WI 53074
(262) 365-7434
tom@wiopenrecords.com