

REPORT

Alignment Analysis of Reading Language Arts Standards and Assessments Using the Operational Forms West Virginia Grades 3, 4, 5, 6, 7, 8, and 10

**Norman L. Webb
December 30, 2003**

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This study is one of the three alignment studies conducted for the State of West Virginia. The Alignment Analysis Institute was held November 10 and 11, 2003, in Charleston, West Virginia. This analysis used data from a prior analysis conducted July 14–16, 2003. The report consists of a description of the four criteria used to judge the alignment between West Virginia standards and WESTEST, with field test items in mathematics and the tables listing the results from the analysis of the coding by eight reviewers. In addition, personnel in the Office of Student Assessment Services were given electronic files that contained supplementary information.

Acknowledgements

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Executive Summary

This is a report of the results from a two-day Alignment Analysis Institute that was conducted November 10 and 11, 2003, in Charleston, West Virginia. Eight people, including state assessment consultants, content experts, district language arts supervisors, and language arts teachers, analyzed the agreement between the state's reading language arts standards and assessments. Four of the reviewers were from states other than West Virginia and four were from West Virginia. One West Virginia reviewer could only participate on one day of the institute. Thus, seven reviewers coded three grades and eight reviewers coded four grades. This analysis of the West Virginia operational tests and curriculum standards in reading language arts for seven grades indicates that their alignment is in general reasonable, given constraints on the assessment for the Reading and Writing standards. The test form did include a large proportion of items measuring comprehension skills and strategies at all grade levels. The overemphasis in this area was by design and did not compromise the relevance of the assessment in making appropriate inferences about students' attainment of the Reading standard. Analysis of the assessment indicated an overemphasis of items corresponding to one or two Writing objectives at five of the seven grades. This was not judged to be problematic except for grades 8 and 10, where reviewers found that the alignment was also unacceptable on the Range-of-Knowledge Correspondence criterion. The alignment needs improvement at grades 8 and 10, primarily by replacing a few of the existing items by items that measure content related to objectives not currently represented on the assessment form. It was concluded that the one form of the WESTEST analyzed is in alignment with the Reading and Writing standards for grades 3, 4, 5, 6, and 7, and that some adjustments were needed to achieve alignment in grades 8 and 10.

**Alignment Analysis of Reading Language Arts Standards and Assessments
Using the Operational Forms
West Virginia
Grades 3, 4, 5, 6, 7, 8, and 10**

Norman L. Webb

Introduction

The alignment of expectations for student learning with assessments for measuring students' attainment of these expectations is an essential attribute for an effective standards-based education system. Alignment is defined as the degree to which expectations and assessments are in agreement and serve in conjunction with one another to guide an education system toward students learning what they are expected to know and do. As such, alignment is a quality of the relationship between expectations and assessments and not an attribute of any one of these two system components. Alignment describes the match between expectations and assessment that can be legitimately improved by changing either student expectations or the assessments. As a relationship between two or more system components, alignment is determined by using the multiple criteria described in detail in a National Institute of Science Education (NISE) research monograph, *Criteria for Alignment of Expectations and Assessments in Mathematics and Science Education* (Webb, 1997).

A two-day Alignment Analysis Institute was conducted November 10 and 11, 2003, in Charleston, West Virginia. Eight people, including state assessment consultants, content experts, district supervisors, and language arts teachers analyzed the agreement between the state's reading language arts standards and assessments. Four of the reviewers were from states other than West Virginia and four were from West Virginia. This mix of people provided a balance of those without any prior knowledge of the standards with those who were familiar with the standards. One reviewer from West Virginia was only available for the second day of the analysis. Thus, seven reviewers analyzed grades 3, 4, and 5, and eight reviewers analyzed grades 6, 7, 8, and 10. One external reviewer who participated in the analysis in July was unable to participate in the November analysis. Another reviewer from the same state who had experienced with the process replaced this reviewer. In reading language arts, the alignment of standards and assessments was analyzed for seven grade levels. The reviewers analyzed one form of the operational test that was created as a result of consultation between state assessment and curriculum staff and the testing vendor. Department of Education staff and people from the testing vendor selected items for the operational tests from test forms that had been field-tested, using in their decisions, among other input, information from bias reviews, content reviews, and the results of the July 14-16 alignment analysis.

For the purposes of this analysis, we have employed the convention of standards and objectives to describe two levels of expectations for what students are to know and do. Standard is the most general. Each of the three standards is further subdivided into

objectives. It is assumed that all of the objectives under a standard span the content knowledge expressed in the standard.

Reviewers were trained to identify the depth of knowledge of objectives and assessment items. This training included reviewing the definitions of the four depth-of-knowledge (DOK) levels and then reviewing examples of each. In July, as the first step of the review process, the team of reviewers read each objective under each standard and reached consensus on the appropriate depth-of-knowledge level for that objective. In completing this step, the team of the reviewers gained increasing familiarity with the objectives themselves and the four DOK levels. Before independently coding the items from each assessment, the reviewers independently coded a sample of three or five items from the assessment instrument for the first three grades. They then compared what they had assigned as the depth-of-knowledge level and the content objective to each item. In this way, the reviewers calibrated their coding of the depth-of-knowledge level and the assigned objective. The overall process is not designed for the purpose of enabling reviewers to reach exact agreement. To derive the results from the analysis, the reviewers' responses are averaged. Any variance among reviewers is considered legitimate, with the true depth-of-knowledge level for the item falling somewhere in between the two or more assigned values. Such variation could signify a lack of clarity in how the objectives were written, the robustness of an item that can legitimately correspond to more than one objective, and/or a depth of knowledge that falls in between two of the four defined levels. Reviewers were allowed to identify one assessment item as corresponding to up to three objectives—one primary hit (objective) and up to two secondary hits. However, reviewers could only code one DOK level to each assessment item even if the item corresponded to more than one objective. In addition to learning the process, reviewers were asked to provide suggestions for improving the process.

Reviewers were instructed to focus primarily on the alignment between the state standards and assessments. However, they were encouraged to offer their opinions on the quality of the standards or of the assessment activities/items by writing a note about the item. Reviewers could also indicate whether there was a source-of-challenge issue with the item—i.e., a problem with the item that might cause the student who knows the material to give a wrong answer, or enable someone who does not have the knowledge being tested to answer the item correctly. For example, a reading item that involves an excessive amount of prior knowledge may represent a source-of-challenge issue because the skill required to answer is less a reading skill than a measure of prior knowledge.

The results produced from the Alignment Analysis Institute pertain only to the issue of agreement between the West Virginia state standards and the state assessment instrument. Such alignment analysis does not serve as external verification of the general quality of a state's standards or assessments. The results of the alignment institute do provide the evaluations of content area experts, half who are external to the state. The means of the reviewers' coding were used to determine whether the alignment criteria were met. When reviewers did vary in their judgments, the means lessened the error that might result from any one reviewer's finding. Standard deviations are reported, which give one indication of the variance among reviewers.

This report describes the results of the alignment study of standards and grade-level tests in reading language arts for grades 3, 4, 5, 6, 7, 8, and 10 conducted in November, 2003, in West Virginia. The study addressed specific criteria related to the content agreement between the state standards and grade-level assessments. Four criteria received major attention: categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence, and balance of representation.

Alignment Criteria Used for This Analysis

This analysis judged the alignment between the standards and the assessment on the basis of the four criteria specified above. Information is also reported on the quality of items by identifying items with sources of challenge and other issues. For each alignment criterion, an acceptable level was defined by what would be required to assure that a student had met the standards.

Categorical Concurrence

An important aspect of alignment between standards and assessments is whether both address the same content categories. The categorical-concurrence criterion provides a very general indication of alignment if both documents incorporate the same content. *The criterion of categorical concurrence between standards and assessment is met if the same or consistent categories of content appear in both documents.* This criterion was judged by determining whether the assessment included items measuring content from each standard. The analysis assumed that the assessment had to have at least six items measuring content from a standard in order for an acceptable level of categorical concurrence to exist between the standard and the assessment. The number of items, six, is based on estimating the number of items that could produce a reasonably reliable subscale for estimating students' mastery of content on that subscale. Of course, many factors have to be considered in determining what a reasonable number is, including the reliability of the subscale, the mean score, and the cutoff score for determining mastery. Using a procedure developed by Subkoviak (1988) and assuming that the cutoff score is the mean and that the reliability of one item is .1, it was estimated that six items would produce an agreement coefficient of at least .63. This indicates that about 63% of the group would be consistently classified as masters or nonmasters if two equivalent test administrations were employed. The agreement coefficient would increase if the cutoff score is increased to one standard deviation from the mean to .77 and, with a cutoff score of 1.5 standard deviations from the mean, to .88. Usually states do not report student results by standards, or require students to achieve a specified cutoff score on subscales related to a standard. If a state did do this, then the state would seek a higher agreement coefficient than .63. Six items were assumed as a minimum for an assessment measuring content knowledge related to a standard and as a basis for making some decisions about students' knowledge of that standard. If the mean for six items is 3 and one standard deviation is one item, then a cutoff score set at 4 would produce an agreement coefficient of .77. Any fewer items with a mean of one-half of the items would require a cutoff that would only allow a student to miss one item. This would be a very stringent requirement, considering a reasonable standard error of measurement on the subscale.

Depth-of-Knowledge Consistency

Standards and assessments can be aligned not only on the basis of the content covered by each, but also on the basis of the complexity of knowledge required by each. *Depth-of-knowledge consistency between standards and assessment indicates alignment if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards.* For consistency to exist between the assessment and the standard, as judged in this analysis, at least 50% of the items corresponding to an objective had to be at or above the level of knowledge of the objective; 50%, a conservative cutoff point, is based on the assumption that a minimal passing score for any one standard of 50% or higher would require the student to successfully answer at least some items at or above the depth-of-knowledge level of the corresponding objectives. For example, assume an assessment included six items related to one standard and students were required to answer correctly four of those items to be judged proficient—i.e., 67% of the items. If three, 50%, of the six items were at or above the DOK level of the corresponding objectives, then for a student to achieve a proficient score would require the student to answer correctly at least one item at or above the DOK level of one objective. Some leeway was used in this analysis on this criterion. If a standard had between 40% to 50% of items at or above the DOK levels of the objectives, then it was reported that the criterion was “weakly” met.

In language arts, four depth-of-knowledge levels were used to judge both reading and writing objectives and assessment tasks. The reading levels are based on Valencia and Wixson (2000, pp. 909-935). The writing levels were developed by Marshá Horton, Sharon O’Neal, and Phoebe Winter.

Reading

Reading Level 1. Level 1 requires students to receive or recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text, as well as basic comprehension of a text, is included. Items require only a shallow understanding of the text presented and often consist of verbatim recall from text, or simple understanding of a single word or phrase. Some examples that represent, but do not constitute all of, Level 1 performance are:

- Support ideas by reference to details in the text.
- Use a dictionary to find the meanings of words.
- Identify figurative language in a reading passage.

Reading Level 2. Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Intersentence analysis of inference is required. Some important concepts are covered, but not in a complex way. Standards and items at this level may include words such as summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. A Level 2 assessment item may require students to apply skills and

concepts that are covered in Level 1. Some examples that represent, but do not constitute all of, Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words.
- Predict a logical outcome based on information in a reading selection.
- Identify and summarize the major events in a narrative.

Reading Level 3. Deep knowledge becomes a greater focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent, but do not constitute all of, Level 3 performance are:

- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

Reading Level 4. Higher-order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided for completing it. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require the application of significant conceptual understanding and higher-order thinking. Students take information from at least one passage of a text and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent, but do not constitute all of, Level 4 performance are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.

Writing

Writing Level 1. Level 1 requires the student to write or recite simple facts. The focus of this writing or recitation is not on complex synthesis or analysis but on basic ideas. The students are asked to list ideas or words, as in a brainstorming activity prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write and speak using the conventions of Standard English. This includes using appropriate grammar, punctuation, capitalization, and spelling. Some examples that represent, but do not constitute all of, Level 1 performance are:

- Use punctuation marks correctly.
- Identify Standard English grammatical structures and refer to resources for correction.

Writing Level 2. Level 2 requires some mental processing. At this level, students are engaged in first-draft writing, or brief extemporaneous speaking for a limited number of purposes and audiences. Students are expected to begin connecting ideas, using a simple organizational structure. For example, students may be engaged in note-taking, outlining, or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or Web site. Some examples that represent, but do not constitute all of, Level 2 performance are:

- Construct compound sentences.
- Use simple organizational strategies to structure written work.
- Write summaries that contain the main idea of the reading selection and pertinent details.

Writing Level 3. Level 3 requires some higher-level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization, and the use of appropriate compositional elements. The use of appropriate compositional elements may include addressing chronological order in a narrative, or including supporting facts and details in an informational report. At this stage, students are engaged in editing and revising to improve the quality of the composition. Some examples that represent, but do not constitute all of, Level 3 performance are:

- Support ideas with details and examples.
- Use voice appropriate to purpose and audience.
- Edit writing to produce a logical progression of ideas.

Writing Level 4. Higher-level thinking is central to Level 4. The standard at this level is a multiparagraph composition that demonstrates the ability to synthesize and analyze complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the ideas and themes addressed. An example that represents, but does not constitute all of, Level 4 performance is:

- Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.

Range-of-Knowledge Correspondence

For standards and assessments to be aligned, the breadth of knowledge required on both should be comparable. *The range-of-knowledge criterion is used to judge whether a comparable span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge that students need in order to correctly answer the assessment items/activities.* The criterion for correspondence between span of knowledge for a standard and an assessment considers the number of objectives within the standard with one related assessment item/activity. Fifty percent of the objectives for a standard had to have at least one related assessment item in order for the alignment on this criterion to be judged acceptable. This level is based on the assumption that students' knowledge should be tested on content from over half of the domain of knowledge for a standard. This assumes that each objective for a standard should be given equal weight. Depending on the balance in the distribution of items and the need to have a limited number of items related to any one objective, the requirement that assessment items need to be related to more than 50% of the objectives for a standard increases the likelihood that students will have to demonstrate knowledge on more than one objective per standard to achieve a minimal passing score. As with the other criteria, a state may choose to make the acceptable level on this criterion more rigorous by requiring an assessment to include items related to a greater number of the objectives. However, any restriction on the number of items included on the test will place an upper limit on the number of objectives that can be assessed. Range-of-knowledge correspondence is more difficult to attain if the content expectations are partitioned among a greater number of standards and a large number of objectives. If 50% or more of the objectives for a standard had a corresponding assessment item, then the range-of-knowledge criterion was met. If 41% to 49% of the objectives for a standard had a corresponding assessment item, the criterion was “weakly” met.

Balance of Representation

In addition to comparable depth and breadth of knowledge, aligned standards and assessments require that knowledge be distributed equally in both. The range-of-knowledge criterion only considers the number of objectives within a standard hit (a standard with a corresponding item); it does not take into consideration how the hits (or assessment items/activities) are distributed among these objectives. *The balance-of-representation criterion is used to indicate the degree to which one objective is given more emphasis on the assessment than another.* An index is used to judge the distribution of assessment items. This index only considers the objectives for a standard that have at least one hit—i.e., one related assessment item per objective. The index is computed by considering the difference in the proportion of objectives and the proportion of hits assigned to the objective. An index value of 1 signifies perfect balance and is obtained if the hits (corresponding items) related to a standard are equally distributed among the objectives for the given standard. Index values that approach 0 signify that a large proportion of the hits are on only one or two of all of the objectives hit. Depending on the number of objectives and the number of hits, a unimodal distribution (most items related

to one objective and only one item related to each of the remaining objectives) has an index value of less than .5. A bimodal distribution has an index value of around .55 or .6. Index values of .7 or higher indicate that items/activities are distributed among all of the objectives at least to some degree (e.g., every objective has at least two items) and is used as the acceptable level on this criterion. Index values between .6 and .7 indicate the balance-of-representation criterion has only been “weakly” met.

Source-of-Challenge Criterion

The source-of-challenge criterion is only used to identify items on which the major cognitive demand is inadvertently placed and is other than the targeted language arts skill, concept, or application. Cultural bias or specialized knowledge could be reasons for an item to have a source-of-challenge problem. Such item characteristics may result in some students not answering an assessment item, or answering an assessment item incorrectly, or at a lower level, even though they possess the understanding and skills being assessed.

Findings

Standards

No changes on the depth-of-knowledge levels assigned the objectives under the three reading language arts standards were made between the July analysis and the November analysis. Thus, the second analysis used the same depth-of-knowledge levels assigned to the objectives by the reviewers in July. In that analysis, the eight reviewers reached consensus on the depth-of-knowledge level for each objective under each of the three standards for each grade level prior to coding the items. The results of their deliberation are presented in Table 1. Across the grades, reviewers rated 40% to 80% of the objectives at DOK Levels of 1 and 2. Reviewers’ analyses indicated a progression over the grades, with the latter grades having a higher percentage of objectives rated as a Level 3 or Level 4. At grades 8 and 10, 50% or more of the objectives were rated at Level 3 or Level 4.

Reading language arts reviewers were able to find corresponding objectives to each of the assessment tasks at each grade. The eight reviewers only rarely coded an item as corresponding to a generic objective (the goal or standard) due to not finding an objective that matched what was measured by the assessment item. No more than one reviewer identified any one item as corresponding to a generic objective; at most, there were two items at any grade. This indicates that all of the items on the assessment could be coded to an existing objective under one of the three reading language arts standards. Reviewers did agree to code specific items as corresponding to certain objectives. These decisions are described in more detail in the comments made by the reviewers (p. 15).

Table 1

*Percent of Objectives by Depth-of-Knowledge Levels for Each Grade:
West Virginia Alignment Analysis for Reading*

Grade	Number of Objectives	DOK Level	# of Objs by Level	% w/in Standard by Level
Grade 3	28	1	11	39
		2	12	42
		3	4	14
		4	1	3
Grade 4	26	1	7	26
		2	11	42
		3	6	23
		4	2	7
Grade 5	38	1	10	26
		2	20	52
		3	8	21
Grade 6	38	1	5	13
		2	20	52
		3	13	34
Grade 7	37	1	5	13
		2	19	52
		3	10	27
		4	2	5
Grade 8	32	1	2	6
		2	12	37
		3	16	50
		4	2	6
Grade 10	37	1	3	8
		2	15	40
		3	17	45
		4	2	5

Alignment of Curriculum Standards and Assessments

Two of the three West Virginia Reading Language Arts standards (Reading, Writing, and Listening/Speaking/Viewing) were represented on the assessment. Reviewers did not code any of the items on the assessment as corresponding to an objective under the Listening/Speaking/Viewing standard. When at least one item was coded as corresponding to an objective under a standard, the values for the four

Table 2

Summary of Acceptable Levels on Four Alignment Criteria Met by Assessments and Standards for Reading Language Arts

Standard	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
Grade 3				
3.1 - Reading	YES	YES	YES	NO
3.2 - Writing	YES	YES	WEAK	YES
3.3 - List/Speak/View	No Data	No Data	No Data	No Data
Grade 4				
4.1 - Reading	YES	YES	YES	NO
4.2 - Writing	YES	YES	YES	WEAK
4.3 - List/Speak/View	No Data	No Data	No Data	No Data
Grade 5				
5.1 - Reading	YES	YES	YES	NO
5.2 - Writing	YES	YES	YES	YES
5.3 - List/Speak/View	No Data	No Data	No Data	No Data
Grade 6				
6.1 - Reading	YES	YES	YES	NO
6.2 - Writing	YES	YES	YES	WEAK
6.3 - List/Speak/View	No Data	No Data	No Data	No Data
Grade 7				
7.1 - Reading	YES	YES	YES	NO
7.2 - Writing	YES	YES	YES	WEAK
7.3 - List/Speak/View	No Data	No Data	No Data	No Data
Grade 8				
8.1 - Reading	YES	YES	YES	NO
8.2 - Writing	YES	YES	NO	WEAK
8.3 - List/Speak/View	No Data	No Data	No Data	No Data
Grade 10				
10.1 - Reading	YES	NO	YES	NO
10.2 - Writing	YES	YES	NO	NO
10.3 - List/Speak/View	No Data	No Data	No Data	No Data

alignment criteria were computed and reported. When reviewers found no items on an assessment corresponded to any objective under a standard, this is denoted on Table 2 by the notation “No Data” in the cell.

The operational forms of the reading language arts assessments and the standards are in general aligned with respect to three of the four alignment criteria—Categorical Concurrence, Depth-of-Knowledge Consistency, and Range-of-Knowledge Correspondence—given that the third standard is being assessed by some other means. At each grade level, a large proportion of the items were judged to measure one objective of the Reading standard, use comprehension skills/strategies (3.1.4, 4.1.4, 5.1.5, 6.1.5, 7.1.4, 8.1.3, and 10.1.7). As a result, an acceptable level on the Balance-of-Representation criterion was not met for the Reading standard at any of the seven grade levels. The acceptable level on the Balance-of-Representation criterion assumes that the items are evenly distributed among the objectives with at least one corresponding assessment item. Also, items corresponding to the Writing standard had a skewed distribution for most of the grades, but not to the same extent as did the Reading standard. The one or two Writing objectives for each standard overemphasized on the assessments included 4.2.10 (sentence structure) and 4.2.11 (mechanics), 6.2.8 (punctuation) and 6.2.13 (organizing information using parts of sentences), 7.2.2 (edit) and 7.2.11 (verb tense), 8.2.3 (revise and edit), and 10.2.9 (content, usage, mechanics, and spelling). According to the test blueprint, this was done by design. Thus, the results of this analysis need to be interpreted in relation to the intent of the assessment. An overemphasis on one or two objectives is not critical, providing the breadth of the assessments covers enough of the objectives. This was the case with an acceptable level on the Range-of-Knowledge Correspondence criterion for grades 4, 5, 6, and 7. However, for grades 3, 8, and 10, too few of the objectives under the Writing standard had a corresponding objective to meet the Range-of-Knowledge Correspondence criterion. In general, the alignment between the standards and the assessment for grades 3, 8, and 10 could be improved, particularly for grade 10. The alignment at each grade level is discussed in greater detail in the following sections.

Grade 3 Reading Language Arts

Changes needed for improving alignment at grade 3:

1. Two or more of the current items related to the Writing standard need to be replaced to measure content of an objective not currently measured (3.2.1, 3.2.2, 3.2.4-3.2.7, or 3.2.12). The Range-of-Knowledge Correspondence criterion would be met if additional one or two objectives had corresponding items on the assessment.
2. Similar to the analysis of the field test items in July, the reviewers coded a large percentage of the items, over 30%, corresponding to standard 3.1 as measuring objective 3.1.4. Objective 3.1.3 was the next objective with the greatest number of corresponding assessment items. In order to improve the Balance of Representation on standard 3.1, assuming items should be more evenly distributed among the objectives, 5 to 10 of the items corresponding to

objective 3.1.4 need to be replaced by items measuring one of the remaining 10, of 14, objectives with other corresponding assessment items.

Grade 4 Reading Language Arts

Changes needed for improving alignment at grade 4:

1. A high proportion of the items corresponding to the Reading standard corresponded to 3 of the 13 objectives, 4.1.1, 4.1.4, and 4.1.7. The alignment can be improved by replacing two or three of the items that currently measure these objectives with items measuring one of the other 13 objectives under the Reading standard.
2. Reviewers coded the highest proportion of the items corresponding to standard 4.2 (Writing) as measuring objectives 4.2.10 or 4.2.11. Reviewers found assessment items measuring 7 of the 11 objectives under standard 4.2, about a third of the items corresponding to one objective. In order to improve the Balance of Representation on standard 4.2, one or two of the items now measuring objectives 4.2.10 and 4.2.11 need to be replaced by items measuring the other 9 objectives.

Grade 5 Reading Language Arts

Changes needed for improving alignment at grade 5:

1. Reviewers coded a large proportion of the items, over one third, as corresponding to one objective, 5.1.5, of the 14 possible standards. As for the other grades, the alignment could be improved by replacing three or four of these items by items that measure one of the other 13 objectives.
2. Unlike for the case in the other grades and similar to that of the grade 4 analysis, the seven reviewers found the grade 5 items measuring writing (standard 5.2) to be more evenly distributed among two-thirds of the 18 objectives. No additional action is necessary.

Grade 6 Reading Language Arts

Changes needed for improving alignment at grade 6:

1. The eight reviewers coded over 50% of the reading assessment items as corresponding to objective 6.1.5. In order to improve the Balance of Representation on standard 6.1, 7 to 10 of the items corresponding to objective 6.1.5 need to be replaced by items measuring the other 13 objectives.
2. Standard 6.2 (Writing) and the assessment only weakly met the Balance-of-Representation criterion. This standard has 21 objectives. Reviewers coded about 11 assessment items, or one third of the total number of items corresponding to the standard, as measuring objective 6.2.8 or 6.2.13. As a

result the writing standard and the assessment only weakly met the Balance-of-Representation criterion. The alignment could be improved by replacing one or two of the items currently measuring either of these objectives with items measuring one of the other 19 objectives.

Grade 7 Reading Language Arts

Changes needed for improving alignment at grade 7:

1. As in the other grades, a very high percentage of the items measuring reading objectives were coded by the eight reviewers as corresponding to one objective, 7.1.4. Nearly, 60% of the items corresponding to the Reading standard corresponded to this objective. The alignment can be improved by replacing at least five items currently measuring objective 7.1.4 with items measuring one of the other 12 objectives.
2. Standard 7.2 (Writing) and the assessment only weakly met the Balance-of-Representation criterion. This standard has 18 objectives. Reviewers coded about 11 assessment items, or about 40% of the total number of items corresponding to the standard, as measuring objective 7.2.2 or 7.2.11. As a result, the writing standard and the assessment only weakly met the Balance-of-Representation criterion. The alignment could be improved by replacing one or two of the items currently measuring either of these objectives with items measuring one of the other 17 objectives.

Grade 8 Reading Language Arts

Changes needed for improving alignment at grade 8:

1. The eight reviewers coded about 30 items, or over 60% of the items measuring content associated with the Reading standard, as corresponding to one objective, 8.1.3. The alignment could be improved by replacing 10 or more items currently measuring 8.1.3 with items measuring one of the other 10 objectives under the Reading standard. These items should be selected to measure objectives not currently emphasized, such as 8.1.2 or 8.1.6 to 8.1.11.
2. Reviewers coded items as corresponding to, on the average, about one third of the 15 objectives under the Writing standard. A high proportion of these items were coded as corresponding to objective 8.2.3. As a result, the reviewers found that the Writing standard and assessment did not meet the Range-of-Knowledge Correspondence criterion and only weakly met the Balance-of-Representation criterion. The alignment could be improved by replacing at least three of the items that currently correspond to objective 8.2.3 with items that measure three of the eight objectives currently not measured.

Grade 10 Reading Language Arts

Changes needed for improving alignment at grade 10:

1. Even though 45% of the grade 10 objectives were rated at DOK Level 3, nearly all of the grade 10 items were judged to have a depth-of-knowledge level of 1 or 2. As a consequence, the Reading standard and the assessment did not have an acceptable level on the Depth-of-Knowledge Consistency criterion. The reviewers rated the DOK level of objectives 10.1.7 and 10.1.4 as a Level 3. These were the objectives with the highest proportion of assigned items. However, most of these items were rated at DOK Level 1 or 2. In order for the alignment to be improved, 10 or more of the items currently related to the Reading standard, many corresponding to objectives 10.1.7 and 10.1.4, need to be replaced by items at a DOK Level 3, or replaced by items that measure content related to other objectives with lower DOK levels. An acceptable level on the Depth-of-Knowledge Consistency criterion would still not be achieved even when considering that four of the items (64, 65, 77, and 80) were valued at two points rather than one point.
2. Along with replacing items corresponding to objectives 10.1.7 and 10.1.4 with those with a higher DOK level, the replacement items should be related to other objectives in order to improve the Balance of Representation. Currently, over 20 (40%) of the items correspond to one objective under the Reading standard, 10.1.7. The alignment then can be improved by replacing items currently corresponding to objective 10.1.7 with those that correspond to other objectives.
3. The Writing standard at grade 10 has 20 objectives. However, less than one third of these objectives had a corresponding item and a large proportion of those items corresponded to only two objectives, 10.2.9 and 10.2.20. Thus, the alignment of the assessment with the Writing standard was poor with respect to the Range and Balance criteria. In order to improve on both of these criteria, about 10 of the current items need to be replaced to correspond to other objectives under the Writing standard. This should improve the acceptable level on both of the Range-of-Knowledge Correspondence and Balance-of-Representation criteria.

