

## **APPENDIX 8**

### **DATA USED TO ESTABLISH THE RPTE ADVANCED HIGH PROFICIENCY RATING**



## Data Used to Establish the RPTE Advanced High Proficiency Rating

Prior to the 2004–2005 school year, three RPTE proficiency ratings were reported—beginning, intermediate, and advanced. In the 2004–2005 school year, the state of Texas began reporting a fourth RPTE proficiency level—advanced high. For more information about the state’s decision to report an advanced high rating, see the “RPTE Development” section in chapter 4 of this digest.

The table on the following page displays the data used to inform decisions about where to place the advanced high cut scores for the spring 2005 administration.

1. Row 1 lists the scale score cut for the **advanced** proficiency level for each of the four RPTE grade bands.
2. Row 2 presents the scale score cut at each grade band if the cut were to be placed **halfway** between the advanced cut score and the top of the scale. For example, a scale score cut of 773 would divide the advanced proficiency category at grades 4–5 equally, creating an advanced and an advanced high proficiency category of equal size.
3. Row 3 presents scale score cuts if they were to be placed **three-fourths** of the way between the advanced cut score and the top of the scale. For example, a scale score cut of 829 would divide the advanced category at grades 6–8 into an advanced category three-fourths the size of the original advanced category and an advanced high proficiency category representing the **upper one-fourth** of the original advanced category.
4. Row 4 is based on a linear regression equation predicting a student’s TAKS reading or ELA score from his or her score on RPTE. For example, at grade 3, a student scoring 701 or higher on RPTE would be predicted to pass TAKS reading in grade 4. At all grade bands except grade 3, the table contains multiple scale score values. These represent the grade of the TAKS test taken. So, for example, a scale score of 833 on RPTE 6–8 predicts passing TAKS reading at grade 7, but a scale score of 812 predicts passing TAKS reading at grade 8. Multiple values are necessary since RPTE tests are banded across several grades.
5. Row 5 presents the scale score cuts for the advanced high proficiency level that were **recommended** to the English language learner (ELL) focus group by TEA and PEM. All of the options and available data were considered and evaluated by psychometricians and a content expert when forming a recommendation. The proposed cuts were 735 at grade 3, 810 at grades 4–5, 815 at grades 6–8 and 845 on the high school RPTE. An attempt was made to keep the cut scores consistent across grade bands 4–5, 6–8, and high school. The grade 3 cut score reflects content experts’ judgment that students scoring advanced at this grade would perform better on TAKS than students that reach the advanced proficiency level at a higher grade.
6. Row 6 provides the expected raw score cuts associated with the scale score cuts in row 5. So, for example, the proposed cut score at grades 4–5 would be expected to correspond to a raw score of 53. In other words, a student would need to answer 53 out of 56 items correctly in order to be classified as advanced high.
7. Row 7 displays the percentage of students scoring **advanced in 2004**. For example, 45% of LEP students testing in RPTE at grades 6–8 scored in the advanced proficiency category.

8. Row 8 presents the impact of the proposed advanced high cut scores had they been implemented in 2004. So, if the proposed cut scores were in place in 2004, **10% of all RPTE students** in grades 4–5 would have been placed into the advanced high proficiency category.
9. Row 9 is similar to Row 8 but shows the impact on the **advanced proficiency level only**. Here, one can see that if the proposed scale score cuts for advanced high were used in 2004, 59% of the grade 3 students scoring in the advanced proficiency level would have been placed in the advanced high proficiency category.
10. Row 10 shows the relationship between RPTE and TAKS using data from 2003 and 2004. Specifically, it indicates how students who scored in the advanced proficiency category scored on TAKS when taken the following year. For example, 30% of the students scoring advanced on the high school RPTE in 2003 passed TAKS reading or ELA when taken in 2004.
11. Row 11 presents the relationship between RPTE and TAKS as in Row 10, except it uses the proposed advanced high proficiency category. For example, if the proposed advanced high cut scores were in place in 2003, 76% of the students scoring advanced high on RPTE in grades 4–5 would have passed TAKS reading in 2004 compared to only 40% of students scoring advanced (see row 10).

**RPTE Advanced High Cut Score Data Presented to ELL Focus Group**

	RPTE Test Level			
	Grade 3	Grades 4–5	Grade 6–8	High School
1 Scale score for advanced	686	720	721	744
2 Halfway up from advanced	739	773	780	801
3 Three-fourths up from advanced	780	824	829	843
4 Scale score for which predicted TAKS score is just above 2100 (grade–scale score)	4–701	5–806 6–806	7–833 8–812 9–868	10–846 11–846
5 Proposed AH scale score cut	735	810	815	845
6 Expected raw score at AH cut	49/56	53/56	54/57	57/60
7 Percent of students scoring advanced in 2004	64	47	45	48
8 Percent of students at or above the score on line 5 in 2004	38	10	9	10
9 Percent of advanced students at or above the score on line 5 in 2004	59	20	20	21
10 Percent of students scoring advanced in 2003 who passed TAKS in 2004	77	40	40	30
11 Percent of students scoring at or above the score on line 5 in 2003 who passed TAKS in 2004	90	76	72	68

An English language learner (ELL) focus group that advises the Texas Education Agency on LEP student assessment matters reviewed the data presented in the above table and collaborated with the test contractor and agency staff in establishing the final cut scores. After lengthy discussions and review of these impact analyses, the ELL focus group endorsed the proposed cut scores (row 5) for the advanced high proficiency category. The cut scores were implemented with the spring 2005 RPTE administration.