

Appendix S—ANALYSIS AND REPORTING DECISION RULES

**Analysis and Reporting Decision Rules
Massachusetts English Proficiency Assessment (MEPA)
Spring 09-10 Administration**

This document details rules for analysis and reporting. The final student level data set used for analysis and reporting is described in the “Data Processing Specifications.” This document is considered a draft until the Massachusetts Department of Elementary and Secondary Education (ESE) signs off. If rules are added or modified after ESE sign-off, a new sign-off will be obtained for each new or modified rule. Details of these additions and modifications will be in the Addendum section.

I. General Information

A. *Tests administered:*

Grade Span	Subject	Test items used for Scaling
0K02	Reading	Level A common Items or Level B common items
0K02	Writing	Level A common Items or Level B common items
0K02	MELA-O	N/A
0K02	Overall	Reading, Writing and MELA-O items
0304	Reading	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0304	Writing	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0304	MELA-O	N/A
0304	Overall	Reading, Writing, MELA-O items
0506	Reading	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0506	Writing	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0506	MELA-O	N/A
0506	Overall	Reading, Writing, MELA-O items
0708	Reading	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0708	Writing	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0708	MELA-O	N/A
0708	Overall	Reading, Writing, MELA-O items
0912	Reading	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0912	Writing	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0912	MELA-O	N/A
0912	Overall	Reading, Writing, MELA-O items

B. *Reports Produced:*

1. Student Label – Test Results (printed)

a. Reporting level: Student

b. Naming convention for PDF files:

#####[8 digit School code] MEPA_Spring2010_LAB_K-12.pdf

= incremental number starting with 00001 for each file created

8 digit School code = first 8 digit School code in the file

2. Parent/Guardian Report (printed and online)
 - a. Reporting level: Student
 - b. Naming convention for PDF files:
 - i. Online: MEPA_Spring2010_STU_[8 digit school code]_[4 digit district code].pdf
 - ii. Paper: ##### [8 digit School code]MEPA_Spring2010_STU_K-12.pdf
 ##### = incremental number starting with 00001 for each file created
 8 digit School code = first 8 digit School code in the file
 3. School Roster of Student Results by Grade Span (online)
 - a. Reporting level: Student
 - b. Naming convention for PDF files:
 MEPA_Spring2010_ROS_[8 digit school code]_[4 digit district code].pdf
 4. Preliminary Participation Report by Grade Span (online)
 - a. Reporting levels: School, District, State
 - b. Naming convention for PDF files:
 MEPA_Spring2010_SUM_[Reporting Level]_[8 digit school code]_[4 digit district code].pdf
 5. Preliminary Results by Year of Enrollment in Massachusetts schools (online)
 - a. Reporting levels: School, District, State
 - b. Naming convention for PDF files:
 MEPA_Spring2010_SUM_[Reporting Level]_[8 digit school code]_[4 digit district code].pdf
- C. *Files Produced:*
1. The following data files are provided in a comma separated variable (CSV) format following the file layout "MEPA Spring 2010 District School File Layout.xls".
 - a. State Student Level Data File
 - b. District and School Student Level Data File Slices

D. *School Type*

For students who submitted a booklet the reporting school is the school which submitted the booklet. For students who were built out from SIMS the reporting school is the SIMS school.

SchType	Source	Description	Receive aggregate data	
			School	District
'PRI'	Reporting school's district code starts with 8 or 9.	These students are aggregated with their sending districts. Students are listed on their Testing School Roster.	No	No
'TES'	Reporting school's district code starts with a 6 or 7.	These students are aggregated with their official school and district. If the test site is on the exception list (See ' Assigning sprp_dis and sprp_sch: Exceptions ' below) the student's SIMS school is updated to be the sprp_sch if it exists and their sending district is updated to be sprp_dis. The students are listed on their Testing School Roster.	No	No
'OTH'	Reporting school's district code does not start with a 6, 7,8 or 9	These students are aggregated with their testing school and district. Students are listed on their Testing School Roster.	Yes	Yes