Source of Challenge

Reviewers were asked to indicate whether there was a source-of-challenge issue on any of the items. The concerns expressed by the reviewers are presented in Tables ___5 in the Appendix. Items noted by more than one reviewer should be given more consideration for improvement or elimination. However, it is possible that one reviewer observed a valid concern missed by the other reviewers. It is also possible that the teaching of reading language arts in West Virginia addresses the concerns of the reviewers. The items identified by at least two reviewers as having a source-of-challenge

issue include grade 3 (item 7), grade 7 (item 31), and grade 8 (items 21, 46, and 47). For some of these items, reviewers indicated there was more than one answer possible among the four choices, or the answer to the item was dependent on the answer to another item.

Notes

Some reviewers made other comments about the items. These are presented in Tables __.7 in the Appendix. The comments of some reviewers correspond to the source-of-challenge issue noted by other reviewers. So these notes and the source-of-challenge items listed may indicate that some reviewers have an additional concern regarding a specific item.

General Comments Made by the Reviewers

Reviewers of the reading language arts standards and assessments were asked for their general comments after completing the coding for each grade. These comments, as recorded and summarized by the group leader, are listed below; they include overall comments and comments relating to each grade.

General Observations

1. There is no clear objective at any level for items that call for answers explicitly stated in the text. There are many such items at each grade level, which means that those items must in some way be attached to the comprehension objective, or related to the standard level. With the agreement of the West Virginia consultants, reviewers opted for the former.
2. The depth-of-knowledge level tends heavily to be at Level 2. The grade 10 test has more Level 3s and 1s, but still many 2s. The items developed specifically for West Virginia WESTEST have better distribution across the levels.
3. At the early grade levels and even in the later ones, most of the questions on poetry passages are not directed toward the poetry objective. Rather, they call for inference, or ask for explicitly stated information in the poem.
4. When pictures and other graphic aids are used in items, they are seldom used in the manner suggested by the graphics objectives. They often seem incidental to the item—chosen for the sake of getting pictures or other graphics into the test.
5. Objectives appear and disappear across the grade levels, but the items directed at them continue across the tests. That makes assignment of objectives difficult at times. An example is the use of context cues to determine word meaning. It disappears at grades 7 and 8 and reappears at grade 10.
6. Some features of language, notably coordination, vocabulary, and mechanics, often appear in two or more objectives, making consistent assignment to a single objective difficult.
7. Spelling objectives appear in the first several grades, but no items.
8. Some extended-response items could address certain of the writing objectives, although the state staff members considered them only as reading items. (They do require support from text.)

9. Items could readily be developed for many of the unaddressed objectives.
10. “Denotation” is used in a peculiar sense in the objectives.
11. Reviewers in general felt that the alignment could be improved, especially in Range-of-Knowledge Correspondence and Balance of Representation.
12. It was noted that state staff members indicated that some unaddressed objectives are included on other forms of the test. These could address some of the potential alignment problems.

Grade 3 Reviewers’ Comments

1. Explicitly stated items were included under the comprehension objective (3.1.4).
2. Although spelling, capitalization, and punctuation are in separate objectives, the second writing objective also includes editing as part of the writing process. We decided that items should be coded under the more specific objectives.
3. We found no items for figurative language (3.1.5), graphic organizers (3.1.6), reader’s purpose (3.1.10), non-literary text (3.1.12), and spelling (3.2.7), all of which should have been possible.
4. There may be an alignment problem (coverage) in the writing standard. (This proved true and was denoted by a weak acceptable level.)
5. Heavy on Level 2 in DOK.

Grade 4 Reviewers’ Comments

1. Explicitly stated items were again included in the comprehension objective (4.1.4).
2. See comment number 2 under grade 3 (above).
3. We found no items for 7 or 8 of the 13 reading objectives.
4. Writing was better addressed by items.
5. Pretty much the same objectives as in grade 3 could have been addressed by items (see comment 3 under grade 3).
6. The DOK was still heavily weighted toward Level 2.

Grade 5 Reviewers’ Comments

1. Explicit items still in the comprehension objective. This time (5.1.5).
2. Poetry introduced at this grade level. No items.
3. Denotation introduced in (5.1.12). Since “denotation” means the dictionary meaning of a word, this objective sort of repeats the dictionary objective (5.1.11). Could cause trouble in assigning items.
4. Spelling has its own objective under reading. Also is included in an objective for writing. (In any case, there are no spelling items)
5. Once again, capitalization and punctuation have separate objectives and yet another objective calls for editing for these features. Again, we decided to code under the more specific objective.

6. The issue of coordination (combination of subjects, verb phrases, and even clauses appears in two objectives, (5.2.10) and (5.2.14), making assignment a little problematical. We did determine a decision rule for this issue.
7. Distribution among objectives seemed a little better than in prior grades.
8. The DOK is still heavily at Level 2.

Grade 6 Reviewers' Comments

1. Explicit items coded to comprehension (6.1.5).
2. Denotation problem exists.
3. Spelling is included in both the reading and writing standard. Spelling, capitalization, and punctuation have separate objectives, as well as a general editing one. We continue to assign to the more specific objective.
4. The coordination problem is greater owing to addition of another objective. Objectives 6.2.8, 6.2.12, and 6.2.13 all deal with coordination in some way. Again, we found a decision rule with the help of state staff.
5. Distribution similar to that at grade 5.
6. Still a lot of Level 2, as far as DOK is concerned.

Grade 7 Reviewers' Comments

1. Still coding explicit items to comprehension, an objective that is now (7.1.3).
2. Distribution of items among reading objectives was much improved. However, owing to a lack of research and larger-scale writing items, distribution in the writing area may cause some alignment problems in that standard. This is one of the writing test years, and if that were included it should help this problem.
3. Coordination problem is improved at this grade level.
4. DOK still weighted toward Level 2.
5. Context clues objective disappears and the two dictionary objectives do not really address it. Sort of have to include those items in the comprehension objective.
6. Some poetry items here actually address the poetry objective.
7. Little better DOK distribution.
8. Distribution a little better in the Writing Standard.

Grade 8 Reviewers' Comments

1. Still coding explicit items to comprehension (8.1.3)
2. Acronym objective added; however, there were no corresponding items.
3. Still have no vocabulary in context objective.
4. Distribution of items across reading objectives is pretty good.
5. Distribution of items across writing objective will probably cause some alignment problems. (This is true and noted by an unacceptable level for the Range-of-Knowledge Correspondence criterion.)
6. Items could be written for many of the unaddressed objectives.
7. Still a lot of Level 2 in DOK.

Grade 10 Reviewers' Comments

1. Coded explicit items to comprehension. Now (10.1.7).
2. Context-cue objective returns. The reviewers were all very glad to see it!
3. By far the best distribution of DOK levels.
4. Only 11 or 12 of the 37 objectives at this level have items on the test addressed to them. Some alignment problems likely, especially in Standard 2. (This is true and noted by an unacceptable level for the Range criterion on standard 10.2.)
5. Reviewers were unable to determine the difference between objectives 10.1.11 and 10.1.12 on etymology. They agreed that any test items would likely fall into the “apply” objective; but, in any case, there were no items, even though there could have been.
6. Breakdown of the writing standard into objectives is good and quite clear at this grade level. Unfortunately, many of the objectives were unaddressed by any items on this form of the test.

Reliability Among Reviewers

The intraclass correlation among the reviewers' assignment of DOK levels to items was high for grades 3, 4, and 5, but declined some for the last four grades analyzed. As shown in Table 3, the intraclass correlations were 0.84 or higher for grades 3, 4, and 5. For grades 6, 7, 8, and 10, the intraclass correlations were .75 or higher. Although, all of the correlations are reasonable, correlations of less than .8 indicate that there was more variation among the reviewers than desired. The intraclass correlations declined when the eighth reviewer participated in the analysis, on the second day. On the second day, there was greater pressure to complete four analyses, which could explain the drop in the reliability among the reviewers. The intraclass correlations indicate that the average DOK level for each item is reliable—that is, the reviewers were consistent in assigning a DOK level to items when given an adequate amount of time. The DOK level assigned by each reviewer for each grade is given in Table __.6 in the Appendix.

Table 3

Intraclass Correlation Among Eight Reviewers in Assigning Item Depth-of-Knowledge Level

Grade	Intraclass Correlation
3	.840
4	.847
5	.857
6	.764
7	.756
8	.788
10	.764

Summary

Alignment between the West Virginia Reading Language Arts Standards and one form of the WESTEST is, in general, reasonable, given the constraints on the assessment. The on-demand assessment does not include any items measuring content related to one of the three Reading Language Arts Standards—Listening/Speaking/Viewing. Content from this standard can better be assessed by other means than by a paper-and-pencil test that is machine-scored. There are an adequate number of items on the assessments at all seven grade levels to measure students' attainment of the other two standards, Reading and Writing. For all of the grades, except for grade 10, the items are at a depth-of-knowledge level that adequately matches the depth-of-knowledge levels of the corresponding objectives. An increasing number of the grade 10 objectives were judged by the reviewers to have a DOK Level of 3. However, the proportion of items at DOK Level 3 did not increase sufficiently on the Depth-of-Knowledge Consistency criterion to be met for the grade 10 Reading standard. At four of the grades—grades 4, 5, 6, and 7—an adequate proportion of the objectives had at least one corresponding item for the Range-of-Knowledge Correspondence criterion to be met for both the Reading and the Writing standards. This was not the case for the Writing standard for grades 3, 8, and 10. This was indicated by the analyses of the data and by the reviewers' comments. Reviewers indicated that other objectives under the Writing standard could be assessed, but were not. State staff members pointed out that some of these objectives were assessed on other forms of the WESTEST. If so, this would eliminate the concern regarding coverage of writing objectives for these three grades. For all seven grades, a large number of items corresponded to one or two objectives under the Reading standard that resulted in an unacceptable level on the Balance-of-Representation criterion, which assumes an even distribution of items among the objectives tested. These objectives, in general, related to the application of comprehension skills or strategies. Because the Reading standard and assessment achieved an acceptable level on the other three criteria, a skewed distribution of items can be regarded as appropriate if this is desired by the state. The assessment and Writing standard were seen as having an acceptable level of alignment on the Balance-of-Representation criterion for grades 3 and 5. On the other grades, the Balance-of-Representation criterion was only weakly met for four of the grades and not met for grade 10. Where the Reading standard is concerned, a skewed distribution of items is not considered a fatal fault in alignment as long as the other criteria are met. This was not the case for grades 8 and 10. At these grades, a large proportion of the items corresponding to the Writing standard measured one or two objectives, while more than 50% of the Writing objectives had no corresponding items. This is a shortfall, even if some of the objectives are covered on other forms. In conclusion, the one form of the WESTEST analyzed is in alignment with the Reading and Writing standards for grades 3, 4, 5, 6, and 7. The alignment needs improvement at grades 8 and 10, primarily by replacing a few of the existing items by items that measure content related to objectives not currently represented on the assessment form.

References

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- Webb, N. L. (1997). *Criteria for alignment of expectations and assessments in mathematics and science education* (Monograph No. 6). Madison: Wisconsin Center for Education Research, Council of Chief State School Officers and National Institute for Science Education.

Tables

Brief Explanation of Data in the Alignment Tables by Column

Tables (grade) 1

Goals #	Number of objectives plus one for a generic objective for each standard.
Objs #	Average number of objectives for reviewers. If the number is greater than the actual number in the standard, then at least one reviewer coded an item for the goal/objective, but did not find any objective in the goal that corresponded to the item.
Level	The Depth-of-Knowledge level coded by the reviewers for the objectives for each standard.
# of objs by Level	The number of objectives coded at each level.
% w/in std by Level	The percent of objectives coded at each level
Hits	
Mean & SD	Mean and standard deviation number of items reviewers coded as corresponding to standard. The total is the total number of coded hits.
Cat. Conc. Accept.	“Yes” indicates that the standard met the acceptable level for criterion. “Yes” if mean is six or more. “Weak” if mean is five to six. “No” if mean is less than five.

Tables (grade).2

	First five columns repeat columns from Table 1.
Level of Item w.r.t. Stand	Mean percent and standard deviation of items coded as “under” the Depth-of-Knowledge level of the corresponding objective, as “at” (the same) the Depth-of-Knowledge level of the corresponding objective, and as “above” the Depth-of-Knowledge level of the corresponding objective.
Depth-of-Know. Consistency	
Accept.	<p>“Yes” indicates that 50% or more of the items were rated as “at” or “above” the Depth-of-Knowledge level of the corresponding objectives.</p> <p>“Weak” indicates that 40% to 50% of the items were rated as “at” or “above” the Depth-of-Knowledge level of the corresponding objectives.</p> <p>“No” indicates that less than 40% items were rated as “at” or “above” the Depth-of-Knowledge level of the corresponding objectives.</p>

Tables (grade).3

First five columns repeat columns from Table 1 and 2.

Range of Objectives	
# Objs Hit	Average number and standard deviation of the objectives hit coded by reviewers.
% of Total	Average percent and standard deviation of the total objectives that had at least one item coded.
Range of Know. Accept.	<p>“Yes” indicates that 50% or more of the objectives had at least one coded objective.</p> <p>“Weak” indicates that 40% to 50% of the objectives had at least one coded objective.</p> <p>“No” indicates that 40% or less of the objectives had at least one coded objective.</p>
Balance Index	
% Hits in Std/Ttl Hits	Average and standard deviation of the percent of the items hit for a standard of total number of hits (see total under the Hits column).
Index	Average and standard deviation of the Balance Index.

Note: $BALANCE\ INDEX = 1 - \left(\sum_{k=1} \left| \frac{1}{O} - \frac{I_{(k)}}{H} \right| \right) / 2$

Where O = Total number of objectives hit for the standard
 $I_{(k)}$ = Number of items hit corresponding to objective (k)
 H = Total number of items hit for the standard

Bal. of Rep Accept.	<p>“Yes” indicates that the Balance Index was .7 or above (items evenly distributed among objectives).</p> <p>“Weak” indicates that the Balance Index was .6 to .7 (a high percentage of items coded as corresponding to two or three objectives).</p> <p>“No” indicates that the Balance Index was .6 or less (a high percentage of items coded as corresponding to one objective.)</p>
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Tables (grade).4

Summary if standard met the acceptable level for the four criteria by each standard.

Tables (grade).5

Comments made by reviewers on items identified as having a source of challenge issue by item number.

Tables (grade).6

The DOK value for each assessment item given by each reviewer. The intraclass correlation for the group of reviewers is given on the last row.

Tables (grade).7

All notes made by reviewers on items by item number.

Tables (grade).8

The DOK level and objective code assigned by each reviewer for each item.

Tables (grade).9

This list for each item all of the objectives coded by the eight reviewers as corresponding to the item. Repeat of an objective indicates the number of reviewers who coded that objective as corresponding to the item.

Tables (grade).10

This lists for each objective all of the items coded by the eight reviewers as corresponding to the objective. Repeat of an item indicates the number of reviewers who coded the item as corresponding to the objective.

Tables (grade).11

This table summarizes the number of reviewers who coded an item as corresponding to an objective. It contains the same information as in Table 10.

Table 12 (at the end of grade 10)

This table lists the depth-of-knowledge level for each objective for each grade as determined by the consensus of the eight reviewers in the July Alignment Institute.

Table 3.1
*Categorical Concurrence Between Standards and Assessment as Rated by Seven Reviewers**
West Virginia Grade 3 Reading Language Arts
Number of Assessment Items—70

Standards			Level by Objective			Hits		Cat. Concurr.
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	
3.1 - Reading	14	14	1	6	42	49.57	2.87	YES
			2	7	50			
			3	1	7			
3.2 - Writing	12	12	1	5	41	23.71	3.33	YES
			2	4	33			
			3	2	16			
			4	1	8			
3.3 - List/Speak/View	2	2	2	1	50	No Data	No Data	NO DATA
			3	1	50			
Total	28	28	1	11	39	73.29	5.67	
			2	12	42			
			3	4	14			
			4	1	3			

* Seven reviewers analyzed grades 3, 4, and 5.

Table 3.2

*Depth-of-Knowledge Consistency Between Standards and Assessment as Rated by Seven Reviewers
West Virginia Grade 3 Reading Language Arts
Number of Assessment Items—70*

Standards			Hits		Level of Item w.r.t. Standard						DOK Consistency
					% Under		% At		% Above		
Title	Goals #	Objs #	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
3.1 - Reading	14	14	49.57	2.87	23	30	51	36	26	36	YES
3.2 - Writing	12	12	23.71	3.33	42	44	45	41	13	28	YES
3.3 - List/Speak/View	2	2	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA
Total	28	28	73.29	5.67	31	38	49	38	20	33	

Table 3.3

Range-of-Knowledge Correspondence and Balance of Representation Between Standards and Assessment as Rated by Seven Reviewers
West Virginia Grade 3 Reading Language Arts
Number of Assessment Items—70

Standards			Hits		Range of Objectives				Rng. of Know.	Balance Index				Bal. of Represent.
					# Objs Hit		% of Total			% Hits in Std/Ttl Hits		Index		
Title	Goals #	Objs #	Mean	S.D.	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
3.1 - Reading	14	14	49.57	2.87	7.57	1.29	54	9	YES	68	2	0.58	0.09	NO
3.2 - Writing	12	12	23.71	3.33	5.71	0.70	48	6	WEAK	32	2	0.77	0.05	YES
3.3 - List/Speak/View	2	2	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA	No Data	No Data	No Data	No Data	NO DATA
Total	28	28	73.29	5.67	4.43	1.39	34	8		33	18	0.45	0.12	

Table 3.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria

Seven Reviewers

West Virginia Grade 3 Reading Language Arts

Number of Assessment Items—70

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
3.1 - Reading	YES	YES	YES	NO
3.2 - Writing	YES	YES	WEAK	YES
3.3 - List/Speak/View	NO DATA	NO DATA	NO DATA	NO DATA

Table 3.5
Source-of-Challenge Issues by Reviewer
West Virginia Grade 3 Reading Language Arts

Item Number	Comments by Reviewer
7	1 correct answers (2 & 3)
	2 correct answers
	2 correct answers?
	2 correct answers

Table 3.6
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 3 Reading Language Arts

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
1	2	2	2	2	1	2	2
2	1	1	2	2	1	2	1
3	2	1	2	1	1	2	2
4	1	1	1	1	1	1	1
5	2	2	2	2	2	1	2
6	2	2	3	2	2	2	2
7	1	1	1	1	1	1	1
8	2	1	1	1	1	1	1
9	3	1	1	1	1	1	2
10	1	1	1	1	1	1	1
11	2	1	2	1	2	2	2
12	3	2	2	3	2	3	3
13	2	2	2	2	2	3	2
14	2	2	2	1	2	3	2
15	2	2	3	2	2	2	2
16	2	1	2	1	2	2	3
17	2	1	1	1	2	2	1
18	2	1	2	1	2	2	1
19	2	1	2	1	2	2	1
20	2	1	1	1	1	2	1
21	2	1	2	1	1	2	2

Table 3.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 3 Reading Language Arts

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
22	3	2	2	1	2	3	2
23	2	1	1	1	1	1	1
24	2	1	2	1	2	1	1
25	2	1	2	2	2	2	2
26	1	1	2	1	3	2	3
27	1	1	2	1	2	2	2
28	2	1	2	1	3	3	2
29	1	1	2	2	3	1	1
30	1	1	1	2	1	2	2
31	1	1	1	1	1	1	2
32	2	1	1	2	2	3	1
33	2	1	1	1	2	2	1
34	2	1	2	2	3	2	2
35	2	2	2	1	2	2	2
36	2	1	2	2	2	2	1
37	1	1	2	1	2	2	1
38	2	1	1	1	2	1	1
39	2	1	1	1	1	1	1
40	1	1	1	1	1	1	1
41	1	1	1	1	2	1	2
42	2	1	2	1	1	1	1

Table 3.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 3 Reading Language Arts

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
43	2	1	2	1	1	1	1
44	2	1	2	1	1	1	1
45	2	1	2	1	1	2	2
46	2	2	2	2	2	2	2
47	2	1	2	1	2	1	1
48	3	1	2	2	2	2	1
49	2	1	2	1	1	1	1
50	2	1	2	2	2	1	1
51	2	2	2	1	2	2	2
52	2	2	2	2	2	3	2
53	2	2	2	2	2	2	1
54	3	2	2	2	2	2	2
55	3	2	2	3	3	3	3
56	1	1	2	1	1	1	1
57	1	1	1	2	2	1	1
58	2	2	2	2	2	1	2
59	3	2	3	3	2	3	2
60	2	2	1	3	3	2	2
61	3	1	1	3	3	2	1
62	2	1	2	1	2	2	1
63	3	2	3	2	2	3	2

Table 3.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 3 Reading Language Arts

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
64	3	2	3	3	3	3	2
65	3	2	3	3	3	3	2
66	2	1	2	1	1	1	1
67	1	1	2	1	1	1	1
68	2	1	2	1	1	1	1
69	3	1	2	1	2	2	1
70	2	2	3	2	3	2	2
Intraclass Corr Grade 3 Reading Language Arts					.840		

Table 3.7
Comments Made by Reviewers
West Virginia Grade 3 Reading Language Arts

Item Number	Comments by Reviewer
7	Two correct answers: b & c
	Answers could be # 2 & 3
	Two correct answers
16	Difficult
34	Not exactly main idea
59	(Question mark after 3.1.11?)

Table 3.8

*Grade 3 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Seven Reviewers
West Virginia Alignment Analysis*

It #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj
1	2	3.1.4		2	3.1.3		2	3.1.3		2	3.1.4		1	3.1.3	2	3.1.4	2	3.1.3
2	1	3.1.6		1	3.1.6		2	3.1.3		2	3.1.6		1	3.1.6	2	3.1.6	1	3.1.6
3	2	3.1.4		1	3.1.4		2	3.1.3		1	3.1.4		1	3.1.3	2	3.1.3	2	3.1.3
4	1	3.1.4		1	3.1.4		1	3.1.3		1	3.1.4		1	3.1.3	1	3.1.3	1	3.1.3
5	2	3.1.3		2	3.1.3		2	3.1.3		2	3.1.3		2	3.1.3	1	3.1.3	2	3.1.3
6	2	3.1.4		2	3.1.7		3	3.1.7		2	3.1.4		2	3.1.7	2	3.1.3	2	3.1.7
7	1	3.2.8		1	3.2.8		1	3.2.8		1	3.2.8		1	3.2.8	1	3.2.9	1	3.2.8
8	2	3.1.10		1	3.2.1		1	3.2.10		1	3.2.10		1	3.2.10	1	3.2.10	1	3.2.10
9	3	3.1.8		1	3.1.4		1	3.1.4		1	3.1.4		1	3.1.4	1	3.1.4	2	3.1.4
10	1	3.1.4		1	3.1.4		1	3.1.4		1	3.1.3		1	3.1.4	1	3.1.4	1	3.1.4
11	2	3.1.4		1	3.1.4		2	3.1.4		1	3.1.4		2	3.1.7	2	3.1.4	2	3.1.4
12	3	3.1.4		2	3.1.11		2	3.1.4		3	3.1.4		2	3.1.4	3	3.1.4	3	3.1.4
13	2	3.1.4		2	3.1.4		2	3.1.4		2	3.1.4		2	3.1.4	3	3.1.4	2	3.1.4
14	2	3.1.4		2	3.1.4		2	3.1.4		1	3.1.4		2	3.1.4	3	3.1.4	2	3.1.4
15	2	3.1.11		2	3.1.11		3	3.1.11		2	3.1.11		2	3.1.11	2	3.1.1	2	3.1.11
16	2	3.1.3		1	3.1.3		2	3.1.3		1	3.1.3		2	3.1.7	2	3.1.3	3	3.1.6
17	2	3.1.1		1	3.1.1		1	3.1.1		1	3.1.1		2	3.1.2	2	3.1.2	1	3.1.2
18	2	3.1.7		1	3.1.2	3.1.7	2	3.1.7		1	3.1.7		2	3.1.7	2	3.1.7	1	3.1.7
19	2	3.1.7		1	3.1.2	3.1.7	2	3.1.7		1	3.1.7		2	3.1.7	2	3.1.7	1	3.1.7
20	2	3.2.10		1	3.2.10		1	3.2.10		1	3.2.10		1	3.2.10	2	3.1.10	1	3.2.10
21	2	3.2.9		1	3.2.9		2	3.1.3	3.2.9	1	3.2.8		1	3.2.9	2	3.2.9	2	3.2.9
22	3			2	3.2.3	3.1.3	2	3.2.3		1	3.1.7		2	3.2.3	3	3.2.3	2	3.2.3
23	2	3.1.4		1	3.1.4		1	3.1.3		1	3.1.4		1	3.1.4	1	3.1.4	1	3.1.7
24	2	3.1.4		1	3.1.6		2	3.1.6		1	3.1.6		2	3.1.6	1	3.1.6	1	3.1.6
25	2	3.1.4		1	3.1.2		2	3.1.7		2	3.1.4		2	3.1.7	2	3.1.4	2	3.1.1
26	1	3.1.4		1	3.1.4		2	3.1.3		1	3.1.4		3	3.1.7	2	3.1.3	3	3.1.7
27	1	3.1.3		1	3.1.7	3.1.2	2	3.1.3		1	3.1.1		2	3.1.7	2	3.1.2	2	3.1.6
28	2	3.1.4		1	3.1.4		2	3.1.3		1	3.1.4		3	3.1.4	3	3.1.4	2	3.1.4

Table 3.8 (continued)

*Grade 3 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Seven Reviewers
West Virginia Alignment Analysis*

Item #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj
29	1	3.1.4		1	3.1.4		2	3.1.3		2	3.1.3		3	3.1.4	1		1	3.1.4
30	1	3.1.4		1	3.1.4		1	3.1.3		2	3.1.4		1	3.1.4	2	3.1.4	2	3.1.7
31	1	3.1.4		1	3.1.6		1	3.1.3		1	3.1.6		1	3.1.4	1	3.1.6	2	3.1.6
32	2	3.1.4		1	3.1.4		1	3.1.3		2	3.1.4		2	3.1.2	3	3.1.4	1	3.1.4
33	2	3.1.2		1	3.1.2		1	3.1.2		1	3.1.1		2	3.1.2	2	3.1.2	1	3.1.1
34	2	3.1.4		1	3.1.4		2	3.1.3		2	3.1.4		3	3.1.4	2	3.1.4	2	3.1.4
35	2	3.2.12		2	3.2.1		2	3.2.10		1	3.2.10		2	3.2.10	2	3.2.12	2	3.2.10
36	2	3.2.3	3.1.4	1	3.1.4	3.2.3	2	3.2.3	3.1.7	2	3.2.3	3.1.7	2	3.2.3	2	3.2.3	1	3.2.3
37	1	3.2.10		1	3.2.1		2	3.2.10		1	3.2.10		2	3.2.10	2	3.2.10	1	3.2.10
38	2	3.1.3		1	3.1.4		1	3.1.3		1	3.1.3		2	3.1.2	1	3.1.3	1	3.1.4
39	2	3.1.4		1	3.1.4		1	3.1.3		1	3.1.3		1	3.1.4	1	3.1.4	1	3.1.4
40	1	3.1.4		1	3.1.4		1	3.1.3		1	3.1.3		1	3.1.4	1		1	3.1.4
41	1	3.1.1		1	3.1.1		1	3.1.1		1	3.1.1		2	3.1.1	1	3.1.2	2	3.1.1
42	2	3.2.9		1	3.2.8	3.2.9	2	3.2.8	3.2.9	1	3.2.8		1	3.2.9	1	3.2.8	1	3.2.9
43	2	3.2.8		1	3.2.8		2	3.2.8	3.2.9	1	3.2.9		1	3.2.8	1	3.2.9	1	3.2.8
44	2	3.2.9		1	3.2.8	3.2.9	2	3.2.8	3.2.9	1	3.2.8		1	3.2.9	1	3.2.8	1	3.2.9
45	2	3.2.8		1	3.2.8	3.2.9	2	3.2.8	3.2.9	1	3.2.8		1	3.2.8	2	3.2.8	2	3.2.8
46	2	3.2.3		2	3.1.4	3.2.3	2	3.2.3	3.1.7	2	3.2.3		2	3.2.3	2	3.2.3	2	3.2.3
47	2	3.2.10		1	3.2.10		2	3.2.10		1	3.2.10		2	3.2.10	1	3.2.10	1	3.2.10
48	3	3.2.3		1	3.1.4	3.2.3	2	3.2.3	3.1.7	2	3.2.3		2	3.2.3	2	3.2.3	1	3.2.3
49	2	3.2.9		1	3.2.8	3.2.9	2	3.2.8	3.2.9	1	3.2.9		1	3.2.9	1	3.2.8	1	3.2.9
50	2	3.2.3		1	3.1.4	3.2.3	2	3.2.3	3.1.7	2	3.2.3		2	3.2.10	1	3.2.3	1	3.2.3
51	2	3.1.4		2	3.1.4		2	3.1.3		1	3.1.1		2	3.1.4	2	3.1.4	2	3.1.7
52	2	3.1.4		2	3.1.4		2	3.1.3		2	3.1.7		2	3.1.7	3	3.1.4	2	3.1.4
53	2	3.1.4		2	3.1.4		2	3.1.7		2	3.1.7		2	3.1.5	2	3.1.4	1	3.1.4
54	3	3.1.4		2	3.1.4		2	3.1.3		2	3.1.4		2	3.1.4	2	3.1.4	2	3.1.4
55	3	3.1.4		2	3.2.3		2	3.1.3		3	3.2.3		3	3.1.4	3	3.1.4	3	3.1.7
56	1	3.1.4		1	3.1.4		2	3.1.3		1	3.1.3		1	3.1.4	1		1	3.1.4

Table 3.8 (continued)

*Grade 3 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Seven Reviewers
West Virginia Alignment Analysis*

Item #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj
57	1	3.1.2		1	3.1.1		1	3.1.2		2	3.1.1		2	3.1.2	1	3.1.1	1	3.1.1
58	2	3.1.4		2	3.1.4		2	3.1.3		2	3.1.4		2	3.1.4	1	3.1.4	2	3.1.4
59	3	3.1.4		2	3.1.11		3	3.1.3	3.1.11	3	3.1.7		2	3.1.10	3	3.1.4	2	3.1.11
60	2	3.1.4		2	3.2.2		1	3.1.3		3	3.1.4		3	3.1.4	2	3.1.4	2	3.1.4
61	3	3.1.3		1	3.1.4		1	3.1.3		3	3.1.3		3	3.1.5	2	3.1.4	1	3.1.3
62	2	3.1.2		1	3.1.1		2	3.1.3		1	3.1.1		2	3.1.2	2	3.1.4	1	3.1.1
63	3	3.1.3		2	3.1.7		3	3.1.3		2	3.1.7		2	3.1.12	3	3.1.4	2	3.1.4
64	3	3.1.3		2	3.2.3		3	3.1.3		3	3.2.2		3	3.1.4	3	3.1.3	2	3.1.4
65	3	3.1.3		2	3.2.3		3	3.1.3		3	3.2.3		3	3.1.7	3	3.1.3	2	3.1.7
66	2	3.2.8		1	3.2.8		2	3.2.8		1	3.2.8		1	3.2.8	1	3.2.8	1	3.2.8
67	1	3.2.10		1	3.2.10		2	3.2.10		1	3.2.10		1	3.2.10	1	3.2.10	1	3.2.10
68	2	3.2.11		1	3.2.11		2	3.2.11		1	3.2.11		1	3.2.11	1	3.2.11	1	3.2.11
69	3	3.2.9		1	3.2.9		2	3.2.9		1	3.2.9		2	3.2.9	2	3.2.9	1	3.2.9
70	2	3.2.3	3.1.4	2	3.2.3	3.1.4	3	3.2.3		2	3.2.3		3	3.2.3	2	3.2.3	2	3.2.3

Table 3.9
Objectives Coded to Each Item by Reviewers
West Virginia Grade 3 Reading Language Arts—November 2003

	Low			Medium				High
	6			7.328571				11
1:	3.1.3	3.1.3	3.1.3	3.1.3	3.1.4	3.1.4	3.1.4	
2:	3.1.3	3.1.6	3.1.6	3.1.6	3.1.6	3.1.6	3.1.6	
3:	3.1.3	3.1.3	3.1.3	3.1.3	3.1.4	3.1.4	3.1.4	
4:	3.1.3	3.1.3	3.1.3	3.1.3	3.1.4	3.1.4	3.1.4	
5:	3.1.3	3.1.3	3.1.3	3.1.3	3.1.3	3.1.3	3.1.3	
6:	3.1.3	3.1.4	3.1.4	3.1.7	3.1.7	3.1.7	3.1.7	
7:	3.2.8	3.2.8	3.2.8	3.2.8	3.2.8	3.2.8	3.2.9	
8:	3.1.10	3.2.1	3.2.10	3.2.10	3.2.10	3.2.10	3.2.10	
9:	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.8	
10:	3.1.3	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	
11:	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.7	
12:	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.11	
13:	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	
14:	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	
15:	3.1.1	3.1.11	3.1.11	3.1.11	3.1.11	3.1.11	3.1.11	
16:	3.1.3	3.1.3	3.1.3	3.1.3	3.1.3	3.1.6	3.1.7	
17:	3.1.1	3.1.1	3.1.1	3.1.1	3.1.2	3.1.2	3.1.2	
18:	3.1.2	3.1.7	3.1.7	3.1.7	3.1.7	3.1.7	3.1.7	3.1.7
19:	3.1.2	3.1.7	3.1.7	3.1.7	3.1.7	3.1.7	3.1.7	3.1.7
20:	3.1.10	3.2.10	3.2.10	3.2.10	3.2.10	3.2.10	3.2.10	
21:	3.1.3	3.2.8	3.2.9	3.2.9	3.2.9	3.2.9	3.2.9	3.2.9

Table 3.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 3 Reading Language Arts—November 2003

22:	3.1.3	3.1.7	3.2.3	3.2.3	3.2.3	3.2.3	3.2.3						
23:	3.1.3	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.7					
24:	3.1.4	3.1.6	3.1.6	3.1.6	3.1.6	3.1.6	3.1.6						
25:	3.1.1	3.1.2	3.1.4	3.1.4	3.1.4	3.1.7	3.1.7						
26:	3.1.3	3.1.3	3.1.4	3.1.4	3.1.4	3.1.7	3.1.7						
27:	3.1.1	3.1.2	3.1.2	3.1.3	3.1.3	3.1.6	3.1.7	3.1.7					
28:	3.1.3	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4						
29:	3.1.3	3.1.3	3.1.4	3.1.4	3.1.4	3.1.4							
30:	3.1.3	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.7						
31:	3.1.3	3.1.4	3.1.4	3.1.6	3.1.6	3.1.6	3.1.6						
32:	3.1.2	3.1.3	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4						
33:	3.1.1	3.1.1	3.1.2	3.1.2	3.1.2	3.1.2	3.1.2						
34:	3.1.3	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4						
35:	3.2.1	3.2.10	3.2.10	3.2.10	3.2.10	3.2.12	3.2.12						
36:	3.1.4	3.1.4	3.1.7	3.1.7	3.2.3	3.2.3	3.2.3	3.2.3	3.2.3	3.2.3	3.2.3		
37:	3.2.1	3.2.10	3.2.10	3.2.10	3.2.10	3.2.10	3.2.10						
38:	3.1.2	3.1.3	3.1.3	3.1.3	3.1.3	3.1.4	3.1.4						
39:	3.1.3	3.1.3	3.1.4	3.1.4	3.1.4	3.1.4	3.1.4						
40:	3.1.3	3.1.3	3.1.4	3.1.4	3.1.4	3.1.4							
41:	3.1.1	3.1.1	3.1.1	3.1.1	3.1.1	3.1.1	3.1.2						
42:	3.2.8	3.2.8	3.2.8	3.2.8	3.2.9	3.2.9	3.2.9	3.2.9	3.2.9				
43:	3.2.8	3.2.8	3.2.8	3.2.8	3.2.8	3.2.9	3.2.9	3.2.9					
44:	3.2.8	3.2.8	3.2.8	3.2.8	3.2.9	3.2.9	3.2.9	3.2.9	3.2.9				
45:	3.2.8	3.2.8	3.2.8	3.2.8	3.2.8	3.2.8	3.2.8	3.2.9	3.2.9				

Table 3.10
Items Coded by Reviewers to Each Objective
West Virginia Grade 3 Reading Language Arts—November 2003

Low		Medium		High
0		16.03125		152

root:																				
3.1:																				
3.1.1:	15	17	17	17	17	25	27	33	33	41	41	41	41	41	41	51	57	57	57	57
	62	62	62																	
3.1.2:	17	17	17	18	19	25	27	27	32	33	33	33	33	33	38	41	57	57	57	62
	62																			
3.1.3:	1	1	1	1	2	3	3	3	3	4	4	4	4	5	5	5	5	5	5	
	5	6	10	16	16	16	16	16	21	22	23	26	26	27	27	28	29	29	30	31
	32	34	38	38	38	38	39	39	40	40	51	52	54	55	56	56	58	59	60	61
	61	61	61	62	63	63	64	64	64	65	65	65								
3.1.4:	1	1	1	3	3	3	4	4	4	6	6	9	9	9	9	9	9	10	10	10
	10	10	10	11	11	11	11	11	11	12	12	12	12	12	12	13	13	13	13	13
	13	13	14	14	14	14	14	14	14	23	23	23	23	23	24	25	25	25	26	26
	26	28	28	28	28	28	28	29	29	29	29	30	30	30	30	30	31	31	32	32
	32	32	32	34	34	34	34	34	34	36	36	38	38	39	39	39	39	39	40	40
	40	40	46	48	50	51	51	51	51	52	52	52	52	53	53	53	53	54	54	54
	54	54	54	55	55	55	56	56	56	56	58	58	58	58	58	58	59	59	60	60
	60	60	60	61	61	62	63	63	64	64	70	70								
3.1.5:	53	61																		
3.1.6:	2	2	2	2	2	2	16	24	24	24	24	24	24	27	31	31	31	31		
3.1.7:	6	6	6	6	11	16	18	18	18	18	18	18	18	19	19	19	19	19	19	19
	22	23	25	25	26	26	27	27	30	36	36	46	48	50	51	52	52	53	53	55
	59	63	63	65	65															

Table 3.10 (continued)
Items Coded by Reviewers to Each Objective
West Virginia Grade 3 Reading Language Arts—November 2003

3.1.8:	9																			
3.1.9:																				
3.1.10:	8	20	59																	
3.1.11:	12	15	15	15	15	15	15	15	59	59	59									
3.1.12:	63																			
3.1.13:																				
3.1.14:																				
3.2:																				
3.2.1:	8	35	37																	
3.2.2:	60	64																		
3.2.3:	22	22	22	22	22	36	36	36	36	36	36	36	46	46	46	46	46	46	48	
	48	48	48	48	48	48	50	50	50	50	50	50	55	55	64	65	65	70	70	70
	70	70	70	70																
3.2.4:																				
3.2.5:																				
3.2.6:																				
3.2.7:																				
3.2.8:	7	7	7	7	7	7	21	42	42	42	42	43	43	43	43	43	44	44	44	44
	45	45	45	45	45	45	45	45	49	49	49	66	66	66	66	66	66			
3.2.9:	7	21	21	21	21	21	21	42	42	42	42	42	43	43	43	44	44	44	44	44
	45	45	49	49	49	49	49	49	49	69	69	69	69	69	69					
3.2.10:	8	8	8	8	8	20	20	20	20	20	20	35	35	35	35	37	37	37	37	37
	37	47	47	47	47	47	47	47	47	50	67	67	67	67	67	67				
3.2.11:	68	68	68	68	68	68	68													
3.2.12:	35	35																		
3.3:																				
3.3.1:																				

Table 3.11

*Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers)
West Virginia Grade 3 Reading Language Arts—November 2003*

One Reviewer											50 % of Reviewers											All Reviewers					
1											3											7					
root:																											
3.1:																											
3.1.1:	15:1	17:4	25:1	27:1	33:2	41:6	51:1	57:4	62:3																		
3.1.2:	17:3	18:1	19:1	25:1	27:2	32:1	33:5	38:1	41:1	57:3	62:2																
3.1.3:	1:4	2:1	3:4	4:4	5:7	6:1	10:1	16:5	21:1	22:1	23:1	26:2	27:2	28:1	29:2	30:1	31:1	32:1	34:1	38:4	39:2	40:2					
	51:1	52:1	54:1	55:1	56:2	58:1	59:1	60:1	61:4	62:1	63:2	64:3	65:3														
3.1.4:	1:3	3:3	4:3	6:2	9:6	10:6	11:6	12:6	13:7	14:7	23:5	24:1	25:3	26:3	28:6	29:4	30:5	31:2	32:5	34:6	36:2	38:2					
	39:5	40:4	46:1	48:1	50:1	51:4	52:4	53:4	54:6	55:3	56:4	58:6	59:2	60:5	61:2	62:1	63:2	64:2	70:2								
3.1.5:	53:1	61:1																									
3.1.6:	2:6	16:1	24:6	27:1	31:4																						
3.1.7:	6:4	11:1	16:1	18:7	19:7	22:1	23:1	25:2	26:2	27:2	30:1	36:2	46:1	48:1	50:1	51:1	52:2	53:2	55:1	59:1	63:2	65:2					
3.1.8:	9:1																										
3.1.9:																											
3.1.10:	8:1	20:1	59:1																								
3.1.11:	12:1	15:6	59:3																								
3.1.12:	63:1																										
3.1.13:																											
3.1.14:																											
3.2:																											
3.2.1:	8:1	35:1	37:1																								
3.2.2:	60:1	64:1																									
3.2.3:	22:5	36:7	46:7	48:7	50:6	55:2	64:1	65:2	70:7																		
3.2.4:																											
3.2.5:																											

Table 4.1
Categorical Concurrence Between Standards and Assessment as Rated by Seven Reviewers
West Virginia Grade 4 Reading Language Arts–November 2003
Number of Assessment Items–74

Standards			Level by Objective			Hits		Cat. Concurr.
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	
4.1 - Reading	13	13.14	1	2	15	50.14	1.81	YES
			2	9	69			
			3	2	15			
4.2 - Writing	11	11	1	5	45	25.14	1.73	YES
			2	2	18			
			3	2	18			
			4	2	18			
4.3 - List/Speak/View	2	2	3	2	100	No Data	No Data	NO DATA
Total	26	26.14	1	7	26	75.29	0.45	
			2	11	42			
			3	6	23			
			4	2	7			

Table 4.2

*Depth-of-Knowledge Consistency Between Standards and Assessment as Rated by Seven Reviewers
West Virginia Grade 4 Reading Language Arts–November 2003
Number of Assessment Items–74*

Standards			Hits		Level of Item w.r.t. Standard						DOK Consistency
					% Under		% At		% Above		
Title	Goals #	Objs #	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
4.1 - Reading	13	13.14	50.14	1.81	25	35	64	36	11	21	YES
4.2 - Writing	11	11	25.14	1.73	47	46	43	45	11	31	YES
4.3 - List/Speak/View	2	2	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA
Total	26	26.14	75.29	0.45	35	42	54	42	11	26	

Table 4.3

*Range-of-Knowledge Correspondence and Balance of Representation Between Standards and Assessment as Rated by Seven Reviewers
West Virginia Grade 4 Reading Language Arts–November 2003
Number of Assessment Items–74*

Standards			Hits		Range of Objectives				Rng. of Know.	Balance Index				Bal. of Represent.
					# Obs Hit		% of Total			% Hits in Std/Ttl Hits		Index		
Title	Goals #	Objs #	Mean	S.D.	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
4.1 - Reading	13	13.14	50.14	1.81	7.71	1.03	59	7	YES	67	2	0.55	0.05	NO
4.2 - Writing	11	11	25.14	1.73	6.71	0.70	61	6	YES	33	2	0.64	0.05	WEAK
4.3 - List/Speak/View	2	2	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA	No Data	No Data	No Data	No Data	NO DATA
Total	26	26.14	75.29	0.45	4.81	1.01	40	7		33	17	0.40	0.07	

Table 4.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria

Seven Reviewers

West Virginia Grade 4 Reading Language Arts–November 2003

Number of Assessment Items–74

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
4.1 - Reading	YES	YES	YES	NO
4.2 - Writing	YES	YES	YES	WEAK
4.3 - List/Speak/View	NO DATA	NO DATA	NO DATA	NO DATA

Table 4.5
Source-of-Challenge Issues by Reviewer
West Virginia Grade 4 Reading Language Arts--November 2003

Item Number	Comments by Reviewer
21	Story in stem should be "poem"
29	Strong distractor
44	Stem contains a clue "legend"
68	This is not a reading item. It is a background knowledge item--not text dependent
74	Could not locate objective

Table 4.6
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 4 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
1	1	2	2	2	2	2	2
2	3	2	2	3	2	3	2
3	2	2	2	2	2	2	1
4	2	2	2	2	2	2	1
5	2	2	2	2	2	3	2
6	2	1	2	1	1	1	1
7	2	2	2	2	2	2	2
8	2	1	2	1	2	1	1
9	2	1	2	1	1	1	1
10	2	2	2	2	2	2	2
11	1	1	2	1	1	1	1
12	1	1	2	1	1	1	1
13	1	2	2	1	2	2	1
14	2	1	2	1	1	2	2
15	1	1	1	1	1	1	2
16	2	2	2	1	1	2	2
17	2	1	2	1	2	2	1
18	1	1	2	1	2	2	1
19	2	1	2	1	1	1	1
20	2	2	2	2	2	2	2
21	2	2	1	1	1	2	1

Table 4.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 4 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
22	2	2	2	2	2	3	2
23	2	2	2	2	2	2	2
24	3	2	2	3	2	2	2
25	2	1	1	1	1	1	1
26	2	1	2	1	2	1	1
27	2	2	2	1	1	1	1
28	2	2	2	2	1	1	1
29	2	2	2	2	1	2	1
30	2	1	1	2	1	2	2
31	2	1	1	2	1	2	1
32	1	1	2	2	2	1	2
33	3	2	3	2	2	2	3
34	1	1	2	1	1	1	1
35	2	2	2	1	2	1	2
36	2	1	2	2	1	1	1
37	2	1	2	2	1	1	1
38	1	1	2	1	1	1	1
39	1	1	2	1	1	1	1
40	2	2	2	2	2	2	2
41	2	2	1	1	1	1	2
42	3	2	2	3	2	2	2

Table 4.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 4 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
43	1	2	2	1	2	2	3
44	3	2	2	2	2	2	2
45	2	2	2	2	1	1	1
46	2	2	2	2	1	2	1
47	2	2	2	1	2	2	2
48	2	2	2	2	2	2	1
49	2	2	2	2	2	2	2
50	3	2	2	2	2	2	1
51	2	1	1	1	1	1	1
52	2	1	1	2	1	3	2
53	1	1	1	1	1	2	1
54	3	2	2	3	2	2	3
55	3	2	2	3	2	2	2
56	2	1	1	1	1	1	1
57	2	1	1	1	1	2	2
58	2	1	2	1	2	2	1
59	3	2	2	3	3	3	2
60	2	2	2	3	2	3	2
61	2	2	2	2	2	2	2
62	2	1	2	3	2	3	2
63	2	1	2	2	1	3	1

Table 4.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 4 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
64	3	2	2	3	3	3	2
65	2	2	2	2	2	1	2
66	1	1	1	1	2	1	1
67	2	2	2	3	2	3	2
68	2	1	2	2	2	2	2
69	3	2	2	3	2	2	2
70	3	2	3	3	3	3	3
71	2	1	1	1	1	1	1
72	3	1	2	2	1	1	1
73	2	1	2	1	1	1	1
74	2	2	1	1	2	1	1
75	2	2	2	2	3	3	2
Intraclass Corr Grade 4 Reading Language Arts					.847		

Table 4.7
Comments Made by Reviewers
West Virginia Grade 4 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
29	Modern or expensive would both fit
68	Content validity?
74	Does not really fit this standard but no others fit either

Table 4.8
Grade 4 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Seven Reviewers
West Virginia Alignment Analysis

It #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D C K	Prim Obj	D C K	Prim Obj	D O K	Prim Obj
1	1	4.1.4		2	4.1.4	2	4.1.4		2	4.1.4	2	4.1.7	2	4.1.4	2	4.1.7
2	3	4.1.4		2	4.1.4	2	4.1.4		3	4.1.4	2	4.1.7	3	4.1.3	2	4.1.7
3	2	4.1.7		2	4.1.4	2	4.1.4		2	4.1.4	2	4.1.4	2	4.1.7	1	4.1.4
4	2	4.1.7		2	4.1.4	2	4.1.4		2	4.1.4	2	4.1.4	2	4.1.4	1	4.1.4
5	2	4.1.4		2	4.1.4	2	4.1.4		2	4.1.4	2	4.1.4	3	4.1.4	2	4.1.4
6	2	4.2.10		1	4.2.10	2	4.2.10		1	4.2.10	1	4.2.10	1	4.2.10	1	4.2.10
7	2	4.2.3		2	4.2.3	2	4.2.3		2	4.1.7	2	4.2.3	2	4.2.3	2	4.2.3
8	2	4.1.1		1	4.1.1	2	4.1.1		1	4.1.1	2	4.1.1	1	4.1.1	1	4.1.1
9	2	4.2.10		1	4.2.10	2	4.2.10		1	4.2.10	1	4.2.10	1	4.2.10	1	4.2.10
10	2	4.2.10		2	4.2.10	2	4.2.10		2	4.2.10	2	4.2.10	2	4.2.10	2	4.2.10
11	1	4.2.11		1	4.2.11	2	4.2.11		1	4.2.11	1	4.2.11	1	4.2.11	1	4.2.11
12	1	4.2.11		1	4.2.11	2	4.2.11		1	4.2.11	1	4.2.11	1	4.2.11	1	4.2.11
13	1	4.1.4		2	4.1.4	2	4.1.4		1	4.1.4	2	4.1.4	2	4.1.4	1	4.1.4
14	2	4.1.7		1	4.1.4	2	4.1.7		1	4.1.7	1	4.1.4	2	4.1.4	2	4.1.4
15	1	4.1.7		1	4.1.7	1	4.1.7		1	4.1.7	1	4.1.7	1	4.1.7	2	4.1.7
16	2	4.1.7		2	4.1.4	2	4.1.7		1	4.1.7	1	4.1.4	2	4.1.4	2	4.1.7
17	2	4.1.3		1	4.1.3	2	4.1.3		1	4.1.3	2	4.1.3	2	4.1.3	1	4.1.3
18	1	4.2.11		1	4.2.11	2	4.2.11		1	4.2.11	2	4.1.1	2	4.2.11	1	4.2.11
19	2	4.2.10		1	4.2.10	2	4.2.10		1	4.2.10	1	4.2.10	1	4.2.10	1	4.2.10
20	2	4.2.3		2	4.2.3	2	4.2.3		2	4.2.3	2	4.2.3	2	4.2.3	2	4.2.3
21	2	4.1.7		2	4.1.4	1	4.1.4		1	4.1.7	1	4.1.3	2	4.1.4	1	4.1.7
22	2	4.1.7		2	4.1.4	2	4.1.4		2	4.1.7	2	4.1.7	3	4.1.7	2	4.1.4
23	2	4.1.4		2	4.1.4	2	4.1.4		2	4.1.4	2	4.1.4	2	4.1.4	2	4.1.4
24	3	4.1.7		2	4.1.4	2	4.1.4		3	4.1.4	2	4.1.7	2	4.1.7	2	4.1.4
25	2	4.1.1		1	4.1.1	1	4.1.1		1	4.1.1	1	4.1.1	1	4.1.1	1	4.1.1
26	2	4.1.1		1	4.1.1	2	4.1.1		1	4.1.1	2	4.1.1	1	4.1.1	1	4.1.1
27	2	4.2.10		2	4.2.10	2	4.2.10		1	4.2.10	1	4.2.10	1	4.2.10	1	4.2.10
28	2	4.1.1		2	4.1.1	2	4.1.7		2	4.1.7	1	4.1.1	1	4.1.4	1	4.1.1

Table 4.8 (continued)

Grade 4 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Seven Reviewers—West Virginia Alignment Analysis

Item #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj
29	2	4.1.1		2	4.1.1	2	4.1.7		2	4.1.7	1	4.1.1	2	4.1.4	1	4.1.1
30	2	4.1.7		1	4.1.7	1	4.1.7		2	4.1.7	1	4.1.4	2	4.1.7	2	4.1.6
31	2	4.1.1		1	4.1.1	1	4.1.1		2	4.1.1	1	4.1.1	2	4.1.4	1	4.1.7
32	1	4.1.1		1	4.1.1	2	4.1.1		2	4.1.1	2	4.1.1	1	4.1.4	2	4.1.1
33	3	4.1.7		2	4.1.7	3	4.1.7		2	4.1.7	2	4.1.7	2	4.1.7	3	4.1.1
34	1	4.2.11		1	4.2.11	2	4.2.11		1	4.2.11	1	4.2.11	1	4.2.11	1	4.2.11
35	2	4.2.10		2	4.2.10	2	4.2.10		1	4.2.10	2	4.2.10	1	4.2.10	2	4.2.10
36	2	4.1.1		1	4.1.1	2	4.1.7		2	4.1.1	1	4.1.1	1	4.1.1	1	4.2.11
37	2	4.1.1		1	4.1.1	2	4.1.7		2	4.1.1	1	4.1.1	1	4.1.7	1	4.2.11
38	1	4.2.11		1	4.2.11	2	4.2.11		1	4.2.11	1	4.2.11	1	4.2.11	1	4.2.11
39	1	4.2.11		1	4.2.11	2	4.2.11		1	4.2.11	1	4.2.11	1	4.2.11	1	4.2.11
40	2	4.1.4		2	4.1.4	2	4.1.4		2	4.1.4	2	4.1.4	2	4.1.4	2	4.1.7
41	2	4.1.7		2	4.1.4	1	4.1.4		1	4.1.7	1	4.1.4	1	4.1.4	2	4.1.7
42	3	4.1.4		2	4.1.4	2	4.1.5		3	4.1.4	2	4.1.1	2	4.1.5	2	4.1.1
43	1	4.1.4		2	4.1.4	2	4.1.4		1	4.1.7	2	4.1.7	2	4.1.4	3	4.1.4
44	3	4.2.5		2	4.2.4	2	4.1.3		2	4.1.3	2	4.1.7	2	4.1.3	2	4.1.7
45	2	4.2.11		2	4.2.11	2	4.2.11		2	4.2.11	1	4.2.11	1	4.2.10	1	4.2.11
46	2	4.2.11		2	4.2.11	2	4.2.11		2	4.2.11	1	4.2.11	2	4.2.10	1	4.2.11
47	2	4.2.10		2	4.2.10	2	4.2.10		1	4.2.10	2	4.2.10	2	4.2.10	2	4.2.10
48	2	4.2.3		2	4.2.3	2	4.1.7	4.2.3	2	4.2.3	2	4.2.3	2	4.2.3	1	4.2.3
49	2	4.2.3		2	4.2.3	2	4.2.3	4.1.7	2	4.2.3	2	4.2.3	2	4.2.3	2	4.2.3
50	3	4.1.7		2	4.1.7	2	4.1.7		2	4.1.4	2	4.1.4	2	4.1.4	1	4.1.7
51	2	4.1.1		1	4.1.1	1	4.1.1		1	4.1.1	1	4.1.1	1	4.1.5	1	4.1.1
52	2	4.1.7		1	4.1.7	1	4.1.7		2	4.1.7	1	4.1.4	3	4.1.4	2	4.1.7
53	1	4.1.7		1	4.1.7	1	4.1.7		1	4.1.7	1	4.1.4	2	4.1.4	1	4.1.7
54	3	4.1.4		2	4.1.7	2	4.1.7		3	4.1.12	2	4.1.7	2	4.1.7	3	4.1.7
55	3	4.1.6		2	4.1.6	2	4.1.7		3	4.1.7	2	4.1.4	2	4.1.6	2	4.1.7
56	2	4.1.7		1	4.1.4	1	4.1.7		1	4.1.7	1	4.1.4	1	4.1.4	1	4.1.7