E. *Other Information*

1. 3-12 reading and writing students are required to take either sessions 1 & 2 or sessions 2 & 3. See section II.B for determining reporting sessions.
2. K-2 students are required to submit either a level A or a level B booklet. The level of booklet submitted is the reported level.
3. Students are reported based on the grade span administered, not grade level.
4. Some students in grades 3-12 participate in computer based testing (CBT). CBT students are reported using the same rules as their paper based tested (PBT) counterparts.
5. The non standard accommodations used in MEPA are:
 - a. Reading – Accommodation 26
 - b. Writing – Accommodation 29

II. Student Participation / Exclusions

A. *Test Attempt Rules*

1. A student is considered to have attempted the MELA-O portion of the test if the student has a score (0-5) for all MELA-O items.
2. A student is considered to have attempted the reading (writing) portion of the test if at least one multiple choice or one non field test open response item was attempted where:
 - i. A multiple choice item has been attempted if it was not left blank.
 - ii. An open response item has been attempted if it was not left blank or was not unscorable.

- B. *Determining Reported Sessions Per Content Area (3-12 only)*
1. The proportion of multiple choice and non field test open response items attempted in each session determines the reported sessions.
 2. If the student attempted a greater proportion of session 1 items than session 3 items, report as sessions 1 & 2.
 3. If the student attempted a greater proportion of session 3 items than session 1 items, report as sessions 2 & 3.
 4. In the case where the proportion of session 1 items equals the proportion of session 3 items then the reported sessions are the sessions indicated on the booklet. If no sessions are indicated, report as sessions 1 & 2.
- C. Participation Status
1. The hierarchies below are used to assign the participation status.
 2. Reading (Writing) Participation Status Hierarchy (For students who did not attempt Reading (Writing))
 - a. Security breach (Amend = '1')
 - b. Alternate assessment not available (NT<subj>AA= '1')
 - c. Deaf/Hard of Hearing (NT<subj>DF = '1')
 - d. Required test accommodations not available (NT<subj>TA= '1')
 - e. Transferred (a change of enrollment reason was indicated)
 - f. Medically documented absence (NT<subj>MD= '1')
 - g. Not tested absence
 3. Reading (Writing) Participation Status Hierarchy (For students who did attempt Reading (Writing))
 - a. Security breach (Amend = '1')
 - b. (For 3-12 students) Transferred: if the student did not attempt both of their reported sessions and a change of enrollment reason was indicated.
 - c. Tested
 4. MELA-O Participation Status Hierarchy (For students who did not attempt MELA-O)
 - a. Deaf/Hard of Hearing (NT<subj>DF = '1')
 - b. Transferred (Added or removed reason given)
 - c. Medically documented absence (NT<subj>MD= '1')
 - d. If the final participation status for both reading and writing is Deaf/Hard of Hearing, then the student is Deaf/Hard of Hearing for MELA-O.
 - e. Not tested absence (MELA-O was not submitted)
 5. MELA-O Participation Status Hierarchy (For students who did attempt MELA-O)
 - a. Tested
 6. To determine the MEPA reading/writing participation status, apply the not tested hierarchy above to the reading participation status and to the writing participation status.

7. To determine the overall MEPA participation status, apply the not tested hierarchy above to the reading/writing participation status and MELA-O participation status.