Table 4.8 (continued)

Grade 4 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Seven Reviewers

West Virginia Alignment Analysis

Item #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj
57	2	4.1.7		1	4.1.4	1	4.1.7		1	4.1.7	1	4.1.7	2	4.1.4	2	4.1.7
58	2	4.1.5		1	4.1.1	2	4.1.5		1	4.1.1	2	4.1.5	2	4.1.1	1	4.1.5
59	3	4.1.4		2	4.2.3	2	4.1.7		3	4.2.6	3	4.1.4	3	4.1.7	2	4.1.7
60	2	4.1.11		2	4.1.11	2	4.1.11		3	4.1.11	2	4.1.11	3	4.1.11	2	4.1.11
61	2	4.1.3		2	4.1.7	2	4.1.3		2	4.1.3	2	4.1.7	2	4.1.3	2	4.1.7
62	2	4.1.4		1	4.1.7	2	4.1.7		3	4.1.4	2	4.1.7	3	4.1.7	2	4.1.4
63	2	4.1.7		1	4.1.7	2	4.1.7		2	4.1.4	1	4.1.7	3	4.1.4	1	4.1.4
64	3	4.1.4		2	4.2.3	2	4.1.7		3	4.2.6	3	4.1.7	3	4.1.4	2	4.1.4
65	2	4.1.7		2	4.1.4	2	4.1.4		2	4.1.3	2	4.1.4	1	4.2.4	2	4.1.4
66	1	4.1.1		1	4.1.1	1	4.1.1		1	4.1.1	2	4.1.1	1	4.1.1	1	4.1.1
67	2	4.1.11		2	4.1.11	2	4.1.11		3	4.1.11	2	4.1.11	3	4.1.11	2	4.1.11
68	2	4.1.3		1	4.1.7	2			2	4.1.10	2	4.1.10	2	4.1	2	4.1.10
69	3	4.1.4		2	4.1.6	2	4.1.7		3	4.2.6	2	4.1.7	2	4.1.4	2	4.1.4
70	3	4.1.12		2	4.2.3	3	4.1.12		3	4.1.12	3	4.1.12	3	4.1.12	3	4.1.12
71	2	4.2.5		1	4.2.5	1	4.2.5		1	4.2.5	1	4.2.5	1	4.2.5	1	4.2.5
72	3	4.2.8	4.2.9	1	4.2.9	2	4.2.8		2	4.2.9	1	4.2.9	1	4.2.8	1	4.2.9
73	2	4.2.8		1	4.2.8	2	4.2.8		1	4.2.8	1	4.2.8	1	4.2.8	1	4.2.8
74	2	4.2.5		2	4.2.4	1	4.2.4		1	4.2.4	2	4.2.4	1	4.1	1	4.2.4
75	2	4.2.3		2	4.2.3	2	4.2.3		2	4.2.3	3	4.2.3	3	4.1.4	2	4.2.3

Table 4.9
Objectives Coded to Each Item by Reviewers
West Virginia Grade 4 Reading Language Arts—November 2003

	Low			Medium			High	
	6			7.026667			8	
1:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7
2:	4.1.3	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7
3:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7
4:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7
5:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4
6:	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10
7:	4.1.7	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3
8:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1
9:	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10
10:	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10
11:	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11
12:	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11
13:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4
14:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7
15:	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7
16:	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7
17:	4.1.3	4.1.3	4.1.3	4.1.3	4.1.3	4.1.3	4.1.3	4.1.3
18:	4.1.1	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11
19:	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10
20:	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3
21:	4.1.3	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7

Table 4.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 4 Reading Language Arts—November 2003

22:	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7
23:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4
24:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7
25:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1
26:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1
27:	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10
28:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.4	4.1.7	4.1.7
29:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.4	4.1.7	4.1.7
30:	4.1.4	4.1.6	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7
31:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.4	4.1.7
32:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.4
33:	4.1.1	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7
34:	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11
35:	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10
36:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.7	4.2.11
37:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.7	4.1.7	4.2.11
38:	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11
39:	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11
40:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7
41:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7
42:	4.1.1	4.1.1	4.1.4	4.1.4	4.1.4	4.1.5	4.1.5
43:	4.1.4	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7
44:	4.1.3	4.1.3	4.1.3	4.1.7	4.1.7	4.2.4	4.2.5
45:	4.2.10	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11

Table 4.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 4 Reading Language Arts—November 2003

46:	4.2.10	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	4.2.11	
47:	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	4.2.10	
48:	4.1.7	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3
49:	4.1.7	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3	4.2.3
50:	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7	
51:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.5	
52:	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7	
53:	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7	
54:	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7	4.1.12	
55:	4.1.4	4.1.6	4.1.6	4.1.6	4.1.7	4.1.7	4.1.7	
56:	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7	
57:	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7	4.1.7	
58:	4.1.1	4.1.1	4.1.1	4.1.5	4.1.5	4.1.5	4.1.5	
59:	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.2.3	4.2.6	
60:	4.1.11	4.1.11	4.1.11	4.1.11	4.1.11	4.1.11	4.1.11	
61:	4.1.3	4.1.3	4.1.3	4.1.3	4.1.7	4.1.7	4.1.7	
62:	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7	
63:	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.1.7	4.1.7	
64:	4.1.4	4.1.4	4.1.4	4.1.7	4.1.7	4.2.3	4.2.6	
65:	4.1.3	4.1.4	4.1.4	4.1.4	4.1.4	4.1.7	4.2.4	
66:	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	4.1.1	
67:	4.1.11	4.1.11	4.1.11	4.1.11	4.1.11	4.1.11	4.1.11	
68:	4.1	4.1.3	4.1.7	4.1.10	4.1.10	4.1.10		
69:	4.1.4	4.1.4	4.1.4	4.1.6	4.1.7	4.1.7	4.2.6	

Table 4.10
Items Coded by Reviewers to Each Objective
West Virginia Grade 4 Reading Language Art—November 2003

Low		Medium		High
0		17.56667		114

root:																		
4.1:	68	74																
4.1.1:	8	8	8	8	8	8	8	18	25	25	25	25	25	25	25	26	26	26
	26	26	26	26	28	28	28	28	29	29	29	29	31	31	31	31	31	32
	32	32	32	32	32	33	36	36	36	36	36	37	37	37	37	42	42	
	51	51	51	51	51	51	58	58	58	66	66	66	66	66	66	66	66	
4.1.2:																		
4.1.3:	2	17	17	17	17	17	17	17	21	44	44	44	61	61	61	61	65	68
4.1.4:	1	1	1	1	1	2	2	2	2	3	3	3	3	3	4	4	4	4
	4	4	5	5	5	5	5	5	5	13	13	13	13	13	13	13	14	14
	14	14	16	16	16	21	21	21	22	22	22	23	23	23	23	23	23	23
	24	24	24	24	28	29	30	31	32	40	40	40	40	40	40	41	41	41
	41	42	42	42	43	43	43	43	43	50	50	50	52	52	53	53	54	55
	56	56	56	57	57	59	59	62	62	62	63	63	63	64	64	64	65	65
	65	65	69	69	69	75												
4.1.5:	42	42	51	58	58	58	58											
4.1.6:	30	55	55	55	69													
4.1.7:	1	1	2	2	3	3	4	7	14	14	14	15	15	15	15	15	15	15
	16	16	16	16	21	21	21	22	22	22	22	24	24	24	28	28	29	29
	30	30	30	30	30	31	33	33	33	33	33	36	37	37	40	41	41	
	41	43	43	44	44	48	49	50	50	50	50	52	52	52	52	53	53	
	53	53	53	54	54	54	54	54	55	55	55	56	56	56	56	57	57	
	57	57	59	59	59	61	61	61	62	62	62	62	63	63	63	64	64	

Table 4.11

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers)
West Virginia Grade 4 Reading Language Arts—November 2003

One Reviewer		50 % of Reviewers		All Reviewers
1		3		7
root:				
4.1:	68:1	74:1		
4.1.1:	8:7	18:1	25:7	26:7
4.1.2:			28:4	29:4
4.1.3:	2:1	17:7	21:1	44:3
4.1.4:	1:5	2:4	3:5	4:6
	52:2	53:2	54:1	55:1
4.1.5:	42:2	51:1	58:4	
4.1.6:	30:1	55:3	69:1	
4.1.7:	1:2	2:2	3:2	4:1
	48:1	49:1	50:4	52:5
4.1.8:				
4.1.9:				
4.1.10:	68:3			
4.1.11:	60:7	67:7		
4.1.12:	54:1	70:6		
4.1.13:				
4.2:				
4.2.1:				
4.2.2:				
4.2.3:	7:6	20:7	48:7	49:7

Table 5.1

*Categorical Concurrence Between Standards and Assessment as Rated by Seven Reviewers
West Virginia Grade 5 Reading Language Arts–November 2003
Number of Assessment Items–76*

Standards			Level by Objective			Hits		Cat. Concurr.
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	
5.1 - Reading	14	14	1	6	42	44	4.28	YES
			2	5	35			
			3	3	21			
5.2 - Writing	18	18	1	3	16	33.14	3.36	YES
			2	10	55			
			3	5	27			
5.3 – List/Speak/View	6	6	1	1	16	No Data	No Data	NO DATA
			2	5	83			
Total	38	38	1	10	26	77.14	2.29	
			2	20	52			
			3	8	21			

Table 5.2

*Depth-of-Knowledge Consistency Between Standards and Assessment as Rated by Seven Reviewers
West Virginia Grade 5 Reading Language Arts–November 2003
Number of Assessment Items–76*

Standards			Hits		Level of Item w.r.t. Standard						DOK Consistency
					% Under		% At		% Above		
Title	Goals #	Objs #	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
5.1 - Reading	14	14	44	4.28	34	40	50	41	16	34	YES
5.2 - Writing	18	18	33.14	3.36	35	43	52	45	14	33	YES
5.3 - List/Speak/View	6	6	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA
Total	38	38	77.14	2.29	34	42	51	43	15	34	

Table 5.3

*Range-of-Knowledge Correspondence and Balance of Representation Between Standards and Assessment
as Rated by Seven Reviewers
West Virginia Grade 5 Reading Language Arts–November 2003
Number of Assessment Items–76*

Standards			Hits		Range of Objectives				Rng. of Know.	Balance Index				Bal. of Represent.
					# Objs Hit		% of Total			% Hits in Std/Ttl Hits		Index		
Title	Goals #	Objs #	Mean	S.D.	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
5.1 - Reading	14	14	44	4.28	8	1.41	57	10	YES	57	5	0.55	0.05	NO
5.2 - Writing	18	18	33.14	3.36	12.43	0.73	69	4	YES	43	5	0.72	0.02	YES
5.3 - List/Speak/View	6	6	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA	No Data	No Data	No Data	No Data	NO DATA
Total	38	38	77.14	2.29	6.81	2.48	42	10		33	8	0.42	0.09	

Table 5.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria

Seven Reviewers

West Virginia Grade 5 Reading Language Arts–November 2003

Number of Assessment Items–76

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
5.1 - Reading	YES	YES	YES	NO
5.2 - Writing	YES	YES	YES	YES
5.3 - List/Speak/View	NO DATA	NO DATA	NO DATA	NO DATA

Table 5.5
Source-of-Challenge Issues by Reviewer
West Virginia Grade 5 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
55	Not text dependent. Text does not provide any information on this.

Table 5.6
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 5 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1
3	2	1	2	1	1	1	1
4	2	1	2	2	2	1	2
5	2	1	2	2	2	2	2
6	2	1	1	1	2	1	2
7	2	1	2	2	2	2	1
8	1	1	1	2	2	2	2
9	1	1	1	2	1	2	1
10	2	1	2	2	2	2	2
11	2	2	3	2	2	2	2
12	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1
14	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1
16	2	1	1	1	1	2	2
17	2	1	1	1	1	2	2
18	2	1	1	1	1	2	1
19	2	1	1	2	2	2	2
20	1	1	1	1	1	1	2
21	1	2	1	1	1	1	1

Table 5.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 5 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
22	2	2	2	2	2	2	2
23	2	2	2	2	2	2	2
24	2	2	2	2	2	2	2
25	1	1	1	1	2	2	2
26	2	1	1	1	1	2	2
27	1	1	2	1	2	1	2
28	1	1	2	2	1	3	1
29	2	2	2	2	1	2	2
30	2	2	2	2	1	2	2
31	1	2	2	2	1	2	1
32	1	1	2	2	1	2	1
33	2	2	2	2	1	2	1
34	2	2	2	2	2	3	2
35	3	1	2	2	2	2	2
36	2	3	2	2	2	1	2
37	2	3	2	2	1	2	2
38	2	2	2	2	2	1	1
39	1	1	2	1	1	1	1
40	1	1	2	1	1	1	1
41	2	2	2	2	2	2	2
42	2	2	2	2	2	3	2

Table 5.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 5 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
43	2	2	2	2	1	2	2
44	1	1	2	1	1	2	1
45	2	2	2	2	2	2	2
46	2	2	2	2	1	2	1
47	2	2	2	2	2	2	1
48	2	2	1	2	2	2	2
49	3	2	1	2	2	1	2
50	2	2	2	2	2	2	1
51	3	1	2	2	2	3	2
52	1	1	1	1	1	1	2
53	2	2	2	2	2	3	3
54	2	2	1	2	2	2	3
55	2	2	2	1	2	2	3
56	2	1	1	2	1	2	1
57	3	2	3	2	2	2	2
58	1	2	2	2	2	2	2
59	3	3	3	3	3	3	3
60	2	3	2	3	2	3	3
61	1	1	1	2	1	1	1
62	3	2	1	2	2	2	1
63	2	1	1	2	2	2	2

Table 5.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 5 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven
64	2	2	1	2	2	3	2
65	3	3	2	3	3	3	2
66	2	1	2	2	2	2	1
67	2	1	2	1	1	1	1
68	2	2	2	3	2	3	2
69	2	2	2	2	2	3	2
70	2	2	2	2	2	2	1
71	3	3	2	3	3	3	3
72	2	2	2	1	1	1	1
73	3	2	2	1	1	2	1
74	3	2	2	1	1	2	2
75	2	2	2	2	2	2	2
76	2	2	2	2	2	2	2
Intraclass Corr Grade 5 Reading Language Arts					.857		

Table 5.7
Comments Made by Reviewers
West Virginia Grade 5 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
8	Narrated by April, only in intro. Confusing.

Table 5.8
Grade 5 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Seven Reviewers
West Virginia Alignment Analysis

It #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D C K	Prim Obj	D C K	Prim Obj	D O K	Prim Obj
1	1	5.1.5		1	5.1.5	1	5.1.5		1	5.1.5	1	5.1.5	1	5.1.5	1	5.1.5
2	1	5.1.5		1	5.1.5	1	5.1.5		1	5.1.3	1	5.1.5	1	5.1.5	1	5.1.5
3	2	5.1.5		1	5.1.5	2	5.1.5		1	5.1.5	1	5.1.5	1	5.1.5	1	5.1.5
4	2	5.1.3		1	5.1.5	2	5.1.5		2	5.1.3	2	5.1.3	1	5.1.5	2	5.1.6
5	2	5.1.5		1	5.1.5	2	5.1.5		2	5.1.5	2	5.1.5	2	5.1.5	2	5.1.5
6	2	5.1.4		1	5.1.4	1	5.1.4		1	5.1.3	2	5.1.4	1	5.1.5	2	5.1.4
7	2	5.1.3		1	5.1.5	2	5.1.5		2	5.1.3	2	5.1.5	2	5.1.3	1	5.1.5
8	1	5.1.5		1	5.1.5	1	5.1.5		2	5.1.5	2	5.1.5	2	5.1.9	2	5.1.5
9	1	5.1.5		1	5.1.5	1	5.1.5		2	5.1.5	1	5.1.5	2	5.1.4	1	5.1.5
10	2	5.1.3		1	5.1.3	2	5.1.3		2	5.2.18	2	5.1.3	2	5.1.3	2	5.1.3
11	2	5.1.5		2	5.1.3	3	5.1.3		2	5.1.9	2	5.1.6	2	5.1.5	2	5.1.6
12	1	5.2.11		1	5.2.11	1	5.2.11		1	5.2.11	1	5.2.11	1	5.2.11	1	5.2.11
13	1	5.2.13		1	5.2.13	1	5.2.13		1	5.2.13	1	5.2.13	1	5.2.13	1	5.2.13
14	1	5.2.12		1	5.2.12	1	5.2.12		1	5.2.12	1	5.2.12	1	5.2.12	1	5.2.12
15	1	5.2.13		1	5.2.13	1	5.2.3	5.2.13	1	5.2.13	1	5.2.13	1	5.2.13	1	5.2.13
16	2	5.2.11		1	5.2.11	1	5.2.11	5.2.3	1	5.2.3	1	5.2.11	2	5.2.10	2	5.2.11
17	2	5.2.11		1	5.2.11	1	5.2.11		1	5.2.3	1	5.2.12	2	5.2.11	2	5.2.11
18	2	5.2.7		1	5.2.7	1	5.2.7		1	5.2.7	1	5.2.7	2	5.2.7	1	5.2.7
19	2	5.1.3		1	5.1.5	1	5.1.5		2	5.1.3	2	5.1.3	2	5.1.3	2	5.1.3
20	1	5.1.5		1	5.1.5	1	5.1.5		1	5.1.5	1	5.1.5	1	5.1.5	2	5.1.5
21	1	5.1.5		2	5.1.5	1	5.1.5		1	5.1.5	1	5.1.5	1	5.1.5	1	5.1.5
22	2	5.1.5		2	5.1.5	2	5.1.5		2	5.1.12	2	5.1.6	2	5.1.5	2	5.1.6
23	2	5.1.5		2	5.1.5	2	5.1.5		2	5.1.8	2	5.1.6	2	5.1.5	2	5.1.6
24	2	5.1.13		2	5.1.5	2	5.1.13		2	5.1.13	2	5.1.13	2	5.1.13	2	5.1.13
25	1	5.1.5		1	5.2.18	1	5.2.18		1	5.2.18	2	5.2.18	2	5.2.18	2	5.2.18
26	2	5.1.5		1	5.2.18	1	5.2.18		1	5.2.18	1	5.1.5	2	5.2.18	2	5.2.18
27	1	5.1.5		1	5.1.3	2	5.2.18		1	5.1.5	2	5.1.5	1	5.2.18	2	5.2.18
28	1	5.2.12		1	5.2.12	2	5.2.12		2	5.2.12	1	5.2.12	3	5.2.3	1	5.2.12

Table 5.8 (continued)

Grade 5 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Seven Reviewers—West Virginia Alignment Analysis

Item #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj
29	2	5.2.7	5.2.14	2	5.2.14	2	5.2.14		2	5.2.14	1	5.2.14	2	5.2.14	2	5.2.7
30	2	5.2.14		2	5.2.14	2	5.2.14		2	5.2.14	1	5.2.14	2	5.2.14	2	5.2.7
31	1	5.2.12		2	5.2.3	2	5.2.3		2	5.2.3	1	5.2.12	2	5.2.3	1	5.2.7
32	1	5.2.11		1	5.2.11	2	5.2.11		2	5.2.3	1	5.2.11	2	5.2.11	1	5.2.11
33	2	5.2.7		2	5.2.7	2	5.2.14		2	5.2.3	1	5.2.7	2	5.2.7	1	5.2.3
34	2	5.1.3		2	5.1.3	2	5.1.3		2	5.1.1	2	5.1.1	3	5.1.9	2	5.1.8
35	3	5.1.5	5.1.10	1	5.1.3	2	5.1.5		2	5.1.5	2	5.1.5	2	5.1.7	2	5.1.6
36	2	5.1.10		3	5.1.10	2	5.1.10	5.1.3	2	5.1.3	2	5.1.10	1		2	5.1.10
37	2	5.1.5	5.1.10	3	5.1.3	2	5.1.3	5.1.5	2	5.1.5	1	5.1.5	2	5.1.9	2	5.1.5
38	2	5.2.15		2	5.2.15	2	5.2.15		2	5.2.15	2	5.2.15	1	5.2.15	1	5.2.15
39	1	5.2.12		1	5.2.12	2	5.2.12		1	5.2.12	1	5.2.12	1	5.2.12	1	5.2.12
40	1	5.2.11		1	5.2.11	2	5.2.11		1	5.2.11	1	5.2.11	1	5.2.11	1	5.2.11
41	2	5.1.4		2	5.1.4	2	5.1.4	5.2.3	2	5.1.4	2	5.1.4	2	5.2.3	2	5.2.2
42	2	5.1.4		2	5.1.4	2	5.2.3		2	5.1.5	2	5.1.4	3	5.2.2	2	5.2.2
43	2	5.2.7		2	5.2.12	2	5.2.3		2	5.2.3	1	5.2.12	2	5.2.3	2	5.2.3
44	1	5.2.13		1	5.2.13	2	5.2.13		1	5.2.12	1	5.2.13	2	5.2.11	1	5.2.13
45	2	5.2.3		2	5.2.3	2	5.2.3		2	5.1.3	2	5.2.3	2	5.2.3	2	5.2.2
46	2	5.2.14		2	5.2.14	2	5.2.14		2	5.2.14	1	5.2.14	2	5.2.14	1	5.2.7
47	2	5.1.4		2	5.2.3	2	5.1.4		2	5.2.3	2	5.1.4	2	5.2.3	1	5.2.3
48	2	5.2.7		2	5.2.7	1	5.2.7		2	5.2.7	2	5.2.7	2	5.2.7	2	5.2.7
49	3	5.2.16		2	5.2.17	1	5.2.16		2	5.2.16	2	5.2.17	1	5.2.16	2	5.2.17
50	2	5.1.3		2	5.1.5	2	5.1.3		2	5.1.3	2	5.1.3	2	5.1.3	1	5.1.3
51	3	5.1.5		1	5.1.5	2	5.1.5		2	5.1.5	2	5.1.5	3	5.1.5	2	5.1.5
52	1	5.1.5		1	5.2.18	1	5.1.5		1	5.2.18	1	5.2.18	1	5.2.18	2	5.2.18
53	2	5.1.5		2	5.1.5	2	5.1.5		2	5.2.18	2	5.1.5	3	5.1.5	3	5.2.18
54	2	5.1.5		2	5.2.18	1	5.1.5		2	5.2.18	2	5.2.18	2	5.1.4	3	5.2.18
55	2	5.1.5		2	5.1.5	2	5.1.5		1	5.1.5	2	5.1.8	2	5.1.5	3	5.2.18
56	2	5.1.13		1	5.1.13	1	5.1.13		2	5.1.13	1	5.1.13	2	5.1.3	1	5.1.13

Table 5.8 (continued)

Grade 5 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Seven Reviewers

West Virginia Alignment Analysis

Item #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj
59	3	5.1.5		3	5.2.2	3	5.1.5		3	5.2.2	3	5.1.8	3	5.1.3	3	5.1.8
60	2	5.1.5		3	5.2.2	2	5.1.5		3	5.2.2	2	5.1.3	3	5.1.9	3	5.1.9
61	1	5.1.5		1	5.1.5	1	5.1.5		2	5.1.5	1	5.1.5	1	5.1.9	1	5.1.5
62	3	5.1.5		2	5.1.5	1	5.1.5		2	5.1.5	2	5.1.5	2	5.1.1	1	5.1.3
63	2	5.1.1		1	5.1.1	1	5.1.1		2	5.1.1	2	5.1.1	2	5.1.3	2	5.1.1
64	2	5.1.5		2	5.1.5	1	5.1.5		2	5.1.6	2	5.1.5	3	5.1.3	2	5.1.6
65	3	5.1.5		3	5.2.2	2	5.1.4		3	5.2.2	3	5.1.6	3	5.1.1	2	5.1.6
66	2	5.1.1		1	5.1.1	2	5.1.1		2	5.1.1	2	5.1.1	2	5.1.1	1	5.1.1
67	2	5.1.5		1	5.1.7	2	5.1.5		1	5.1.12	1	5.1.7	1	5.1.7	1	5.1.5
68	2	5.1.5		2	5.1.5	2	5.1.5		3	5.1.5	2	5.1.3	3	5.1.5	2	5.1.5
69	2	5.1.5		2	5.1.5	2	5.1.5		2	5.1.5	2	5.1.6	3	5.1.6	2	5.1.6
70	2	5.1.5		2	5.1.5	2	5.1.5		2	5.1.5	2	5.1.5	2	5.1.5	1	5.1.5
71	3	5.1.5		3	5.2.2	2	5.1.5		3	5.2.2	3	5.1.9	3	5.1.9	3	5.1.9
72	2	5.2.8		2	5.2.8	2	5.2.8		1	5.2.8	1	5.2.8	1	5.2.8	1	5.2.8
73	3	5.2.9		2	5.2.9	2	5.2.10		1	5.2.9	1	5.2.9	2	5.2.10	1	5.2.9
74	3	5.2.10		2	5.2.10	2	5.2.12		1	5.2.12	1	5.2.12	2	5.2.3	2	5.2.12
75	2	5.2.1		2	5.2.1	2	5.2.1		2	5.2.1	2	5.2.1	2	5.1.3	2	5.2.1
76	2	5.1.4		2	5.1.4	2	5.2.3	5.2.1	2	5.1.4	2	5.2.3	2	5.1.4	2	5.2.3
59	3	5.1.5		3	5.2.2	3	5.1.5		3	5.2.2	3	5.1.8	3	5.1.3	3	5.1.8
60	2	5.1.5		3	5.2.2	2	5.1.5		3	5.2.2	2	5.1.3	3	5.1.9	3	5.1.9

Table 5.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 5 Reading Language Arts—November 2003

46:	5.2.7	5.2.14	5.2.14	5.2.14	5.2.14	5.2.14	5.2.14
47:	5.1.4	5.1.4	5.1.4	5.2.3	5.2.3	5.2.3	5.2.3
48:	5.2.7	5.2.7	5.2.7	5.2.7	5.2.7	5.2.7	5.2.7
49:	5.2.16	5.2.16	5.2.16	5.2.16	5.2.17	5.2.17	5.2.17
50:	5.1.3	5.1.3	5.1.3	5.1.3	5.1.3	5.1.3	5.1.5
51:	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5
52:	5.1.5	5.1.5	5.2.18	5.2.18	5.2.18	5.2.18	5.2.18
53:	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	5.2.18	5.2.18
54:	5.1.4	5.1.5	5.1.5	5.2.18	5.2.18	5.2.18	5.2.18
55:	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	5.1.8	5.2.18
56:	5.1.3	5.1.13	5.1.13	5.1.13	5.1.13	5.1.13	5.1.13
57:	5.1.1	5.1.5	5.1.5	5.1.5	5.1.5	5.1.6	5.1.6
58:	5.1.3	5.1.3	5.1.3	5.1.3	5.1.3	5.1.3	5.1.5
59:	5.1.3	5.1.5	5.1.5	5.1.8	5.1.8	5.2.2	5.2.2
60:	5.1.3	5.1.5	5.1.5	5.1.9	5.1.9	5.2.2	5.2.2
61:	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	5.1.9
62:	5.1.1	5.1.3	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5
63:	5.1.1	5.1.1	5.1.1	5.1.1	5.1.1	5.1.1	5.1.3
64:	5.1.3	5.1.5	5.1.5	5.1.5	5.1.5	5.1.6	5.1.6
65:	5.1.1	5.1.4	5.1.5	5.1.6	5.1.6	5.2.2	5.2.2
66:	5.1.1	5.1.1	5.1.1	5.1.1	5.1.1	5.1.1	5.1.1
67:	5.1.5	5.1.5	5.1.5	5.1.7	5.1.7	5.1.7	5.1.12
68:	5.1.3	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5
69:	5.1.5	5.1.5	5.1.5	5.1.5	5.1.6	5.1.6	5.1.6

Table 5.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 5 Reading Language Arts—November 2003

70:	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	5.1.5	
71:	5.1.5	5.1.5	5.1.9	5.1.9	5.1.9	5.2.2	5.2.2	
72:	5.2.8	5.2.8	5.2.8	5.2.8	5.2.8	5.2.8	5.2.8	
73:	5.2.9	5.2.9	5.2.9	5.2.9	5.2.9	5.2.10	5.2.10	
74:	5.2.3	5.2.10	5.2.10	5.2.12	5.2.12	5.2.12	5.2.12	
75:	5.1.3	5.2.1	5.2.1	5.2.1	5.2.1	5.2.1	5.2.1	
76:	5.1.4	5.1.4	5.1.4	5.1.4	5.2.1	5.2.3	5.2.3	5.2.3

Table 5.10 (continued)

Items Coded by Reviewers to Each Objective

West Virginia Grade 5 Reading Language Arts—November 2003

5.1.11:	
5.1.12:	22 67
5.1.13:	24 24 24 24 24 24 56 56 56 56 56 56
5.1.14:	
5.2:	
5.2.1:	75 75 75 75 75 75 76
5.2.2:	41 42 42 45 59 59 60 60 65 65 71 71
5.2.3:	15 16 16 17 28 31 31 31 31 32 33 33 41 41 42 43 43 43
	43 45 45 45 45 45 47 47 47 47 74 76 76 76
5.2.4:	
5.2.5:	
5.2.6:	
5.2.7:	18 18 18 18 18 18 18 29 29 30 31 33 33 33 33 43 46 48
	48 48 48 48 48 48
5.2.8:	72 72 72 72 72 72 72
5.2.9:	73 73 73 73 73
5.2.10:	16 73 73 74 74
5.2.11:	12 12 12 12 12 12 12 16 16 16 16 16 17 17 17 17 17 32
	32 32 32 32 32 40 40 40 40 40 40 40 44
5.2.12:	14 14 14 14 14 14 14 17 28 28 28 28 28 28 31 31 39 39
	39 39 39 39 39 43 43 44 74 74 74 74
5.2.13:	13 13 13 13 13 13 13 15 15 15 15 15 15 15 44 44 44 44 44
5.2.14:	29 29 29 29 29 29 30 30 30 30 30 30 33 46 46 46 46 46 46
5.2.15:	38 38 38 38 38 38 38
5.2.16:	49 49 49 49
5.2.17:	49 49 49
5.2.18:	10 25 25 25 25 25 25 26 26 26 26 26 27 27 27 52 52 52 52

Table 5.11

*Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers)
West Virginia Grade 5 Reading Language Arts—November 2003*

One Reviewer		50 % of Reviewers		All Reviewers																			
1		3		7																			
root:																							
5.1:																							
5.1.1:	34:2	57:1	62:1	63:6	65:1	66:7																	
5.1.2:																							
5.1.3:	2:1	4:3	6:1	7:3	10:6	11:2	19:5	27:1	34:3	35:1	36:2	37:2	45:1	50:6	56:1	58:6	59:1	60:1	62:1	63:1	64:1	68:1	75:1
5.1.4:	6:5	9:1	41:5	42:3	47:3	54:1	65:1	76:4															
5.1.5:	1:7	2:6	3:7	4:3	5:7	6:1	7:4	8:6	9:6	11:2	19:2	20:7	21:7	22:4	23:4	24:1	25:1	26:2	27:3	35:4	37:5	42:1	50:1
	51:7	52:2	53:5	54:2	55:5	57:4	58:1	59:2	60:2	61:6	62:5	64:4	65:1	67:3	68:6	69:4	70:7	71:2					
5.1.6:	4:1	11:2	22:2	23:2	35:1	57:2	64:2	65:2	69:3														
5.1.7:	35:1	67:3																					
5.1.8:	23:1	34:1	55:1	59:2																			
5.1.9:	8:1	11:1	34:1	37:1	60:2	61:1	71:3																
5.1.10:	35:1	36:5	37:1																				
5.1.11:																							
5.1.12:	22:1	67:1																					
5.1.13:	24:6	56:6																					
5.1.14:																							
5.2:																							
5.2.1:	75:6	76:1																					
5.2.2:	41:1	42:2	45:1	59:2	60:2	65:2	71:2																

Table 6.1

*Categorical Concurrence Between Standards and Assessment as Rated by Eight Reviewers**
West Virginia Grade 6 Reading Language Arts--November 2003
Number of Assessment Items--75

Standards			Level by Objective			Hits		Cat. Concurr.
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	
6.1 - Reading	13	13	1	4	30	45.62	3.74	YES
			2	5	38			
			3	4	30			
6.2 - Writing	21	21	1	1	4	31.5	3.16	YES
			2	12	57			
			3	8	38			
6.3 - List/Speak/View	4	4	2	3	75	No Data	No Data	NO DATA
			3	1	25			
Total	38	38	1	5	13	77.12	3.92	
			2	20	52			
			3	13	34			

* Eight reviewers analyzed grades 6, 7, 8, and 10.

Table 6.2

*Depth-of-Knowledge Consistency Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 6 Reading Language Arts–November 2003
Number of Assessment Items–75*

Standards			Hits		Level of Item w.r.t. Standard						DOK Consistency
					% Under		% At		% Above		
Title	Goals #	Objs #	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
6.1 - Reading	13	13	45.62	3.74	36	42	52	41	12	28	YES
6.2 - Writing	21	21	31.5	3.16	32	43	60	45	8	27	YES
6.3 - List/Speak/View	4	4	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA
Total	38	38	77.12	3.92	33	42	57	44	9	27	

Table 6.3

*Range-of-Knowledge Correspondence and Balance of Representation Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 6 Reading Language Arts–November 2003
Number of Assessment Items–75*

Standards			Hits		Range of Objectives				Rng. of Know.	Balance Index				Bal. of Represent.
					# Objs Hit		% of Total			% Hits in Std/Ttl Hits		Index		
Title	Goals #	Objs #	Mean	S.D.	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
6.1 - Reading	13	13	45.62	3.74	6.88	0.60	53	5	YES	59	4	0.55	0.06	NO
6.2 - Writing	21	21	31.5	3.16	12.12	1.27	58	6	YES	41	4	0.64	0.06	WEAK
6.3 - List/Speak/View	4	4	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA	No Data	No Data	No Data	No Data	NO DATA
Total	38	38	77.12	3.92	6.33	2.81	37	6		33	10	0.39	0.08	

Table 6.4
Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria
Eight Reviewers
West Virginia Grade 6 Reading Language Arts–November 2003
Number of Assessment Items–75

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
6.1 - Reading	YES	YES	YES	NO
6.2 - Writing	YES	YES	YES	WEAK
6.3 - List/Speak/View	NO DATA	NO DATA	NO DATA	NO DATA

Table 6.5
Source-of-Challenge Issues by Reviewer
West Virginia Grade 6 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
7	Confusing item 1 - correct fr. paragraph as written
13	Sun's heat not described as a person but a hand; the sun might be compared to a person
56	Confusing?
59	Which is right answer?

Table 6.6
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 6 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
1	2	1	2	1	1	2	2	3
2	2	1	2	1	1	2	2	2
3	2	2	2	2	2	3	2	3
4	2	1	2	2	2	2	2	3
5	1	1	1	1	1	1	1	3
6	3	1	2	2	2	2	1	2
7	2	2	2	1	2	2	1	2
8	2	2	2	1	1	2	1	2
9	2	2	2	1	2	2	1	2
10	2	1	2	1	1	2	1	2
11	2	1	2	2	2	2	2	3
12	1	1	1	1	2	2	1	1
13	2	1	1	2	2	1	2	3
14	2	2	2	2	2	2	2	3
15	2	2	2	1	2	2	2	2
16	2	2	2	1	2	2	2	2
17	1	2	2	1	2	2	1	2
18	2	2	2	1	2	3	1	3
19	2	2	2	2	2	3	2	3
20	2	1	2	1	2	3	1	3
21	1	1	1	1	2	3	1	3

Table 6.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 6 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
22	1	1	2	1	2	1	1	3
23	2	1	2	2	2	3	2	3
24	3	2	2	3	2	3	2	3
25	2	2	2	2	2	3	2	2
26	2	2	2	1	2	2	1	2
27	3	2	2	1	2	2	2	3
28	2	2	2	2	2	2	1	3
29	1	2	2	1	2	2	2	3
30	1	2	2	1	2	2	2	3
31	2	2	2	2	2	3	2	3
32	2	1	2	1	2	3	1	3
33	2	1	2	2	2	2	1	3
34	2	1	2	3	2	3	2	3
35	3	2	2	2	2	3	2	3
36	2	2	2	2	2	3	2	3
37	2	2	2	3	2	2	1	2
38	2	2	2	2	2	2	2	2
39	2	2	2	2	2	2	1	2
40	1	2	2	2	2	2	1	2
41	2	1	2	2	2	2	2	2
42	2	1	2	2	2	2	1	2

Table 6.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 6 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
43	2	2	2	3	2	3	1	3
44	2	1	1	2	2	2	2	1
45	3	1	2	2	2	2	1	3
46	3	1	2	3	2	3	1	3
47	2	2	2	3	2	3	1	3
48	2	1	2	2	2	2	1	2
49	2	2	2	2	3	2	2	3
50	3	2	2	3	3	2	3	3
51	2	2	2	2	2	2	2	2
52	2	2	2	2	2	2	1	2
53	2	2	2	2	2	2	2	2
54	1	2	2	2	2	2	1	2
55	3	2	2	2	2	2	1	2
56	3	2	2	2	2	2	1	2
57	3	1	1	2	2	2	2	1
58	2	2	2	3	3	1	1	2
59	2	2	2	3	2	2	2	3
60	3	3	2	3	3	3	3	3
61	1	1	1	1	1	1	1	1
62	2	1	1	2	2	2	1	2
63	2	1	1	3	2	3	2	3

Table 6.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 6 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
64	2	2	2	2	2	2	2	2
65	2	3	2	3	3	3	2	3
66	3	2	2	3	2	3	2	3
67	2	2	2	3	2	3	2	3
68	3	2	2	3	2	2	2	3
69	2	2	2	3	3	3	3	2
70	3	2	3	3	3	3	3	3
71	2	1	2	2	1	2	1	2
72	1	1	2	2	2	2	2	2
73	2	2	2	2	2	2	1	2
74	2	1	2	2	1	2	1	2
75	2	2	2	2	2	1	2	2
Intraclass Corr Grade 6 Reading Language Arts					.764			

Table 6.7
Comments Made by Reviewers
West Virginia Grade 6 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
41	Reviewer put question mark after second objective.
56	Correct answer should be "autobiography"

Table 6.8

*Grade 6 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj
1	2	6.1.5	6.2.19	1	6.1.5	2	6.1.5	1	6.2.19	1	6.2.19		2	6.1.5	2	6.2.19	3	6.1.5	
2	2	6.1.5		1	6.1.5	2	6.1.5	1	6.1.5	1	6.1.5		2	6.1.11	2	6.1.5	2	6.1.5	
3	2	6.1.5		2	6.1.5	2	6.1.5	2	6.1.5	2	6.1.5	6.1.8	3	6.1.5	2	6.1.5	3	6.1.5	6.1.8
4	2	6.1.5		1	6.1.5	2	6.1.5	2	6.1.5	2	6.1.1		2	6.1.5	2	6.1.1	3	6.1.5	
5	1	6.1.5		1	6.1.5	1	6.1.5	1	6.1.5	1	6.1.5		1	6.1.5	1	6.1.5	3	6.1.3	
6	3	6.1.5		1	6.1.4	2	6.2.13	2	6.1.5	2	6.2.4		2	6.2.5	1	6.2.4	2	6.2.2	6.1.5
7	2	6.2.14		2	6.2.14	2	6.2.8	1	6.2.4	2	6.2.14		2	6.2.8	1	6.2.14	2	6.2.14	
8	2	6.2.14		2	6.2.10	2	6.2.10	1	6.2.10	1	6.2.10		2	6.2.8	1	6.2.10	2	6.2.10	
9	2	6.2.13		2	6.2.13	2	6.2.13	1	6.2.13	2	6.2.13		2	6.2.13	1	6.2.13	2	6.2.8	
10	2	6.2.10		1	6.2.10	2	6.2.10	1	6.2.4	1	6.2.10		2	6.2.8	1	6.2.10	2	6.2.10	
11	2	6.1.3		1	6.1.6	2	6.1.6	2	6.1.1	2	6.1.5		2	6.1.1	2	6.1.5	3	6.1.6	
12	1	6.1.5		1	6.1.5	1	6.1.5	1	6.2.19	2	6.1.1		2	6.1.5	1	6.2.19	1	6.1.5	
13	2	6.1.7		1	6.1.7	1	6.1.7	2	6.1.7	2	6.1.7		1	6.1.7	2	6.1.7	3	6.1.5	
14	2	6.1.6		2	6.1.6	2	6.1.6	2	6.1.5	2	6.1.1		2	6.1.1	2	6.1.6	3	6.1.6	
15	2	6.2.14		2	6.2.4	2	6.2.14	1	6.2.13	2	6.2.13		2	6.2.8	2	6.2.13	2	6.2.8	
16	2	6.2.13		2	6.2.13	2	6.2.13	1	6.2.12	2	6.2.13		2	6.2.12	2	6.2.13	2	6.2.13	
17	1	6.2.10		2	6.2.10	2	6.2.10	1	6.2.10	2	6.2.10		2	6.2.10	1	6.2.10	2	6.2.12	
18	2	6.2.14		2	6.2.14	2	6.2.14	1	6.1.5	2	6.2.4		3	6.2.4	1	6.2.4	3	6.2.4	
19	2	6.1.5		2	6.1.5	2	6.1.5	2	6.1.5	2	6.1.5		3	6.1.5	2	6.1.5	3	6.1.5	6.1.3
20	2	6.1.5		1	6.1.5	2	6.1.5	1	6.1.5	2	6.1.5		3	6.1.5	1	6.1.5	3	6.1.5	
21	1	6.1.5		1	6.1.5	1	6.1.5	1	6.1.5	2	6.1.5		3	6.1.4	1	6.1.5	3	6.1.5	
22	1	6.1.5		1	6.1.5	2	6.1.5	1	6.1.5	2	6.1.5		1		1	6.1.5	3	6.1.5	
23	2	6.1.5		1	6.1.5	2	6.1.5	2	6.1.5	2	6.1.5		3	6.1.5	2	6.1.5	3	6.1.5	
24	3	6.1.5		2	6.1.5	2	6.1.5	3	6.1.5	2	6.1.5		3	6.1.5	2	6.1.6	3	6.1.6	
25	2	6.1.5		2	6.1.5	2	6.1.5	2	6.1.5	2	6.1.5		3	6.1.5	2	6.1.6	2	6.2.12	
26	2	6.2.13		2	6.2.13	2	6.2.13	1	6.2.13	2	6.2.13		2	6.2.13	1	6.2.13	2	6.2.8	
27	3	6.2.8		2	6.2.14	2	6.2.4	1	6.2.4	2	6.2.8		2	6.2.8	2	6.2.13	3	6.2.4	
28	2	6.1.5		2	6.1.4	2	6.2.13	2	6.1.3	2	6.2.4		2	6.2.8	1	6.2.4	3	6.2.4	

Table 6.8 (continued)

*Grade 6 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj
29	1	6.2.14		2	6.2.14	2	6.2.8	1	6.2.4	2	6.2.14		2	6.2.8	2	6.2.14	3	6.2.4	
30	1	6.2.4		2	6.2.14	2	6.2.8	1	6.2.4	2	6.2.14		2	6.2.8	2	6.2.8	3	6.2.4	
31	2	6.1.3		2	6.1.3	2	6.1.6	2	6.1.5	2	6.1.5		3	6.1.5	2	6.1.3	3	6.1.5	
32	2	6.1.5		1	6.1.5	2	6.1.5	1	6.1.5	2	6.1.5		3	6.1.5	1	6.1.5	3	6.1.5	
33	2	6.1.3		1	6.1.5	2	6.1.5	2	6.1.11	2	6.1.5		2	6.1.3	1	6.1.11	3	6.1.5	
34	2	6.1.3		1	6.1.3	2	6.1.3	3	6.1.5	2	6.1.5		3	6.1.3	2	6.1.11	3	6.1.5	
35	3	6.1.6		2	6.2.19	2	6.1.6	2	6.1.5	2	6.1.6		3	6.1.3	2	6.2.19	3	6.1.6	
36	2	6.1.5		2	6.1.5	2	6.1.5	2	6.1.5	2	6.1.5		3	6.1.3	2	6.2.19	3	6.1.6	
37	2	6.1.5		2	6.1.4	2	6.2.13	3	6.1.5	2	6.2.4		2	6.2.4	1	6.2.4	2	6.2.4	6.1.5
38	2	6.2.8		2	6.2.14	2	6.2.8	2	6.2.13	2	6.2.8		2	6.2.8	2	6.2.8	2	6.2.8	
39	2	6.2.13		2	6.2.13	2	6.2.13	2	6.2.13	2	6.2.13		2	6.2.13	1	6.2.8	2	6.2.12	
40	1	6.2.14		2	6.2.12	2	6.2.8	2	6.2.12	2	6.2.8		2	6.2.13	1	6.2.8	2	6.2.12	
41	2	6.2.14		1	6.2.14	2	6.2.8	2	6.2.4	2	6.2.8		2	6.2.8	2	6.2.8	2	6.2.7	6.2.4
42	2	6.2.14		1	6.2.14	2	6.2.8	2	6.2.8	2	6.2.8		2	6.2.8	1	6.2.8	2	6.2.12	
43	2	6.1.3		2	6.1.3	2	6.1.3	3	6.1.5	2	6.1.5		3	6.1.3	1	6.1.5	3	6.1.5	
44	2	6.1.7		1	6.1.7	1	6.1.5	2	6.1.7	2	6.1.7		2	6.1.5	2	6.2.9	1	6.1.7	
45	3	6.1.3		1	6.1.3	2	6.1.5	2	6.1.3	2	6.1.5		2	6.1.3	1	6.1.3	3	6.1.5	
46	3	6.1.5		1	6.1.3	2	6.1.5	3	6.1.5	2	6.1.5		3	6.1.6	1	6.1.8	3	6.1.5	
47	2	6.1.3		2	6.1.5	2	6.1.3	3	6.1.6	2	6.1.5		3	6.1.3	1	6.1.6	3	6.1.5	
48	2	6.1.11		1	6.1.11	2	6.1.11	2	6.1.11	2	6.1.5		2	6.1.11	1	6.1.5	2	6.1.11	
49	2	6.1.5		2	6.1.5	2	6.1.5	2	6.1.5	3	6.1.5	6.1.8	2	6.1.5	2	6.1.5	3	6.1.5	
50	3	6.1.8		2	6.1.5	2	6.1.5	3	6.1.5	3	6.1.5	6.1.8	2	6.1.5	3	6.2.16	3	6.1.5	
51	2	6.1.1		2	6.2.16	2	6.2.17	2	6.2.16	2	6.2.16		2	6.1.1	2	6.2.16	2	6.2.16	
52	2	6.2.13		2	6.2.13	2	6.2.8	2	6.2.8	2	6.2.13		2	6.2.8	1	6.2.13	2	6.2.8	
53	2	6.2.9		2	6.2.9	2	6.2.9	2	6.2.4	2	6.2.4		2	6.2.9	2	6.2.13	2	6.2.9	
54	1	6.2.11		2	6.2.11	2	6.2.11	2	6.2.10	2	6.2.4		2	6.2.8	1	6.2.11	2	6.2.4	
55	3	6.2.8		2	6.2.14	2	6.2.8	2	6.2.8	2	6.2.14		2	6.2.8	1	6.2.8	2	6.2.14	
56	3	6.1.1		2	6.1.1	2	6.1.1	2	6.1.1	2	6.1.1		2	6.1.1	1	6.1.1	2	6.1.1	

Table 6.8 (continued)

*Grade 6 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj
57	3	6.1.5		1	6.1.5	1	6.1.5	2	6.1.5	2	6.1.5		2	6.1.6	2	6.1.5	1	6.1.5	
58	2	6.1.11		2	6.1.7	2	6.1.5	3	6.1.5	3	6.1.5		1	6.1.7	1	6.1.5	2	6.1.5	
59	2	6.1.6		2	6.1.6	2	6.1.6	3	6.1.6	2	6.1.5		2	6.1.4	2	6.1.6	3	6.1.5	
60	3	6.1.5		3	6.2.2	2	6.1.6	3	6.1.6	3	6.2.2	6.1.5	3	6.1.5	3	6.1.5	3	6.2.2	6.1.5
61	1	6.1.5		1	6.1.5	1	6.1.5	1	6.1.5	1	6.1.5		1	6.1.5	1	6.1.5	1	6.1.5	
62	2	6.1.11		1	6.1.5	1	6.1.5	2	6.1.11	2	6.1.11		2	6.1.11	1	6.1.5	2	6.1.11	
63	2	6.1.3		1	6.1.5	1	6.1.5	3	6.1.5	2	6.1.5		3	6.1.3	2	6.1.5	3	6.1.5	
64	2	6.1.1		2	6.1.1	2	6.1.1	2	6.1.8	2	6.1.1		2	6.1.1	2	6.2.16	2	6.1.1	
65	2	6.1.5		3	6.2.2	2	6.1.3	3	6.1.6	3	6.1.6	6.1.5	3	6.1.6	2	6.1.6	3	6.1.5	6.1.6
66	3	6.1.3		2	6.1.5	2	6.1.5	3	6.1.6	2	6.1.5		3	6.1.5	2	6.1.5	3	6.1.5	
67	2	6.1.7		2	6.1.7	2	6.1.5	3	6.1.5	2	6.1.7		3	6.1.7	2	6.1.7	3	6.1.5	6.1.7
68	3	6.1.6		2	6.1.6	2	6.1.6	3	6.1.5	2	6.1.6		2	6.1.6	2	6.1.6	3	6.1.6	
69	2	6.1.9		2	6.2.19	2	6.1.5	3	6.1.7	3	6.1.7		3	6.1.6	3	6.1.7	2	6.1.7	
70	3	6.1.5		2	6.2.2	3	6.1.6	3	6.2.2	3	6.2.2	6.1.5	3	6.1.5	3	6.1.5	3	6.1.5	6.2.2
71	2	6.2.6		1	6.2.6	2	6.2.6	2	6.2.6	1	6.2.6		2	6.2.6	1	6.2.6	2	6.2.6	
72	1	6.2.15		1	6.2.15	2	6.2.16	2	6.2.16	2	6.2.16		2	6.2.15	2	6.2.15	2	6.2.15	
73	2	6.2.13		2	6.2.13	2	6.2.12	2	6.2.13	2	6.2.13		2	6.2.13	1	6.2.13	2	6.2.12	
74	2	6.2.7		1	6.2.7	2	6.2.7	2	6.2.7	1	6.2.7		2	6.2.8	1	6.2.7	2	6.2.7	
75	2	6.2.18		2	6.2.18	2	6.2.18	2	6.2.18	2	6.2.18		1	6.2.18	2	6.2.18	2	6.2.18	

Table 6.9
Objectives Coded to Each Item by Reviewers
West Virginia Grade 6 Reading Language Arts—November 2003

	Low		Medium		High					
	7		8.226666		11					
1:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.2.19	6.2.19	6.2.19	6.2.19	
2:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.11		
3:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.8	6.1.8
4:	6.1.1	6.1.1	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5		
5:	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5		
6:	6.1.4	6.1.5	6.1.5	6.1.5	6.2.2	6.2.4	6.2.4	6.2.5	6.2.13	
7:	6.2.4	6.2.8	6.2.8	6.2.14	6.2.14	6.2.14	6.2.14	6.2.14		
8:	6.2.8	6.2.10	6.2.10	6.2.10	6.2.10	6.2.10	6.2.10	6.2.14		
9:	6.2.8	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13		
10:	6.2.4	6.2.8	6.2.10	6.2.10	6.2.10	6.2.10	6.2.10	6.2.10		
11:	6.1.1	6.1.1	6.1.3	6.1.5	6.1.5	6.1.6	6.1.6	6.1.6		
12:	6.1.1	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.2.19	6.2.19		
13:	6.1.5	6.1.7	6.1.7	6.1.7	6.1.7	6.1.7	6.1.7	6.1.7		
14:	6.1.1	6.1.1	6.1.5	6.1.6	6.1.6	6.1.6	6.1.6	6.1.6		
15:	6.2.4	6.2.8	6.2.8	6.2.13	6.2.13	6.2.13	6.2.14	6.2.14		
16:	6.2.12	6.2.12	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13		
17:	6.2.10	6.2.10	6.2.10	6.2.10	6.2.10	6.2.10	6.2.10	6.2.12		
18:	6.1.5	6.2.4	6.2.4	6.2.4	6.2.4	6.2.14	6.2.14	6.2.14		
19:	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	
20:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5		
21:	6.1.4	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5		
22:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5			

Table 6.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 6 Reading Language Arts—November 2003

23:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	
24:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.6	6.1.6	
25:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.6	6.2.12	
26:	6.2.8	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13	
27:	6.2.4	6.2.4	6.2.4	6.2.8	6.2.8	6.2.8	6.2.13	6.2.14	
28:	6.1.3	6.1.4	6.1.5	6.2.4	6.2.4	6.2.4	6.2.8	6.2.13	
29:	6.2.4	6.2.4	6.2.8	6.2.8	6.2.14	6.2.14	6.2.14	6.2.14	
30:	6.2.4	6.2.4	6.2.4	6.2.8	6.2.8	6.2.8	6.2.14	6.2.14	
31:	6.1.3	6.1.3	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	6.1.6	
32:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	
33:	6.1.3	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	6.1.11	6.1.11	
34:	6.1.3	6.1.3	6.1.3	6.1.3	6.1.5	6.1.5	6.1.5	6.1.11	
35:	6.1.3	6.1.5	6.1.6	6.1.6	6.1.6	6.1.6	6.2.19	6.2.19	
36:	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.6	6.2.19	
37:	6.1.4	6.1.5	6.1.5	6.1.5	6.2.4	6.2.4	6.2.4	6.2.4	6.2.13
38:	6.2.8	6.2.8	6.2.8	6.2.8	6.2.8	6.2.8	6.2.13	6.2.14	
39:	6.2.8	6.2.12	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13	6.2.13	
40:	6.2.8	6.2.8	6.2.8	6.2.12	6.2.12	6.2.12	6.2.13	6.2.14	
41:	6.2.4	6.2.4	6.2.7	6.2.8	6.2.8	6.2.8	6.2.8	6.2.14	6.2.14
42:	6.2.8	6.2.8	6.2.8	6.2.8	6.2.8	6.2.12	6.2.14	6.2.14	
43:	6.1.3	6.1.3	6.1.3	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	
44:	6.1.5	6.1.5	6.1.7	6.1.7	6.1.7	6.1.7	6.1.7	6.2.9	
45:	6.1.3	6.1.3	6.1.3	6.1.3	6.1.3	6.1.5	6.1.5	6.1.5	
46:	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.6	6.1.8	

Table 6.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 6 Reading Language Arts—November 2003

47:	6.1.3	6.1.3	6.1.3	6.1.5	6.1.5	6.1.5	6.1.6	6.1.6				
48:	6.1.5	6.1.5	6.1.11	6.1.11	6.1.11	6.1.11	6.1.11	6.1.11				
49:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.8			
50:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.8	6.1.8	6.2.16			
51:	6.1.1	6.1.1	6.2.16	6.2.16	6.2.16	6.2.16	6.2.16	6.2.17				
52:	6.2.8	6.2.8	6.2.8	6.2.8	6.2.13	6.2.13	6.2.13	6.2.13				
53:	6.2.4	6.2.4	6.2.9	6.2.9	6.2.9	6.2.9	6.2.9	6.2.13				
54:	6.2.4	6.2.4	6.2.8	6.2.10	6.2.11	6.2.11	6.2.11	6.2.11				
55:	6.2.8	6.2.8	6.2.8	6.2.8	6.2.8	6.2.14	6.2.14	6.2.14				
56:	6.1.1	6.1.1	6.1.1	6.1.1	6.1.1	6.1.1	6.1.1	6.1.1				
57:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.6				
58:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.7	6.1.7	6.1.11				
59:	6.1.4	6.1.5	6.1.5	6.1.6	6.1.6	6.1.6	6.1.6	6.1.6				
60:	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.6	6.1.6	6.2.2	6.2.2	6.2.2	
61:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5				
62:	6.1.5	6.1.5	6.1.5	6.1.11	6.1.11	6.1.11	6.1.11	6.1.11				
63:	6.1.3	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5				
64:	6.1.1	6.1.1	6.1.1	6.1.1	6.1.1	6.1.1	6.1.8	6.2.16				
65:	6.1.3	6.1.5	6.1.5	6.1.5	6.1.6	6.1.6	6.1.6	6.1.6	6.1.6	6.2.2	6.2.2	
66:	6.1.3	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.6				
67:	6.1.5	6.1.5	6.1.5	6.1.7	6.1.7	6.1.7	6.1.7	6.1.7	6.1.7			
68:	6.1.5	6.1.6	6.1.6	6.1.6	6.1.6	6.1.6	6.1.6	6.1.6				
69:	6.1.5	6.1.6	6.1.7	6.1.7	6.1.7	6.1.7	6.1.9	6.2.19				
70:	6.1.5	6.1.5	6.1.5	6.1.5	6.1.5	6.1.6	6.2.2	6.2.2	6.2.2	6.2.2		

Table 6.10 (continued)

Items Coded by Reviewers to Each Objective

West Virginia Grade 6 Reading Language Arts—November 2003

6.1.12:	
6.1.13:	
6.2:	
6.2.1:	
6.2.2:	6 60 60 60 65 65 70 70 70 70
6.2.3:	
6.2.4:	6 6 7 10 15 18 18 18 18 27 27 27 28 28 28 29 29 30 30 30 37 37 37
	37 41 41 53 53 54 54
6.2.5:	6
6.2.6:	71 71 71 71 71 71 71 71
6.2.7:	41 74 74 74 74 74 74 74
6.2.8:	7 7 8 9 10 15 15 26 27 27 27 28 29 29 30 30 30 38 38 38 38 38 38
	39 40 40 40 41 41 41 41 42 42 42 42 42 52 52 52 52 54 55 55 55 55 55 74
6.2.9:	44 53 53 53 53 53
6.2.10:	8 8 8 8 8 8 10 10 10 10 10 10 17 17 17 17 17 17 17 54
6.2.11:	54 54 54 54
6.2.12:	16 16 17 25 39 40 40 40 42 73 73
6.2.13:	6 9 9 9 9 9 9 9 15 15 15 16 16 16 16 16 16 26 26 26 26 26 26
	26 27 28 37 38 39 39 39 39 39 39 40 52 52 52 52 53 73 73 73 73 73 73
6.2.14:	7 7 7 7 7 8 15 15 18 18 18 27 29 29 29 29 30 30 38 40 41 41 42
	42 55 55 55
6.2.15:	72 72 72 72 72
6.2.16:	50 51 51 51 51 51 64 72 72 72
6.2.17:	51
6.2.18:	75 75 75 75 75 75 75 75
6.2.19:	1 1 1 1 12 12 35 35 36 69

Table 6.10 (continued)

Items Coded by Reviewers to Each Objective

West Virginia Grade 6 Reading Language Arts—November 2003

6.2.20:	
6.2.21:	
6.3:	
6.3.1:	
6.3.2:	
6.3.3:	
6.3.4:	

Table 6.11

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers)
West Virginia Grade 6 Reading Language Arts—November 2003

One Reviewer		50 % of Reviewers		All Reviewers																						
1		4		8																						
root:																										
6.1:																										
6.1.1:	4:2	11:2	12:1	14:2	51:2	56:8	64:6																			
6.1.2:																										
6.1.3:	5:1	11:1	19:1	28:1	31:3	33:2	34:4	35:1	36:1	43:4	45:5	46:1	47:3	60:1	63:2	65:1	66:1									
6.1.4:	6:1	21:1	28:1	37:1	59:1																					
6.1.5:	1:5	2:7	3:8	4:6	5:7	6:3	11:2	12:5	13:1	14:1	18:1	19:8	20:8	21:7	22:7	23:8	24:6	25:6	28:1	31:4	32:8	33:4	34:3	35:1	36:5	37:3
	43:4	44:2	45:3	46:5	47:3	48:2	49:8	50:6	57:7	58:5	59:2	60:5	61:8	62:3	63:6	65:3	66:6	67:3	68:1	69:1	70:5					
6.1.6:	11:3	14:5	24:2	25:1	31:1	35:4	36:1	46:1	47:2	57:1	59:5	60:2	65:5	66:1	68:7	69:1	70:1									
6.1.7:	13:7	44:5	58:2	67:6	69:4																					
6.1.8:	3:2	46:1	49:1	50:2	64:1																					
6.1.9:	69:1																									
6.1.10:																										
6.1.11:	2:1	33:2	34:1	48:6	58:1	62:5																				
6.1.12:																										
6.1.13:																										
6.2:																										
6.2.1:																										
6.2.2:	6:1	60:3	65:2	70:4																						
6.2.3:																										

Table 7.1
Categorical Concurrence Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 7 Reading Language Arts--November 2003
Number of Assessment Items--75

Standards			Level by Objective			Hits		Cat. Concurr.
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	
7.1 - Reading	13	13.12	1	3	23	49.12	2.85	YES
			2	6	46			
			3	3	23			
			4	1	7			
7.2 - Writing	18	18	1	2	11	27.62	2.96	YES
			2	11	61			
			3	4	22			
			4	1	5			
7.3 - List/Speak/View	6	6	2	3	50	No Data	No Data	NO DATA
			3	3	50			
Total	37	37.12	1	5	13	76.75	3.56	
			2	20	54			
			3	10	27			
			4	2	5			

Table 7.2

*Depth-of-Knowledge Consistency Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 7 Reading Language Arts–November 2003
Number of Assessment Items–75*

Standards			Hits		Level of Item w.r.t. Standard						DOK Consistency
					% Under		% At		% Above		
Title	Goals #	Objs #	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
7.1 - Reading	13	13.12	49.12	2.85	35	42	57	42	8	22	YES
7.2 - Writing	18	18	27.62	2.96	45	45	54	45	0	2	YES
7.3 - List/Speak/View	6	6	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA
Total	37	37.12	76.75	3.56	41	44	56	44	3	15	

Table 7.3

*Range-of-Knowledge Correspondence and Balance of Representation Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 7 Reading Language Arts–November 2003
Number of Assessment Items–75*

Standards			Hits		Range of Objectives				Rng. of Know.	Balance Index				Bal. of Represent.
					# Obs Hit		% of Total			% Hits in Std/Ttl Hits		Index		
Title	Goals #	Objs #	Mean	S.D.	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
7.1 - Reading	13	13.12	49.12	2.85	6.5	1.12	50	9	YES	64	3	0.50	0.04	NO
7.2 - Writing	18	18	27.62	2.96	9.5	0.87	53	5	YES	36	3	0.67	0.05	WEAK
7.3 - List/Speak/View	6	6	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA	No Data	No Data	No Data	No Data	NO DATA
Total	37	37.12	76.75	3.56	5.33	1.80	34	7		33	14	0.39	0.10	

Table 7.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria

Eight Reviewers

West Virginia Grade 7 Reading Language Arts–November 2003

Number of Assessment Items–75

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
7.1 - Reading	YES	YES	YES	NO
7.2 - Writing	YES	YES	YES	WEAK
7.3 - List/Speak/View	NO DATA	NO DATA	NO DATA	NO DATA

Table 7.5
Source-of-Challenge Issues by Reviewer
West Virginia Grade 7 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
15	Could be confusing—a or d
31	Response to 31 dependent on answer to 30
	Dependent upon item 30
	Depends on choosing the correct answer to #30, omit
37	None of answers wholly correct
55	Reviewer put maybe? after primary objective. Put question mark after secondary objective. Wrote: doesn't really fit any CSO
61	61 and 62: These two items are essentially the same
63	"Article" in stem misleads. Very strong distractors.
68	I would not pick any of these.

Table 7.6
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 7 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
1	2	2	2	3	2	3	2	2
2	2	1	2	2	2	1	1	1
3	3	2	2	3	2	2	2	2
4	2	2	2	2	2	3	1	3
5	1	1	2	2	1	1	1	2
6	1	1	2	1	1	2	1	2
7	2	1	2	2	2	2	2	2
8	3	2	2	2	2	3	2	1
9	2	2	1	2	1	2	1	2
10	2	2	2	2	2	2	1	2
11	2	2	3	2	2	2	2	2
12	1	2	2	3	2	2	1	2
13	1	2	2	3	2	3	1	2
14	2	1	2	2	2	3	1	1
15	2	2	2	2	1	3	1	2
16	2	2	2	3	2	3	2	2
17	2	2	2	3	2	3	2	1
18	1	1	2	3	2	3	1	1
19	2	1	1	2	1	3	1	1
20	2	1	2	2	2	3	2	2
21	2	2	3	3	2	3	2	2

Table 7.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 7 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
43	1	1	2	2	1	1	2	1
44	2	1	2	2	2	1	2	2
45	2	1	2	2	1	2	2	2
46	1	1	1	2	1	1	1	1
47	2	1	1	2	1	1	1	1
48	2	2	2	2	2	2	2	2
49	1	1	2	2	1	2	1	2
50	2	2	2	2	2	2	2	2
51	1	2	2	2	1	2	1	2
52	2	2	2	2	2	2	1	2
53	1	2	2	2	2	2	1	2
54	2	2	2	2	2	2	1	2
55	2	2	2	2	2	2	2	2
56	1	1	2	2	2	2	2	2
57	2	2	2	2	2	2	1	2
58	2	1	2	2	2	2	2	2
59	2	1	1	2	2	3	2	1
60	2	3	2	3	3	3	2	2
61	1	2	2	2	2	2	1	1
62	2	2	2	2	2	2	2	1
63	2	2	2	2	2	1	2	2

Table 7.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 7 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
64	2	2	2	2	2	2	2	2
65	2	3	1	3	2	2	2	2
66	2	2	2	3	2	3	2	2
67	3	2	2	3	2	2	2	3
68	3	2	2	3	2	2	2	2
69	3	3	3	3	2	3	2	2
70	2	3	2	3	3	2	3	3
71	1	2	2	2	1	2	1	1
72	2	2	2	2	1	2	2	1
73	2	2	2	2	2	2	2	1
74	2	2	2	2	2	2	2	2
75	2	3	2	2	3	2	2	2
Intraclass Corr Grade 7 Reading Language Arts					.756			

Table 7.7
Comments Made by Reviewers
West Virginia Grade 7 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
12	Reviewer put question mark after primary obj.
75	Renumber 75-77

Table 7.8

*Grade 7 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj
1	2	7.1.4	2	7.1.5	2	7.1.4		3	7.1.4	2	7.1.4		3	7.1.4	2	7.1.4	2	7.1.4	
2	2	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4		1	7.1.4	1	7.1.4	1	7.1.4	
3	3	7.1.6	2	7.1.4	2	7.1.4		3	7.1.4	2	7.1.11		2	7.1.6	2	7.1.8	2	7.1.11	
4	2	7.1.5	2	7.1.4	2	7.1.5		2	7.1.5	2	7.1.5		3	7.1.5	1	7.1.5	3	7.1.5	
5	1	7.2.12	1	7.2.12	2	7.2.9		2	7.2.9	1	7.2.12		1	7.2.9	1	7.2.12	2	7.2.12	
6	1	7.2.11	1	7.2.11	2	7.2.11		1	7.2.11	1	7.2.11		2	7.2.11	1	7.2.11	2	7.2.11	
7	2	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4	2	7.1.4	
8	3	7.1.4	2	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4		3	7.1.4	2	7.1.4	1	7.1.4	
9	2	7.1.4	2	7.1.4	1	7.1.4		2	7.1.4	1	7.1.4		2	7.1.5	1	7.1.4	2	7.1.4	
10	2	7.1.5	2	7.1.4	2	7.1.4		2	7.1.1	2	7.1.5		2	7.1.6	1	7.1.5	2	7.1.4	
11	2	7.1.6	2	7.1.5	3	7.1.11		2	7.2.7	2	7.1.11		2	7.2.1	2	7.1.11	2	7.2.11	
12	1	7.1.4	2	7.1.4	2	7.2.2		3	7.1.4	2	7.2.1		2	7.2.1	1	7.2.1	2	7.1.4	
13	1	7.1.4	2	7.1.4	2	7.2.2		3	7.1.4	2	7.2.1		3	7.1.4	1	7.2.1	2	7.1.4	
14	2	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4		3	7.1.5	1	7.1.4	1	7.1.4	
15	2	7.1.4	2	7.1.4	2	7.1.4		2	7.1.4	1	7.1.4		3	7.1.4	1	7.1.4	2	7.1.4	
16	2	7.1.4	2	7.1.4	2	7.1.4		3	7.1.7	2	7.1.4		3	7.1.4	2	7.1.4	2	7.1.4	
17	2	7.1.4	2	7.1.4	2	7.1.4		3	7.1.7	2	7.1.4		3	7.1.4	2	7.1.4	1	7.1.4	
18	1	7.1.4	1	7.1.4	2	7.1.4		3	7.1.4	2	7.1.4		3	7.1.4	1	7.1.4	1	7.1.4	
19	2	7.1.6	1	7.1.4	1	7.1.4		2	7.1.4	1	7.1.4		3	7.1.4	1	7.1.4	1	7.1.4	
20	2	7.1.7	1	7.1.4	2	7.1.4		2	7.1.4	2	7.1		3	7.1.4	2	7.1.4	2	7.1.4	
21	2	7.1.5	2	7.1.5	3	7.1.5		3	7.1.5	2	7.1.5		3	7.1.5	2	7.1.5	2	7.1.5	
22	1	7.2.11	2	7.2.11	2	7.2.11		2	7.2.11	1	7.2.11		2	7.2.11	1	7.2.11	1	7.2.11	
23	2	7.2.12	2	7.2.12	2	7.2.12		2	7.2.9	2	7.2.12		2	7.2.12	2	7.2.12	1	7.2.9	
24	1	7.2.11	2	7.2.11	2	7.2.11		2	7.2.2	1	7.2.11		2	7.2.11	1	7.2.11	1	7.2.11	
25	2	7.1.1	2	7.1.1	2	7.1.1		2	7.1.1	2	7.1.1		2	7.1.1	2	7.1.1	2	7.1.1	
26	1	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	1	7.1.4		3	7.1.4	1	7.1.4	1	7.1.4	
27	2	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	1	7.1.4		2	7.1.4	2	7.1.4	1	7.1.4	
28	1	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4		3	7.1.4	1	7.1.4	1	7.1.4	

Table 7.8 (continued)

*Grade 7 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj
29	2	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	1	7.1.4		3	7.1.4	1	7.1.4	1	7.1.4	
30	2	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	1	7.1.4		3	7.1.4	2	7.1.4	1	7.1.4	
31	2	7.1.4	2	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4		3	7.1.4	2	7.1.4	2	7.1.4	
32	3	7.1.4	2	7.1.4	2	7.1.4		3	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4	2	7.1.4	
33	3	7.1.1	2	7.1.1	3	7.1.1		3	7.1.7	2	7.1.4		3	7.1.7	2	7.1.5	2	7.1.1	7.1.4
34	1	7.1.4	1	7.1.4	2	7.1.4		2	7.1.11	1	7.1.4		2	7.1.4	1	7.1.4	2	7.1.4	
35	2	7.1.11	2	7.1.11	2	7.1.4		2	7.1.4	2	7.1.11		2	7.1.11	1	7.1.4	1	7.1.11	
36	2	7.2.11	2	7.2.11	2	7.2.11		2	7.2.11	1	7.2.11		2	7.2.11	1	7.2.11	1	7.2.11	
37	2	7.2.10	2	7.2.10	2	7.2.10		2	7.2.9	2	7.2.10		2	7.2.10	1	7.2.10	2	7.2.9	
38	2	7.1.4	2	7.2.2	2	7.2.2		2	7.2.2	2	7.2.2		2	7.2.10	2	7.2.2	2	7.2.2	
39	2	7.2.12	2	7.2.12	2	7.2.12		2	7.2.2	2	7.2.2		2	7.2.12	2	7.2.12	2	7.2.9	
40	1	7.2.2	2	7.2.6	2	7.2.6		2	7.2.2	2	7.2.11		2	7.2.11	2	7.2.9	1	7.2.6	
41	2	7.2.11	2	7.2.11	2	7.2.11		2	7.2.2	1	7.2.11		2	7.2.11	1	7.2.11	1	7.2.11	
42	2	7.2.10	2	7.2.10	2	7.2.9		2	7.2.9	2	7.2.10		2	7.2.9	2	7.2.9	2	7.2.9	
43	1	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	1	7.1.4		1	7.1.4	2	7.1.4	1	7.1.4	
44	2	7.1.4	1	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4		1	7.1.11	2	7.1.4	2	7.1.4	
45	2	7.1.6	1	7.1.4	2	7.1.4		2	7.1.5	1	7.1.4		2	7.1.1	2	7.1.4	2	7.1.4	
46	1	7.1.5	1	7.1.4	1	7.1.4		2	7.1.4	1	7.1.4		1	7.1.1	1	7.1.4	1	7.1.4	
47	2	7.1.4	1	7.1.4	1	7.1.4		2	7.1.4	1	7.1.4		1	7.1.1	1	7.1.4	1	7.1.4	
48	2	7.1.4	2	7.1.4	2	7.2.2		2	7.1.4	2	7.2.2		2	7.2.2	2	7.2.2	2	7.1.4	7.2.1
49	1	7.2.12	1	7.2.12	2	7.2.12		2	7.2.11	1	7.2.11		2	7.2.9	1	7.2.11	2	7.2.11	
50	2	7.1.4	2	7.2.2	2	7.2.2		2	7.2.2	2	7.2.2		2	7.2.2	2	7.2.2	2	7.2.2	
51	1	7.2.7	2	7.2.7	2	7.2.7		2	7.2.12	1	7.2.7		2	7.2.7	1	7.2.7	2	7.2.7	
52	2	7.2.10	2	7.2.10	2	7.2.9		2	7.2.9	2	7.2.9		2	7.2.10	1	7.2.9	2	7.2.9	
53	1	7.2.12	2	7.2.12	2	7.2.12		2	7.2.2	2	7.2.2		2	7.2.2	1	7.2.2	2	7.2.2	
54	2	7.2.12	2	7.2.12	2	7.2.12		2	7.2.2	2	7.2.2		2	7.2.2	1	7.2.2	2	7.2.2	
55	2	7.1.4	2	7.2.2	2	7.2.2		2	7.1.4	2	7.2.1		2	7.2.2	2	7.2.2	2	7.2.2	7.1.4
56	1	7.1.1	1	7.1.1	2	7.1.1		2	7.1.1	2	7.1.1		2	7.1.1	2	7.1.1	2	7.1.1	

Table 7.8 (continued)

*Grade 7 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj	DOK	Prim Obj	DOK	Prim Obj	DOK	Prim Obj	Sec Obj
57	2	7.1.4	2	7.1.4	2	7.1.4		2	7.1.4	2	7.1.4		2	7.1.4	1	7.1.4	2	7.1.4	
58	2	7.1.1	1	7.1.1	2	7.1.1		2	7.1.1	2	7.1.1		2	7.1.1	2	7.1.1	2	7.1.1	
59	2	7.1.4	1	7.1.4	1	7.1.4		2	7.1.4	2	7.1.4		3	7.1.4	2	7.1.4	1	7.1.4	
60	2	7.1.4	3	7.2.1	2	7.1.4		3	7.2.1	3	7.1.4		3	7.1.4	2	7.1.4	2	7.1.4	7.2.1
61	1	7.1.6	2	7.1.6	2	7.1.8		2	7.1.8	2	7.1.8		2	7.1.8	1	7.1.8	1	7.1.6	
62	2	7.1.6	2	7.1.6	2	7.1.8		2	7.1.6	2	7.1.8		2	7.1.6	2	7.1.8	1	7.1.6	
63	2	7.1.1	2	7.2.16	2	7.2.16	7.1.1	2	7.2.16	2	7.2.16		1	7.1.12	2	7.1.7	2	7.2.16	7.2.14
64	2	7.1.8	2	7.1.4	2	7.1.5		2	7.1.5	2	7.1.4		2	7.1.8	2	7.1.11	2	7.1.5	
65	2	7.1.4	3	7.2.1	1	7.1.4		3	7.2.1	2	7.1.4	7.2.1	2	7.1.4	2	7.1.4	2	7.2.1	7.1.4
66	2	7.1.9	2	7.1.5	2	7.1.8		3	7.1.5	2	7.1.5		3	7.1.4	2	7.1.5	2	7.1.4	7.1.9
67	3	7.1.8	2	7.1.5	2	7.1.4		3	7.1.4	2	7.1.4		2	7.1.1	2	7.1.8	3	7.1.4	7.1.8
68	3	7.1.8	2	7.1.5	2	7.1.5		3	7.1.5	2	7.1.4		2	7.1.4	2	7.1.5	2	7.1.4	7.1.5
69	3	7.1.6	3	7.1.6	3	7.1.11		3	7.1.5	2	7.1.4	7.1.5	3	7.1.4	2	7.1.5	2	7.2.1	7.1.4
70	2	7.1.4	3	7.2.1	2	7.1.4		3	7.2.1	3	7.2.1		2	7.1.11	3	7.1.11	3	7.2.1	7.1.4
71	1	7.2.6	2	7.2.6	2	7.2.6		2	7.2.9	1	7.2.6		2	7.2.9	1	7.2.6	1	7.2.6	
72	2	7.2.5	2	7.2.5	2	7.2.5		2	7.2.5	1	7.2.5		2	7.2.5	2	7.2.5	1	7.2.5	
73	2	7.2.14	2	7.2.16	2	7.2.16		2	7.2.14	2	7.2.14		2	7.2.16	2	7.2.16	1	7.2.14	
74	2	7.2.2	2	7.2.12	2	7.2.12		2	7.2.10	2	7.2.11		2	7.2.2	2	7.2.9	2	7.2.12	
75	2	7.2.11	3	7.2.11	2	7.2.11		2	7.2.11	3	7.2.11		2	7.2.11	2	7.2.11	2	7.2.11	

Table 7.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 7 Reading Language Arts—November 2003

47:	7.1.1	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	
48:	7.1.4	7.1.4	7.1.4	7.1.4	7.2.1	7.2.2	7.2.2	7.2.2	7.2.2
49:	7.2.9	7.2.11	7.2.11	7.2.11	7.2.11	7.2.12	7.2.12	7.2.12	
50:	7.1.4	7.2.2	7.2.2	7.2.2	7.2.2	7.2.2	7.2.2	7.2.2	
51:	7.2.7	7.2.7	7.2.7	7.2.7	7.2.7	7.2.7	7.2.7	7.2.12	
52:	7.2.9	7.2.9	7.2.9	7.2.9	7.2.9	7.2.10	7.2.10	7.2.10	
53:	7.2.2	7.2.2	7.2.2	7.2.2	7.2.2	7.2.12	7.2.12	7.2.12	
54:	7.2.2	7.2.2	7.2.2	7.2.2	7.2.2	7.2.12	7.2.12	7.2.12	
55:	7.1.4	7.1.4	7.1.4	7.2.1	7.2.2	7.2.2	7.2.2	7.2.2	7.2.2
56:	7.1.1	7.1.1	7.1.1	7.1.1	7.1.1	7.1.1	7.1.1	7.1.1	
57:	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	
58:	7.1.1	7.1.1	7.1.1	7.1.1	7.1.1	7.1.1	7.1.1	7.1.1	
59:	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	
60:	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.2.1	7.2.1	7.2.1
61:	7.1.6	7.1.6	7.1.6	7.1.8	7.1.8	7.1.8	7.1.8	7.1.8	
62:	7.1.6	7.1.6	7.1.6	7.1.6	7.1.6	7.1.8	7.1.8	7.1.8	
63:	7.1.1	7.1.1	7.1.7	7.1.12	7.2.14	7.2.16	7.2.16	7.2.16	7.2.16
64:	7.1.4	7.1.4	7.1.5	7.1.5	7.1.5	7.1.8	7.1.8	7.1.11	
65:	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.1.4	7.2.1	7.2.1	7.2.1
66:	7.1.4	7.1.4	7.1.5	7.1.5	7.1.5	7.1.5	7.1.8	7.1.9	7.1.9
67:	7.1.1	7.1.4	7.1.4	7.1.4	7.1.4	7.1.5	7.1.8	7.1.8	7.1.8
68:	7.1.4	7.1.4	7.1.4	7.1.5	7.1.5	7.1.5	7.1.5	7.1.5	7.1.8
69:	7.1.4	7.1.4	7.1.4	7.1.5	7.1.5	7.1.5	7.1.6	7.1.6	7.1.11
70:	7.1.4	7.1.4	7.1.4	7.1.11	7.1.11	7.2.1	7.2.1	7.2.1	7.2.1

Table 7.10 (continued)
Items Coded by Reviewers to Each Objective
West Virginia Grade 7 Reading Language Arts—November 2003

7.1.10:	
7.1.11:	3 3 11 11 11 34 35 35 35 35 35 44 64 69 70 70
7.1.12:	63
7.1.13:	
7.2:	
7.2.1:	11 12 12 12 13 13 48 55 60 60 60 65 65 65 65 69 70 70 70 70
7.2.2:	12 13 24 38 38 38 38 38 38 39 39 40 40 41 48 48 48 48 50 50 50 50 50
	50 50 53 53 53 53 53 54 54 54 54 54 55 55 55 55 74 74
7.2.3:	
7.2.4:	
7.2.5:	72 72 72 72 72 72 72 72
7.2.6:	40 40 40 71 71 71 71 71
7.2.7:	11 51 51 51 51 51 51
7.2.8:	
7.2.9:	5 5 5 23 23 37 37 39 40 42 42 42 42 42 49 52 52 52 52 52 71 71 74
7.2.10:	37 37 37 37 37 37 38 42 42 42 52 52 52 74
7.2.11:	6 6 6 6 6 6 6 6 11 22 22 22 22 22 22 22 24 24 24 24 24
	24 36 36 36 36 36 36 36 40 40 41 41 41 41 41 41 49 49 49 49 74
	75 75 75 75 75 75 75
7.2.12:	5 5 5 5 5 23 23 23 23 23 39 39 39 39 39 49 49 49 51 53 53 53
	54 54 54 74 74 74
7.2.13:	
7.2.14:	63 73 73 73 73
7.2.15:	
7.2.16:	63 63 63 63 63 73 73 73 73
7.2.17:	
7.2.18:	

Table 7.10 (continued)

Items Coded by Reviewers to Each Objective

West Virginia Grade 7 Reading Language Arts—November 2003

7.3:	
7.3.1:	
7.3.2:	
7.3.3:	
7.3.4:	
7.3.5:	
7.3.6:	

Table 8.1
Categorical Concurrence Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 8 Reading Language Arts–November 2003
Number of Assessment Items–75

Standards			Level by Objective			Hits		Cat. Concurr.
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	
8.1 - Reading	11	11	1	2	18	51.38	3.31	YES
			2	3	27			
			3	6	54			
8.2 - Writing	15	15.12	2	7	46	26.75	4.44	YES
			3	6	40			
			4	2	13			
8.3 - List/Speak/View	6	6	2	2	33	No Data	No Data	NO DATA
			3	4	66			
Total	32	32.12	1	2	6	78.12	4.99	
			2	12	37			
			3	16	50			
			4	2	6			

Table 8.2

*Depth-of-Knowledge Consistency Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 8 Reading Language Arts–November 2003
Number of Assessment Items–75*

Standards			Hits		Level of Item w.r.t. Standard						DOK Consistency
					% Under		% At		% Above		
Title	Goals #	Objs #	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
8.1 - Reading	11	11	51.38	3.31	50	41	48	39	2	9	YES
8.2 - Writing	15	15.12	26.75	4.44	40	44	59	44	1	5	YES
8.3 - List/Speak/View	6	6	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA
Total	32	32.12	78.12	4.99	45	42	53	42	2	8	

Table 8.3

*Range-of-Knowledge Correspondence and Balance of Representation Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 8 Reading Language Arts–November 2003
Number of Assessment Items–75*

Standards			Hits		Range of Objectives				Rng. of Know.	Balance Index				Bal. of Represent.
					# Obs Hit		% of Total			% Hits in Std/Ttl Hits		Index		
Title	Goals #	Objs #	Mean	S.D.	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
8.1 - Reading	11	11	51.38	3.31	6.38	1.22	58	11	YES	66	4	0.48	0.04	NO
8.2 - Writing	15	15.12	26.75	4.44	4.88	1.17	32	8	NO	34	4	0.62	0.11	WEAK
8.3 - List/Speak/View	6	6	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA	No Data	No Data	No Data	No Data	NO DATA
Total	32	32.12	78.12	4.99	3.75	1.41	30	16		33	16	0.37	0.11	

Table 8.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria

Eight Reviewers

West Virginia Grade 8 Reading Language Arts–November 2003

Number of Assessment Items–75

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
8.1 - Reading	YES	YES	YES	NO
8.2 - Writing	YES	YES	NO	WEAK
8.3 - List/Speak/View	NO DATA	NO DATA	NO DATA	NO DATA

Table 8.5
Source-of-Challenge Issues by Reviewer
West Virginia Grade 8 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
9	Correct answer still is not very good.
21	Poet/cook. Two right answers
	Two right answers
	Two possible right answers—a & b
	Two correct answers
46	One question (47) dependent upon 46
	Drop this item; continue right answer with stem of item #47
47	Double jeopardy being tied to #46
	Answer related to 46. Not independent.
	Item 47 is dependent on 46

Table 8.6
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 8 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
1	1	1	2	2	1	3	2	2
2	2	1	2	2	2	3	2	1
3	2	2	2	3	2	3	2	3
4	2	2	2	2	2	2	2	3
5	1	1	2	2	1	2	2	2
6	2	2	2	2	2	2	2	2
7	2	2	2	2	2	2	1	1
8	2	2	2	2	2	2	2	2
9	2	2	2	2	2	2	1	2
10	2	2	2	3	2	2	1	2
11	1	1	1	2	1	3	1	1
12	2	1	2	2	2	2	2	1
13	2	1	2	2	2	2	2	1
14	2	2	2	3	3	2	2	2
15	1	1	2	2	2	2	1	1
16	2	2	2	3	2	3	2	3
17	1	2	2	2	2	2	1	1
18	1	2	2	2	2	2	1	1
19	2	2	2	2	2	2	2	1
20	2	2	2	2	2	2	2	2
21	1	1	2	1	1	2	1	2

Table 8.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 8 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
22	2	1	2	1	2	3	2	2
23	3	2	3	2	2	2	2	3
24	1	1	2	3	2	2	2	2
25	2	2	2	2	2	2	1	2
26	1	1	3	1	2	2	1	3
27	2	1	2	1	1	1	2	1
28	2	2	2	3	2	3	2	3
29	1	1	2	2	2	2	1	1
30	2	2	2	2	2	2	2	2
31	2	2	2	2	2	2	1	1
32	2	2	2	3	2	2	2	2
33	2	1	3	2	2	2	2	2
34	3	2	3	3	2	3	2	3
35	1	2	2	3	2	2	2	3
36	3	1	2	3	2	3	2	1
37	2	1	2	3	2	2	2	3
38	2	2	2	2	2	2	3	2
39	3	1	2	2	2	2	2	2
40	2	2	2	3	2	2	3	3
41	3	2	3	3	2	3	2	3
42	2	2	2	2	2	3	2	3

Table 8.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 8 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
43	1	2	2	2	2	2	1	2
44	1	2	2	3	2	2	2	2
45	1	2	2	2	2	2	2	2
46	2	1	1	3	1	2	1	1
47	2	1	2	2	2	3	1	2
48	2	1	2	3	2	2	1	2
49	2	2	2	3	2	3	2	2
50	2	2	2	2	2	2	2	2
51	1	2	2	2	2	2	2	2
52	2	2	2	2	3	2	1	2
53	2	2	2	2	3	2	1	2
54	2	2	2	2	2	2	2	2
55	1	2	2	2	1	2	1	1
56	2	2	2	2	2	2	2	2
57	3	2	2	3	2	3	1	3
58	3	2	3	3	3	3	3	3
59	2	2	2	2	3	3	2	2
60	2	1	2	3	2	2	1	1
61	1	1	1	2	1	1	1	1
62	2	2	2	2	1	2	2	1
63	2	2	3	3	2	3	2	3

Table 8.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 8 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
64	3	3	3	3	3	3	3	3
65	2	1	2	3	2	3	1	2
66	2	1	2	2	2	2	1	1
67	2	2	2	2	2	2	1	2
68	2	2	2	3	2	2	1	2
69	1	2	2	3	2	2	2	2
70	2	2	3	3	3	3	3	3
71	2	2	2	2	2	2	2	2
72	2	2	2	2	2	2	1	1
73	2	2	2	2	2	2	1	1
74	3	2	2	2	2	2	2	2
75	2	2	2	2	2	2	2	2
Intraclass Corr Grade 8 Reading Language Arts					.788			

Table 8.7
Comments Made by Reviewers
West Virginia Grade 8 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
6	Reviewer put ? after primary objective
9	Reviewer put ? after primary objective
21	Reviewer put ? after primary objective
41	Poor huddled woman is a big distractor
47	Answer depends on correct answer in 46
	Connected to 46. Not an independent item.
48	Reviewer put ? after primary objective
51	Reviewer put Note (8.2.3) next to primary objective
62	Reviewer put question marks after primary and secondary objectives

Table 8.8

*Grade 8 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj
1	1	8.1.3		1	8.1.3		2	8.1.3		2	8.1.3	1	8.1.3		3	8.1.3	2	8.1.3	2	8.1.3	
2	2	8.1.3		1	8.1.3		2	8.1.3		2	8.1.3	2	8.1.3		3	8.1.3	2	8.1.3	1	8.1.3	
3	2	8.1.3		2	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		3	8.1.3	2	8.1.3	3	8.1.3	
4	2	8.1.3		2	8.1.3		2	8.1.3		2	8.1.3	2	8.1.3		2	8.1.3	2	8.1.3	3	8.1.3	
5	1	8.2.3		1	8.2.3		2	8.2.7		2	8.2.3	1	8.2.3		2	8.2.3	2	8.2.3	2	8.2.3	
6	2	8.2.9	8.2.3	2	8.2.9		2	8.2.7		2	8.2.3	2	8.2.9		2	8.2.3	2	8.2.9	2	8.2.8	8.2.3
7	2	8.2.3		2	8.2.3		2	8.2.7		2	8.2.3	2	8.2.3		2	8.2.3	1	8.2.7	1	8.2.3	
8	2	8.1.3		2	8.2.3		2	8.2.3		2	8.2.3	2	8.2.1		2	8.2.3	2	8.2.3	2	8.2.3	
9	2	8.2.7		2	8.2.8		2	8.2.7		2	8.2.7	2	8.2.9		2	8.2.7	1	8.2.9	2	8.2.8	8.2.7
10	2	8.1.3		2	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		2	8.1.3	1	8.1.3	2	8.1.3	
11	1	8.1.3		1	8.1.3		1	8.1.3		2	8.1.3	1	8.1.3		3	8.1.3	1	8.1.3	1	8.1.3	
12	2	8.1.3		1	8.1.3		2	8.1.3		2	8.1.3	2	8.1.3		2	8.1.3	2	8.1.3	1	8.1.3	
13	2	8.1.5		1	8.1.5		2	8.1.5		2	8.1.5	2	8.1.5		2	8.1.5	2	8.1.5	1	8.1.5	
14	2	8.1.5		2	8.1.4		2	8.1.4		3	8.1.4	3	8.1.4	8.1.5	2	8.1.5	2	8.1.5	2	8.1.4	
15	1	8.1.11		1	8.1.11		2	8.1.11		2	8.1.11	2	8.1.11		2	8.1.11	1	8.1.11	1	8.1.11	
16	2	8.1.3		2	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		3	8.1.3	2	8.1.3	3	8.1.3	
17	1	8.2.3		2	8.2.3		2	8.2.7		2	8.2.3	2	8.2.3		2	8.2.7	1	8.2.3	1	8.2.3	
18	1	8.2.3		2	8.2.3		2	8.2.7		2	8.2.3	2	8.2.3		2	8.2.3	1	8.2.3	1	8.2.3	
19	2	8.2.9		2	8.2.3		2	8.2.9		2	8.2.3	2	8.2.9		2	8.2.7	2	8.2.9	1	8.2.3	
20	2	8.1.3		2	8.2.3		2	8.2.3		2	8.1.3	2	8.2.2		2	8.2.3	2	8.2.3	2	8.2.3	
21	1	8.1.3		1	8.1.3		2	8.1.3		1	8.1.3	1	8.1.3		2	8.1.3	1	8.1.3	2	8.1.7	8.1.8
22	2	8.1.3		1	8.1.3		2	8.1.3		1	8.1.3	2	8.1.3		3	8.1.3	2	8.1.3	2	8.1.3	
23	3	8.1.8		2	8.1.3		3	8.1.1		2	8.1.1	2	8.1.8		2	8.1.7	2	8.1.8	3	8.1.7	
24	1	8.1.3		1	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		2	8.1.3	2	8.1.3	2	8.1.3	
25	2	8.1.5		2	8.1.3		2	8.1.3		2	8.1.3	2	8.1.3		2	8.1.5	1	8.1.3	2	8.1.3	
26	1	8.1.3		1	8.1.3		3	8.1.3		1	8.1.3	2	8.1.3		2	8.1.6	1	8.1.3	3	8.1.3	
27	2	8.1.3		1	8.1.3		2	8.1.3		1	8.1.3	1	8.1.3		1	8.1.3	2	8.1.3	1	8.1.3	
28	2	8.1.3		2	8.1.3		2	8.1.3		3	8.1.4	2	8.1.3		3	8.1.3	2	8.1.3	3	8.1.3	

Table 8.8 (continued)

*Grade 8 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj
29	1	8.2.3		1	8.2.3		2	8.2.7		2	8.2.3	2	8.2.3		2	8.2.3	1	8.2.3	1	8.2.3	
30	2	8.1.3		2	8.2.3		2	8.2.3		2	8.1.3	2	8.2.2		2	8.2.3	2	8.2.3	2	8.2.3	
31	2	8.2.9		2	8.2.3		2	8.2.9		2	8.2.3	2	8.2.9		2	8.2.7	1	8.2.9	1	8.2.3	8.2.7
32	2	8.2.9		2	8.2.9		2	8.2.3		3	8.1.3	2	8.2.2		2	8.1.1	2	8.2.3	2	8.2.3	
33	2	8.1.3		1	8.1.3		3	8.1.7	8.1.4	2	8.1.3	2	8.1.1		2	8.1.1	2	8.1.5	2	8.1.3	
34	3	8.1.8		2	8.1.3		3	8.1.3		3	8.1.4	2	8.1.8	8.1.4	3	8.1.3	2	8.1.4	3	8.1.3	
35	1	8.1.3		2	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		2	8.1.3	2	8.1.3	3	8.1.1	8.1.3
36	3	8.1.3		1	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		3	8.1.3	2	8.1.3	1	8.1.3	8.1.1
37	2	8.1.3		1	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		2	8.1.3	2	8.1.3	3	8.1.3	
38	2	8.1.8		2	8.1.3		2	8.1.3		2	8.1.3	2	8.1.3		2	8.1.3	3	8.1.5	2	8.1.3	
39	3	8.1.7	8.1.5	1	8.1.3		2	8.1.3		2	8.1.3	2	8.1.5		2	8.1.7	2	8.1.5	2	8.1.5	
40	2	8.1.8		2	8.1.3		2	8.1.3		3	8.1.4	2	8.1.1		2	8.1.3	3	8.1.4	3	8.1.7	
41	3	8.1.3		2	8.1.3		3	8.1.3		3	8.1.6	2	8.1.5		3	8.1.4	2	8.2.15	3	8.1.6	
42	2	8.1.3		2	8.1.3		2	8.1.3		2	8.1.3	2	8.1.4		3	8.1.4	2	8.1.4	3	8.1.3	
43	1	8.1.11		2	8.1.11		2	8.1.1		2	8.1.11	2	8.1.11		2	8.1.11	1	8.1.11	2	8.1.1	
44	1	8.1.3		2	8.2.4		2	8.2.3		3	8.1.3	2	8.2.2		2	8.1.3	2	8.2.3	2	8.1.3	8.2.4
45	1	8.2.7		2	8.2.9		2	8.2.7		2	8.2.3	2	8.2.7		2	8.2.7	2	8.2.9	2	8.2.7	
46	2	8.1.3		1	8.1.3		1	8.1.3		3	8.1.3	1	8.1.3		2	8.1.6	1	8.1.3	1	8.1.3	
47	2	8.1.3		1	8.1.3		2	8.1.3		2	8.1.3	2	8.1.3		3	8.1.3	1	8.1.3	2	8.1.6	
48	2	8.1.6		1	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		2	8.1.3	1	8.1.3	2	8.1.6	8.1.3
49	2	8.1.3		2	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		3	8.1.3	2	8.1.4	2	8.1.3	
50	2	8.2.9		2	8.2.8		2	8.2.7		2	8.2.3	2	8.2.7		2	8.2.7	2	8.2.9	2	8.2.7	8.2.3
51	1	8.2.3		2	8.2.8		2	8.2.3		2	8.2.3	2	8.2.3		2	8.2.5	2	8.2.9	2	8.2.7	8.2.3
52	2	8.1.3		2	8.2		2	8.2.3		2	8.1.3	3	8.2.2		2	8.2.3	1	8.2.3	2	8.2.3	
53	2	8.1.3		2	8.2		2	8.2.3		2	8.1.3	3	8.2.3		2	8.2.3	1	8.2.3	2	8.2.3	
54	2	8.2.3		2	8.2.3		2	8.2.3		2	8.2.3	2	8.2.9		2	8.2.7	2	8.2.9	2	8.2.3	8.2.8
55	1	8.2.3		2	8.2.3		2	8.2.3		2	8.2.3	1	8.2.3		2	8.2.7	1	8.2.3	1	8.2.3	
56	2	8.1.5		2	8.1.5		2	8.1.5		2	8.1.5	2	8.1.5		2	8.1.5	2	8.1.5	2	8.1.5	

Table 8.8 (continued)

*Grade 8 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj
57	3	8.1.2	8.1.8	2	8.1.3		2	8.1.4		3	8.1.3	2	8.1.3		3	8.1.1	1	8.1.2	3	8.1.3	
58	3	8.1.3		2	8.1.3		3	8.1.4		3	8.1.3	3	8.1.3		3	8.1.3	3	8.1.4	3	8.1.3	
59	2	8.1.4		2	8.1.4		2	8.1.7		2	8.1.3	3	8.1.3		3	8.1.3	2	8.1.3	2	8.1.3	
60	2	8.1.5		1	8.1.5		2	8.1.5		3	8.1.5	2	8.1.8		2	8.1.5	1	8.1.5	1	8.1.5	
61	1	8.1.3		1	8.1.3		1	8.1.3		2	8.1.3	1	8.1.3		1	8.1.3	1	8.1.3	1	8.1.3	
62	2	8.1.5		2	8.1.5		2	8.1.3		2	8.1.3	1	8.1.5		2	8.1.5	2	8.1.3	1	8.1.5	8.1.3
63	2	8.1.6		2	8.1.3		3	8.1.3		3	8.1.4	2	8.1.3		3	8.1.3	2	8.1.3	3	8.1.3	
64	3	8.1.3		3	8.1.3	8.2.2	3	8.1.3		3	8.2.2	3	8.2.1		3	8.1.3	3	8.2.2	3	8.2.3	8.1.3
65	2	8.1.3		1	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		3	8.1.3	1	8.1.3	2	8.1.3	
66	2	8.1.5		1	8.1.5		2	8.1.5		2	8.1.5	2	8.1.5		2	8.1.5	1	8.1.5	1	8.1.7	
67	2	8.1.3		2	8.1.3		2	8.1.3		2	8.1.3	2	8.1.3		2	8.1.3	1	8.1.3	2	8.1.3	
68	2	8.1.3		2	8.1.5		2	8.1.3		3	8.1.3	2	8.1.5		2	8.1.5	1	8.1.3	2	8.1.3	
69	1	8.1.3		2	8.1.3		2	8.1.3		3	8.1.3	2	8.1.3		2	8.1.3	2	8.1.3	2	8.1.3	
70	2	8.1.3		2	8.1.3	8.2.2	3	8.1.3	8.1.4	3	8.2.2	3	8.2.1		3	8.1.3	3	8.2.2	3	8.2.3	8.1.6
71	2	8.2.9		2	8.2.3		2	8.2.7		2	8.2.3	2	8.2.9		2	8.2.7	2	8.2.7	2	8.2.7	8.2.3
72	2	8.2.9		2	8.2.3		2	8.2.7		2	8.2.3	2	8.2.9		2	8.2.3	1	8.2.7	1	8.2.9	
73	2	8.2.9		2	8.2.3		2	8.2.3		2	8.2.3	2	8.2.7		2	8.2.3	1	8.2.9	1	8.2.9	
74	3	8.2.7		2	8.2.3		2	8.2.3		2	8.2.3	2	8.2.7		2	8.2.3	2	8.2.9	2	8.2.9	8.2.7
75	2	8.2.5		2	8.2.3		2	8.2.5		2	8.2.5	2	8.2.5		2	8.2.5	2	8.2.5	2	8.2.5	

Table 8.9
Objectives Coded to Each Item by Reviewers
West Virginia Grade 8 Reading Language Arts—November 2003

	Low				Medium				High			
	8				8.333333				11			
1:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3				
2:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3				
3:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3				
4:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3				
5:	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.7				
6:	8.2.3	8.2.3	8.2.3	8.2.3	8.2.7	8.2.8	8.2.9	8.2.9	8.2.9	8.2.9		
7:	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.7	8.2.7				
8:	8.1.3	8.2.1	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3				
9:	8.2.7	8.2.7	8.2.7	8.2.7	8.2.7	8.2.8	8.2.8	8.2.9	8.2.9			
10:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3				
11:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3				
12:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3				
13:	8.1.5	8.1.5	8.1.5	8.1.5	8.1.5	8.1.5	8.1.5	8.1.5				
14:	8.1.4	8.1.4	8.1.4	8.1.4	8.1.4	8.1.5	8.1.5	8.1.5	8.1.5			
15:	8.1.11	8.1.11	8.1.11	8.1.11	8.1.11	8.1.11	8.1.11	8.1.11				
16:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3				
17:	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.7	8.2.7				
18:	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3	8.2.7				
19:	8.2.3	8.2.3	8.2.3	8.2.7	8.2.9	8.2.9	8.2.9	8.2.9				
20:	8.1.3	8.1.3	8.2.2	8.2.3	8.2.3	8.2.3	8.2.3	8.2.3				
21:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.7	8.1.8			
22:	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3	8.1.3				

Table 8.10
Items Coded by Reviewers to Each Objective
West Virginia Grade 8 Reading Language Arts—November 2003

Low		Medium		High
0		17.36111		281

root:																																						
8.1:																																						
8.1.1:	23	23	32	33	33	35	36	40	43	43	57																											
8.1.2:	57	57																																				
8.1.3:	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4						
	8	10	10	10	10	10	10	10	10	11	11	11	11	11	11	11	12	12	12	12	12	12	12	12	16	16	16	16	16	16	16							
	16	20	20	21	21	21	21	21	21	21	22	22	22	22	22	22	22	22	23	24	24	24	24	24	24	24	24	25	25	25	25	25						
	25	26	26	26	26	26	26	26	27	27	27	27	27	27	27	27	28	28	28	28	28	28	28	30	30	32	33	33	33	33	34	34						
	34	34	35	35	35	35	35	35	35	35	36	36	36	36	36	36	36	36	37	37	37	37	37	37	37	37	37	38	38	38	38	38	38					
	39	39	39	40	40	40	41	41	41	42	42	42	42	42	44	44	44	44	46	46	46	46	46	46	46	47	47	47	47	47	47	47						
	48	48	48	48	48	48	48	49	49	49	49	49	49	49	49	52	52	53	53	57	57	57	57	58	58	58	58	58	58	59	59	59	59					
	59	61	61	61	61	61	61	61	61	62	62	62	62	63	63	63	63	63	63	64	64	64	64	64	65	65	65	65	65	65	65	65						
8.1.4:	14	14	14	14	14	28	33	34	34	34	40	40	41	42	42	42	49	57	58	58	59	59	63	70														
8.1.5:	13	13	13	13	13	13	13	13	14	14	14	14	25	25	33	38	39	39	39	39	41	56	56	56	56	56	56	56	56	56	60	60	60					
	60	60	60	60	62	62	62	62	62	66	66	66	66	66	66	66	68	68	68																			
8.1.6:	26	41	41	46	47	48	48	63	70																													
8.1.7:	21	23	23	33	39	39	40	59	66																													
8.1.8:	21	23	23	23	34	34	38	40	57	60																												
8.1.9:																																						
8.1.10:																																						
8.1.11:	15	15	15	15	15	15	15	15	43	43	43	43	43	43																								
8.2:	52	53																																				
8.2.1:	8	64	70																																			

Table 10.1

Categorical Concurrence Between Standards and Assessment as Rated by Eight Reviewers

West Virginia Grade 10 Reading Language Arts–November 2003

Number of Assessment Items–80

Standards			Level by Objective			Hits		Cat. Concurr.
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	
10.1 - Reading	12	12.12	1	1	8	50.25	5.91	YES
			2	5	41			
			3	4	33			
			4	2	16			
10.2 - Writing	20	20	1	2	10	33	5.59	YES
			2	7	35			
			3	11	55			
10.3 - List/Speak/View	5	5	2	3	60	No Data	No Data	NO DATA
			3	2	40			
Total	37	37.12	1	3	8	83.25	9.73	
			2	15	40			
			3	17	45			
			4	2	5			

Table 10.2

*Depth-of-Knowledge Consistency Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 10 Reading Language Arts–November 2003
Number of Assessment Items–80*

Standards			Hits		Level of Item w.r.t. Standard						DOK Consistency
					% Under		% At		% Above		
Title	Goals #	Objs #	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
10.1 - Reading	12	12.12	50.25	5.91	76	34	23	33	1	4	NO
10.2 - Writing	20	20	33	5.59	44	46	48	45	9	26	YES
10.3 - List/Speak/View	5	5	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA
Total	37	37.12	83.25	9.73	61	43	34	41	5	18	

Table 10.3

*Range-of-Knowledge Correspondence and Balance of Representation Between Standards and Assessment as Rated by Eight Reviewers
West Virginia Grade 10 Reading Language Arts–November 2003
Number of Assessment Items–80*

Standards			Hits		Range of Objectives				Rng. of Know.	Balance Index				Bal. of Represent.
					# Obs Hit		% of Total			% Hits in Std/Ttl Hits		Index		
Title	Goals #	Obs #	Mean	S.D.	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
10.1 - Reading	12	12.12	50.25	5.91	6.62	0.99	55	8	YES	60	4	0.56	0.04	NO
10.2 - Writing	20	20	33	5.59	5.5	2	28	10	NO	40	4	0.59	0.09	NO
10.3 - List/Speak/View	5	5	No Data	No Data	No Data	No Data	No Data	No Data	NO DATA	No Data	No Data	No Data	No Data	NO DATA
Total	37	37.12	83.25	9.73	4.04	1.68	27	16		33	11	0.38	0.07	

Table 10.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria

Eight Reviewers

West Virginia Grade 10 Reading Language Arts–November 2003

Number of Assessment Items–80

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
10.1 - Reading	YES	NO	YES	NO
10.2 - Writing	YES	YES	NO	NO
10.3 - List/Speak/View	NO DATA	NO DATA	NO DATA	NO DATA

Table 10.5

Source-of-Challenge Issues by Reviewer

West Virginia Grade 10 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
35	Requires finding sentence that doesn't belong, then replacing.
52	Is the pix from the movie too much of a distractor?
66	Where is the comma I learned in secretarial classes?
78	Why are we testing this skill? How does it impact WRITING?
80	How many points is this worth?

Table 10.6
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 10 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
1	2	2	2	2	2	2	2	2
2	1	1	2	2	2	2	2	1
3	3	2	2	2	2	2	2	2
4	2	1	2	2	1	2	2	2
5	2	1	2	2	2	3	2	2
6	3	2	2	2	2	2	2	3
7	2	2	2	2	1	2	1	2
8	2	2	2	2	2	2	2	2
9	1	2	2	2	1	2	1	1
10	1	2	2	2	1	2	2	1
11	2	2	2	2	2	2	1	2
12	3	2	2	2	2	2	2	2
13	2	2	2	2	1	2	1	2
14	2	2	2	3	2	3	2	2
15	1	1	1	2	1	2	2	1
16	2	2	2	2	2	2	2	2
17	1	2	2	2	2	2	1	1
18	3	2	3	2	2	3	2	3
19	1	2	2	2	1	2	1	2
20	2	2	2	2	2	2	1	2
21	1	2	3	2	1	2	2	2

Table 10.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 10 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
22	2	2	3	2	1	2	2	2
23	1	1	1	2	2	1	2	1
24	2	1	2	2	2	1	2	2
25	2	2	2	2	2	2	2	2
26	2	2	2	2	2	2	1	3
27	2	1	1	2	1	2	2	1
28	2	1	1	2	1	2	1	2
29	2	1	1	2	2	2	2	2
30	3	2	3	2	2	3	2	2
31	3	2	3	2	3	2	3	2
32	2	2	2	2	2	2	2	2
33	2	2	2	2	2	2	2	2
34	1	2	2	2	1	2	2	2
35	3	2	2	2	2	2	2	3
36	1	2	2	2	1	2	1	2
37	2	2	2	2	1	2	1	2
38	2	2	2	2	1	2	2	2
39	2	2	2	2	1	2	2	2
40	2	2	2	2	1	2	2	2
41	1	2	2	2	1	2	2	2
42	2	2	2	2	1	2	1	1

Table 10.6 (continued)
Depth-of-Knowledge Levels by Item and Reviewers
Intraclass Correlation
West Virginia Grade 10 Reading Language Arts–November 2003

Item	Rater One	Rater Two	Rater Three	Rater Four	Rater Five	Rater Six	Rater Seven	Rater Eight
64	2	3	3	3	3	3	2	2
65	3	3	3	3	3	3	2	2
66	2	2	2	2	1	2	1	1
67	1	2	2	2	1	2	1	2
68	2	2	2	2	2	2	2	3
69	3	2	3	2	2	2	2	4
70	2	1	2	2	1	2	2	2
71	2	2	2	2	2	2	2	1
72	3	3	2	3	3	2	3	3
73	1	1	1	1	1	2	1	1
74	2	2	1	2	1	2	2	2
75	1	2	2	2	2	2	1	2
76	3	2	2	2	1	2	1	2
77	2	3	1	3	1	3	1	3
78	2	1	2	1	1	2	1	1
79	1	1	2	2	1	2	1	1
80	2	2	2	2	1	2	1	2
Intraclass Corr Grade 10 Reading Language Arts					.764			

Table 10.7

Comments Made by Reviewers

West Virginia Grade 10 Reading Language Arts–November 2003

Item Number	Comments by Reviewer
14	Reviewer put question mark after secondary objective
21	#21 & #22: Could NIGHT be bolded or highlighted in #21? Could SUN be bolded or highlighted in #22?
45	45-50: Very challenging to read; I can imagine all but the best students being impatient and reluctant to even tackle the excerpt.
64	Reviewer put question mark after secondary objective
	Not really text-dependent

Table 10.8

*Grade 10 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj
1	2	10.1.7		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7	2	10.1.4	
2	1	10.1.7		1	10.1.7	2	10.1.4		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7	1	10.1.4	
3	3	10.1.7		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7	2	10.1.4	
4	2	10.1.7		1	10.1.7	2	10.1.4		2	10.1.4	1	10.1.7		2	10.1.7	2	10.1.7	2	10.1.4	
5	2	10.1.7		1	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7		3	10.1.7	2	10.1.7	2	10.1.4	
6	3	10.1.4		2	10.1.7	2	10.1.4		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7	3	10.1.4	
7	2	10.2.9		2	10.2.9	2	10.2.20		2	10.2.9	1	10.2.9		2	10.2.9	1	10.2.20	2	10.2.7	
8	2	10.2.20		2	10.2.9	2	10.2.20		2	10.2.9	2	10.2.9		2	10.2.9	2	10.2.9	2	10.2.7	
9	1	10.2.19		2	10.2.9	2	10.2.19		2	10.2.19	1	10.2.18		2	10.2.9	1	10.2.9	1	10.2.18	
10	1	10.2.9		2	10.2.9	2	10.2.9		2	10.2.9	1	10.2.9		2	10.2.9	2	10.2.9	1	10.2.9	
11	2	10.2.20		2	10.2.9	2	10.2.9		2	10.1.4	2	10.2.9		2	10.2.9	1	10.2.9	2	10.2.5	10.2.9
12	3	10.1.7		2	10.2.9	2	10.2.9		2	10.1.4	2	10.2.9		2	10.2.9	2	10.2.9	2	10.1.7	
13	2	10.2.20		2	10.2.9	2	10.2.20		2	10.2.9	1	10.2.9		2	10.2.9	1	10.2.9	2	10.2.9	10.2.7
14	2	10.1.6		2	10.1.6	2	10.1.7	10.1.6	3	10.1.6	2	10.1.6		3	10.1.6	2	10.1.6	2	10.1.7	10.1.6
15	1	10.1.7		1	10.1.7	1	10.1.4		2	10.1.4	1	10.1.7		2	10.1.7	2	10.1.7	1	10.1.7	
16	2	10.1.7		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.5	2	10.1.4	10.1.7
17	1	10.1.7		2	10.1.7	2	10.1.7		2	10.1.4	2	10.1.7		2	10.1.7	1	10.1.7	1	10.1.4	10.1.7
18	3	10.1.7		2	10.1.7	3	10.1.7		2	10.1.7	2	10.1.7		3	10.1.7	2	10.1.7	3	10.1.7	10.1.4
19	1	10.2.20		2	10.2.9	2	10.2.20		2	10.2.9	1	10.2.9		2	10.2.9	1	10.2.9	2	10.2.9	
20	2	10.1.7		2	10.2.9	2	10.2.9		2	10.1.4	2	10.2.9		2	10.2.9	1	10.2.9	2	10.2.5	
21	1	10.1.8		2	10.1.8	3	10.1.8		2	10.1.8	1	10.1.8		2	10.1.7	2	10.1.8	2	10.1.8	
22	2	10.1.8		2	10.1.8	3	10.1.8		2	10.1.8	1	10.1.8		2	10.1.8	2	10.1.8	2	10.1.8	
23	1	10.1.8		1	10.1.4	1	10.1.4		2	10.1.7	2	10.1.4		1	10.1.4	2	10.1.8	1	10.1.4	
24	2	10.1.8		1	10.1.8	2	10.1.8		2	10.1.8	2	10.1.8		1	10.1.8	2	10.1.8	2	10.1.8	
25	2	10.1.6	10.1.7	2	10.1.6	2	10.1.7		2	10.1.6	2	10.1.7		2	10.1.6	2	10.1.7	2	10.1.7	
26	2	10.1.7		2	10.1.4	2	10.1.4		2	10.1.4	2	10.1.7		2	10.1.7	1	10.1.7	3	10.1.7	10.1.4
27	2	10.1.7		1	10.1.4	1	10.1.4		2	10.1.7	1	10.1.7		2	10.1.7	2	10.1.7	1	10.1.7	
28	2	10.1.7		1	10.1.4	1	10.1.4		2	10.1.4	1	10.1.7		2	10.1.7	1	10.1.7	2	10.1.7	

Table 10.8 (continued)

Grade 10 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis

It #	DOK	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	Sec Obj
29	2	10.1.7		1	10.1.4	1	10.1.4		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7	2	10.1.7		
30	3	10.1.5		2	10.1.7	3	10.1.7		2	10.1.7	2	10.1.5		3	10.1.7	2	10.1.5	2	10.1.5		
31	3	10.1.7		2	10.1.7	3	10.1.7		2	10.1.7	3	10.1.7		2	10.1.7	3	10.1.7	2	10.1.4	10.1.7	
32	2	10.2.20		2	10.2.9	2	10.2.6	10.2.20	2	10.2.9	2	10.2.5		2	10.2.6	2	10.2.20	2	10.2.9		
33	2	10.1.7		2	10.2.9	2	10.2.9		2	10.2.9	2	10.2.9		2	10.2.9	2	10.2.9	2	10.2.5	10.2.4	
34	1	10.2.19		2	10.2.9	2	10.2.19		2	10.2.9	1	10.2.5		2	10.2.19	2	10.2.20	2	10.2.9		
35	3	10.1.7		2	10.2.9	2	10.2.9		2	10.2.9	2	10.2.9		2	10.2.9	2	10.2.9	3	10.2.9	10.2.5	10.2.4
36	1	10.2.19		2	10.2.9	2	10.2.19		2	10.2.9	1	10.2.9		2	10.2.19	1	10.2.18	2	10.2.19		
37	2	10.2.9		2	10.2.20	2	10.2.9		2	10.2.9	1	10.2.9		2	10.2.6	1	10.2.9	2	10.2.9		
38	2	10.2.8		2	10.2.20	2	10.2.6		2	10.2.9	1	10.2.9		2	10.2.6	2	10.2.20	2	10.2.6	10.2.9	
39	2	10.2.20		2	10.2.9	2	10.2.6	10.2.20	2	10.2.9	1	10.2.9		2	10.2.6	2	10.2.20	2	10.2.20		
40	2	10.2.8		2	10.2.6	2	10.2.6		2	10.2.9	1	10.2.9		2	10.2.6	2	10.2.20	2	10.2.6		
41	1	10.2.9		2	10.2.9	2	10.2.9		2	10.2.9	1	10.2.20		2	10.2.18	2	10.2.20	2	10.2.9		
42	2	10.2.9		2	10.2.20	2	10.2.9		2	10.2.9	1	10.2.9		2	10.2.9	1	10.2.9	1	10.2.9		
43	2	10.2.20		2	10.2.9	2	10.2.20	10.2.6	2	10.2.9	1	10.2.20		2	10.2.6	2	10.2.20	3	10.2.20	10.2.7	
44	2	10.1.7		2	10.2.9	2	10.2.9		2	10.2.9	2	10.2.9		2	10.2.6	2	10.2.9	3	10.2.5		
45	2	10.1.7		3	10.1.7	3	10.1.4		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7	3	10.1.7	10.1.4	
46	3	10.1.8		2	10.1.8	2	10.1.8		2	10.1.8	2	10.1.8		2	10.1.8	2	10.1.8	2	10.1.8		
47	2	10.1.7		3	10.1.7	2	10.1.7		3	10.1.7	2	10.1.7		2	10.1.7	1	10.1.7	2	10.1.4	10.1.7	
48	2	10.1.1		2	10.1.1	3	10.1.7		2	10.1.7	2	10.1.4		3	10.1.1	2	10.1.4	3	10.1.1	10.1.4	
49	2	10.1.2		2	10.1.2	3	10.1.7		2	10.1.2	2	10.1.2		1	10.1.7	2	10.1.2	2	10.1.7	10.1.4	
50	3	10.1.4		2	10.1.1	2	10.1.4		2	10.1.1	2	10.1.7		2	10.1.7	1	10.1.7	2	10.1.1	10.1.4	
51	1	10.2.20		2	10.2.20	2	10.2.20		2	10.2.9	2	10.2.20		2	10.2.9	2	10.2.20	2	10.2.20		
52	1	10.1.7		2	10.1.7	2	10.1.4		2	10.1.7	1	10.1.7		2	10.1.7	1	10.1.7	3	10.1.7		
53	2	10.1.5		2	10.1.5	2	10.1.5		2	10.1.5	2	10.1.5		2	10.1.5	2	10.1.5	2	10.1.5		
54	2	10.1.7		2	10.1.7	2	10.1.4		2	10.1.7	2	10.1.7		3	10.1.7	2	10.1.7	3	10.1.7		
55	2	10.1.7		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7	3	10.1.7		
56	2	10.1.7		2	10.1.7	2	10.1.4		2	10.1.7	2	10.1.7		2	10.1.7	2	10.1.7	2	10.1.7		

Table 10.8 (continued)

*Grade 10 Reading Language Arts Assessment Items by Depth-of-Knowledge Level and Objective for Each of Eight Reviewers
West Virginia Alignment Analysis*

It #	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	D O K	Prim Obj	Sec Obj	D O K	Prim Obj	Sec Obj	Sec Obj
57	3	10.1.7		2	10.1.8	3	10.1.4		2	10.1.7	2	10.1.4	10.1.7	2	10.1.7	2	10.1.7	10.1.4	3	10.1.7	10.1.2	
58	2	10.2.9		2	10.2.20	2	10.2.20		2	10.2.9	2	10.2.20		2	10.2.9	2	10.2.20		2	10.2.20		
59	1	10.2.9		2	10.2.20	2	10.2.9		2	10.2.9	2	10.2.20		2	10.2.18	2	10.2.20		2	10.2.9		
60	1	10.1.7		2	10.2.4	2	10.2.9		3	10.1.6	2	10.2.4		2	10.2.9	2	10.2.9		3	10.2.4		
61	2	10.1.6		2	10.1.7	2	10.1.7		2	10.1.6	2	10.1.6		3	10.1.7	1	10.1.6		2	10.1.6		
62	2	10.1.7		2	10.1.7	2	10.1.4		2	10.1.7	2	10.1.6		2	10.1.7	2	10.1.6		2	10.1.4	10.1.7	
63	2	10.1.8		2	10.1.8	2	10.1.8		2	10.1.8	2	10.1.8		2	10.1.8	2	10.1.8		2	10.1.8		
64	2	10.1.7		3	10.2.4	3	10.1.7		3	10.1.4	3	10.2.3		3	10.1.7	2	10.1.7		2	10.1.4	10.2.3	
65	3	10.1.7		3	10.2.4	3	10.1.7		3	10.1.7	3	10.1.6		3	10.1.8	2	10.1.6		2	10.1.4		
66	2	10.2.9		2	10.2.9	2	10.2.9		2	10.2.9	1	10.2.9		2	10.2.9	1	10.2.9		1	10.2.9		
67	1	10.2.9		2	10.2.9	2	10.2.9	10.2.19	2	10.2.19	1	10.2.9		2	10.2.18	1	10.2.9		2	10.2.9		
68	2	10.2.9		2	10.2.20	2	10.2.6		2	10.2.9	2	10.2.20		2	10.2.6	2	10.2.20		3	10.2.20	10.2.6	
69	3	10.1.7		2	10.1.7	3	10.1.7		2	10.1.7	2	10.1.7		2	10.1.5	2	10.1.8		4	10.1.7	10.1.5	
70	2	10.1.5		1	10.1.5	2	10.1.5		2	10.1.10	1	10.1.5		2	10.1.5	2	10.1.5		2	10.1.5		
71	2	10.1.8		2	10.1.8	2	10.1.8		2	10.1.8	2	10.1.8		2	10.1.8	2	10.1.8		1	10.1.8		
72	3	10.1.7		3	10.2.4	2	10.1.4		3	10.1.7	3	10.1.7		2	10.1.7	3	10.1.7		3	10.1.7	10.2.4	10.2.5
73	1	10.1.7		1	10.1.7	1	10.1.4		1	10.1.4	1	10.1.7		2	10.1.7	1	10.1.7		1	10.1.7		
74	2	10.1.5		2	10.1.5	1	10.1.5		2	10.1.5	1	10.1.5		2	10.1.5	2	10.1.5		2	10.1.5		
75	1	10.1.2		2	10.1.7	2	10.1.4		2	10.1.2	2	10.2.10		2	10.1.4	1	10.2.10		2	10.1.2	10.1	
76	3	10.1.8		2	10.1.8	2	10.1.8		2	10.1.8	1			2	10.1.8	1			2	10.1.8		
77	2	10.1.7		3	10.2.4	1	10.1.4		3	10.1.7	1			3	10.1.7	1			3	10.2.3	10.2.4	10.2.5
78	2	10.2.17		1	10.2.16	2	10.2.17		1	10.2.17	1			2	10.2.16	1			1	10.2.17		
79	1	10.2.9		1	10.2.9	2	10.2.6		2	10.2.9	1			2	10.2.6	1			1	10.2.6		
80	2	10.2.9		2	10.2.9	2	10.2.9		2	10.2.9	1			2	10.2.9	1			2	10.2.9		

Table 10.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 10 Reading Language Arts—November 2003

47:	10.1.4	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7			
48:	10.1.1	10.1.1	10.1.1	10.1.1	10.1.4	10.1.4	10.1.4	10.1.7	10.1.7			
49:	10.1.2	10.1.2	10.1.2	10.1.2	10.1.2	10.1.4	10.1.7	10.1.7	10.1.7			
50:	10.1.1	10.1.1	10.1.1	10.1.4	10.1.4	10.1.4	10.1.7	10.1.7	10.1.7			
51:	10.2.9	10.2.9	10.2.20	10.2.20	10.2.20	10.2.20	10.2.20	10.2.20				
52:	10.1.4	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7				
53:	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5				
54:	10.1.4	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7				
55:	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7				
56:	10.1.4	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7				
57:	10.1.2	10.1.4	10.1.4	10.1.4	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.8	
58:	10.2.9	10.2.9	10.2.9	10.2.20	10.2.20	10.2.20	10.2.20	10.2.20				
59:	10.2.9	10.2.9	10.2.9	10.2.9	10.2.18	10.2.20	10.2.20	10.2.20				
60:	10.1.6	10.1.7	10.2.4	10.2.4	10.2.4	10.2.9	10.2.9	10.2.9				
61:	10.1.6	10.1.6	10.1.6	10.1.6	10.1.6	10.1.7	10.1.7	10.1.7				
62:	10.1.4	10.1.4	10.1.6	10.1.6	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7			
63:	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8				
64:	10.1.4	10.1.4	10.1.7	10.1.7	10.1.7	10.1.7	10.2.3	10.2.3	10.2.4			
65:	10.1.4	10.1.6	10.1.6	10.1.7	10.1.7	10.1.7	10.1.8	10.2.4				
66:	10.2.9	10.2.9	10.2.9	10.2.9	10.2.9	10.2.9	10.2.9	10.2.9				
67:	10.2.9	10.2.9	10.2.9	10.2.9	10.2.9	10.2.9	10.2.18	10.2.19	10.2.19			
68:	10.2.6	10.2.6	10.2.6	10.2.9	10.2.9	10.2.20	10.2.20	10.2.20	10.2.20			
69:	10.1.5	10.1.5	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.8			
70:	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5	10.1.10				

Table 10.9 (continued)
Objectives Coded to Each Item by Reviewers
West Virginia Grade 10 Reading Language Arts—November 2003

71:	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8		
72:	10.1.4	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.2.4	10.2.4	10.2.5
73:	10.1.4	10.1.4	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7	10.1.7		
74:	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5	10.1.5		
75:	10.1	10.1.2	10.1.2	10.1.2	10.1.4	10.1.4	10.1.7	10.2.10	10.2.10	
76:	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8	10.1.8				
77:	10.1.4	10.1.7	10.1.7	10.1.7	10.2.3	10.2.4	10.2.4	10.2.5		
78:	10.2.16	10.2.16	10.2.17	10.2.17	10.2.17	10.2.17				
79:	10.2.6	10.2.6	10.2.6	10.2.9	10.2.9	10.2.9				
80:	10.2.9	10.2.9	10.2.9	10.2.9	10.2.9	10.2.9				

Table 10.10
Items Coded by Reviewers to Each Objective
West Virginia Grade 10 Reading Language Arts—November 2003

Low		Medium		High
0		16.2439		210

root:																																					
10.1:	75																																				
10.1.1:	48	48	48	48	50	50	50																														
10.1.2:	49	49	49	49	49	57	75	75	75																												
10.1.3:																																					
10.1.4:	1	2	2	3	4	4	4	5	6	6	6	11	12	15	15	16	17	17	18	20	23	23	23	23	23	26	26	26	26	27							
	27	28	28	28	29	29	31	45	45	47	48	48	48	49	50	50	50	52	54	56	57	57	57	62	62	64	64	65	72	73							
	73	75	75	77																																	
10.1.5:	16	30	30	30	30	53	53	53	53	53	53	53	53	69	69	70	70	70	70	70	70	70	74	74	74	74	74	74	74	74							
10.1.6:	14	14	14	14	14	14	14	14	25	25	25	25	60	61	61	61	61	61	62	62	65	65															
10.1.7:	1	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5							
	5	5	6	6	6	6	6	12	12	14	14	15	15	15	15	15	15	16	16	16	16	16	16	16	16	17	17	17	17	17							
	17	18	18	18	18	18	18	18	18	20	21	23	25	25	25	25	25	26	26	26	26	26	27	27	27	27	27	27	28	28							
	28	28	28	29	29	29	29	29	29	30	30	30	30	31	31	31	31	31	31	31	31	33	35	44	45	45	45	45	45	45							
	45	47	47	47	47	47	47	47	47	48	48	49	49	49	50	50	50	52	52	52	52	52	52	52	54	54	54	54	54	54							
	54	55	55	55	55	55	55	55	55	56	56	56	56	56	56	56	57	57	57	57	57	57	57	60	61	61	61	62	62	62							
	62	64	64	64	64	65	65	65	69	69	69	69	69	69	72	72	72	72	72	72	73	73	73	73	73	73	75	77	77	77							
10.1.8:	21	21	21	21	21	21	21	22	22	22	22	22	22	22	22	22	23	23	24	24	24	24	24	24	24	24	46	46	46	46							
	46	46	46	57	63	63	63	63	63	63	63	63	63	65	69	71	71	71	71	71	71	71	71	71	76	76	76	76	76	76							
10.1.9:																																					
10.1.10:	70																																				
10.1.11:																																					
10.1.12:																																					

Table 10.10 (continued)

Items Coded by Reviewers to Each Objective

West Virginia Grade 10 Reading Language Arts—November 2003

10.3:	
10.3.1:	
10.3.2:	
10.3.3:	
10.3.4:	
10.3.5:	

Table 10.11

*Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers)
West Virginia Grade 10 Reading Language Arts—November 2003*

One Reviewer		50 % of Reviewers		All Reviewers
1		4		8
root:				
10.1:	75:1			
10.1.1:	48:4	50:3		
10.1.2:	49:5	57:1	75:3	
10.1.3:				
10.1.4:	1:1	2:2	3:1	4:3
	5:1	6:3	11:1	12:1
	15:2	16:1	17:2	18:1
	20:1	23:5	26:4	27:2
	28:3	29:2	31:1	45:2
	47:1	48:3	49:1	50:3
	52:1	54:1		
	56:1	57:3	62:2	64:2
	65:1	72:1	73:2	75:2
	77:1			
10.1.5:	16:1	30:4	53:8	69:2
	70:7	74:8		
10.1.6:	14:8	25:4	60:1	61:5
	62:2	65:2		
10.1.7:	1:7	2:6	3:7	4:5
	5:7	6:5	12:2	14:2
	15:6	16:7	17:7	18:8
	20:1	21:1	23:1	25:5
	26:5	27:6	28:5	29:6
	30:4	31:8	33:1	35:1
	44:1	45:7		
	47:8	48:2	49:3	50:3
	52:7	54:7	55:8	56:7
	57:6	60:1	61:3	62:5
	64:4	65:3	69:6	72:6
	73:6	75:1	77:3	
10.1.8:	21:7	22:8	23:2	24:8
	46:8	57:1	63:8	65:1
	69:1	71:8	76:6	
10.1.9:				
10.1.10:	70:1			
10.1.11:				
10.1.12:				
10.2:				
10.2.1:				
10.2.2:				
10.2.3:	64:2	77:1		
10.2.4:	33:1	35:1	60:3	64:1
	65:1	72:2	77:2	

Table 10.11 (continued)

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers)

West Virginia Grade 10 Reading Language Arts—November 2003

10.2.5:	11:1	20:1	32:1	33:1	34:1	35:1	44:1	72:1	77:1																	
10.2.6:	32:2	37:1	38:3	39:2	40:4	43:2	44:1	68:3	79:3																	
10.2.7:	7:1	8:1	13:1	43:1																						
10.2.8:	38:1	40:1																								
10.2.9:	7:5	8:5	9:3	10:8	11:6	12:5	13:6	19:6	20:5	32:3	33:6	34:3	35:7	36:3	37:6	38:3	39:3	40:2	41:5	42:7	43:2	44:5	51:2	58:3	59:4	60:3
	66:8	67:6	68:2	79:3	80:6																					
10.2.10:	75:2																									
10.2.11:																										
10.2.12:																										
10.2.13:																										
10.2.14:																										
10.2.15:																										
10.2.16:	78:2																									
10.2.17:	78:4																									
10.2.18:	9:2	36:1	41:1	59:1	67:1																					
10.2.19:	9:3	34:3	36:4	67:2																						
10.2.20:	7:2	8:2	11:1	13:2	19:2	32:3	34:1	37:1	38:2	39:4	40:1	41:2	42:1	43:5	51:6	58:5	59:3	68:4								
10.3:																										
10.3.1:																										
10.3.2:																										
10.3.3:																										
10.3.4:																										
10.3.5:																										

Table 12
Depth-of-Knowledge Level by Objective for Each Grade
Reading Language Arts—West Virginia

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
OBJ	DOK	OBJ	DOK	OBJ	DOK	OBJ	DOK	OBJ	DOK	OBJ	DOK	OBJ	DOK
3.1.1	1	4.1.1	1	5.1.1	2	6.1.1	2	7.1.1	2	8.1.1	3	10.1.1	4
3.1.2	1	4.1.2	2	5.1.2	1	6.1.2	1	7.1.2	1	8.1.2	3	10.1.2	4
3.1.3	2	4.1.3	2	5.1.3	2	6.1.3	3	7.1.3	4	8.1.3	3	10.1.3	1
3.1.4	2	4.1.4	2	5.1.4	2	6.1.4	2	7.1.4	3	8.1.4	3	10.1.4	3
3.1.5	1	4.1.5	2	5.1.5	3	6.1.5	3	7.1.5	3	8.1.5	2	10.1.5	2
3.1.6	2	4.1.6	2	5.1.6	3	6.1.6	3	7.1.6	2	8.1.6	3	10.1.6	3
3.1.7	2	4.1.7	2	5.1.7	1	6.1.7	1	7.1.7	3	8.1.7	3	10.1.7	3
3.1.8	2	4.1.8	2	5.1.8	3	6.1.8	3	7.1.8	2	8.1.8	2	10.1.8	3
3.1.9	1	4.1.9	2	5.1.9	2	6.1.9	2	7.1.9	2	8.1.9	1	10.1.9	2
3.1.10	1	4.1.10	2	5.1.10	1	6.1.10	1	7.1.10	1	8.1.10	1	10.1.10	2
3.1.11	2	4.1.11	3	5.1.11	1	6.1.11	2	7.1.11	2	8.1.11	2	10.1.11	2
3.1.12	3	4.1.12	3	5.1.12	1	6.1.12	2	7.1.12	1	8.2.1	3	10.1.12	2
3.1.13	2	4.1.13	1	5.1.13	2	6.1.13	1	7.1.13	2	8.2.2	3	10.2.1	3
3.1.14	1	4.2.1	1	5.1.14	1	6.2.1	2	7.2.1	3	8.2.3	3	10.2.2	3
3.2.1	1	4.2.2	3	5.2.1	2	6.2.2	3	7.2.2	3	8.2.4	3	10.2.3	3
3.2.2	3	4.2.3	3	5.2.2	3	6.2.3	3	7.2.3	4	8.2.5	2	10.2.4	3
3.2.3	3	4.2.4	4	5.2.3	3	6.2.4	3	7.2.4	2	8.2.6	2	10.2.5	3
3.2.4	4	4.2.5	1	5.2.4	3	6.2.5	3	7.2.5	2	8.2.7	2	10.2.6	2
3.2.5	2	4.2.6	4	5.2.5	3	6.2.6	2	7.2.6	2	8.2.8	2	10.2.7	2
3.2.6	1	4.2.7	1	5.2.6	3	6.2.7	2	7.2.7	2	8.2.9	2	10.2.8	3
3.2.7	1	4.2.8	1	5.2.7	2	6.2.8	2	7.2.8	1	8.2.10	4	10.2.9	3
3.2.8	1	4.2.9	1	5.2.8	1	6.2.9	2	7.2.9	2	8.2.11	2	10.2.10	3
3.2.9	1	4.2.10	2	5.2.9	2	6.2.10	2	7.2.10	2	8.2.12	4	10.2.11	3
3.2.10	2	4.2.11	2	5.2.10	2	6.2.11	2	7.2.11	2	8.2.13	3	10.2.12	3
3.2.11	2	4.3.1	3	5.2.11	2	6.2.12	2	7.2.12	2	8.2.14	2	10.2.13	3
3.2.12	2	4.3.2	3	5.2.12	2	6.2.13	2	7.2.13	2	8.2.15	3	10.2.14	2
				5.2.13	1	6.2.14	2	7.2.14	2	8.3.1	2	10.2.15	2
				5.2.14	2	6.2.15	2	7.2.15	2	8.3.2	3	10.2.16	1
				5.2.15	1	6.2.16	2	7.2.16	3	8.3.3	3	10.2.17	1
				5.2.16	2	6.2.17	3	7.2.17	1	8.3.4	3	10.2.18	2
				5.2.17	2	6.2.18	1	7.2.18	3	8.3.5	3	10.2.19	2
				5.2.18	2	6.2.19	3	7.3.1	2	8.3.6	2	10.2.20	2
				5.3.1	2	6.2.20	3	7.3.2	2			10.3.1	2
				5.3.2	2	6.2.21	3	7.3.3	3			10.3.2	2
				5.3.3	1	6.3.1	2	7.3.4	3			10.3.3	3
				5.3.4	2	6.3.2	2	7.3.5	3			10.3.4	2
				5.3.5	2	6.3.3	2	7.3.6	2			10.3.5	3
				5.3.6	2	6.3.4	3						