D. *Student Participation Summary*

Participation Status Code	Participation Status	Raw Score	Scaled Score	Proficiency Level	Data Code	Roster Code
A	Security breach				IN	INV
B	Not tested: Alternate assessment not available				AA	ANA
C	Not tested: Deaf/Hard of Hearing				DF	ANA
D	Not tested: Required test accommodations not available				TA	ANA
E	Transferred				TR	TRN
F	Not tested: Medically documented absence				MD	MED
G	Not tested: Other absence				OA	ABS
Z	Tested	✓	✓	✓		

III. Calculations

A. *Raw scores*

1. MELA-O listening raw score is the one MELA-O listening score (MELA-O L).
2. MELA-O speaking raw score is the sum of the four MELA-O speaking scores (MELA-O F, MELA-O V, MELA-O P, and MELA-O G).
3. Reading (writing) raw score is the sum of the common item scores of the two reported sessions.
4. Overall raw score used in calculating the overall scaled score is the sum of MELA-O listening raw score, MELA-O speaking raw score, reading raw score, and writing raw score.

B. *Scaling*

1. Scaling is done using look-up tables provided by psychometrics.
2. Overall Scaled score, overall performance level, overall scaled score lower bound and overall scaled score upper bound are assigned based on the student's grade span tested, overall raw score and reading & writing sessions reported.
3. Reading (writing) scaled scores are assigned based on the student's grade span tested, reading (writing) raw score, and reading (writing) sessions reported.

- C. *Compared to Level 5 (Reading, Writing, MELA-O – Listening, MELA-O – Speaking)*
1. For Level 5 students, psychometrics provides a look-up table containing the mean score and standard deviation at each grade span and subject.
 2. For reading (writing) use the student's reading (writing) scaled score. For listening (speaking) use the student's raw listening (speaking) score.
 3. If the student's score is greater than or equal to the Level 5 mean score then the student is "at or above" (comp score = 3).
 4. If the student's score is less than the Level 5 mean score and greater than or equal to the mean score minus one standard deviation, then the student is "approaching" (comp score = 2).
 5. If the student's score is less than the Level 5 mean score minus one standard deviation, then the student's score is "below" (comp score = 1)
 6. Students who tested in reading will receive a comparison for reading. Students who tested in writing will receive a comparison score for writing. Students who tested MELA-O will receive a comparison score for listening and speaking.
- D. *Official district code (sprp_dis):*
1. If the student's testing district code begins with a 6, 7, 8 or 9, then the official district is the sending district from SIMS (if it exists) concatenated with 4 zeroes at the end except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list. If the student's testing district code begins with a 6, 7, 8 or 9 and no sending district exists, then the official district is 99999999.
 2. Otherwise, the official district is the testing district code concatenated with 4 zeroes at the end.
- E. *Official school code (sprp_sch):*
1. If the student's testing district code begins with a 6 or 7, then the official school is the school code from SIMS except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list below.
 2. Otherwise, the official school is the testing school.
 3. If the student tested at a test site (district code begins with 6 or 7) and the student does not link to SIMS resulting in a blank sprp_sch, sprp_sch is set to the test site.

- **Assigning sprp_dis and sprp_sch: Exceptions**

system	school	sprp_dis	sprp_sch
7005	0024	02810000	02810506
7005	0028	02810000	02810506
7005	0029	02810000	02810506
7005	0030	02810000	02810506
7005	0039	02810000	02810506
7005	0040	02810000	02810506
7005	0041	02810000	02810506
7005	0065	02810000	02810506
7005	0004	00350000	From SIMS
7005	0005	00350000	From SIMS
7005	0062	04700000	04700105
7005	0063	04910000	04910550
7005	0064	04910000	04910550
7005	0066	04870000	04870550
7005	0067	04870000	04870550
7005	0068	04870000	04870550
7005	0050	06050000	06050505
7005	0051	06050000	06050505
7005	0074	02810000	02810506
7005	0082	04490000	04490305
7005	0079	04690000	04690505

F. *Test administration date*

The administration date is the month of the administration concatenated with the two digit administration year

G. *First Tested*

1. The first tested administration is the first MEPA test administration, starting from the spring 2009 administration, with non invalidated results.
2. SASID links students across administrations

H. *Linking*

1. Starting from the spring 2009 administration, the previous administration is the most recent administration with non invalidated results.
2. A student is linked to one previous administration if the previous administration grade span equals the current administration grade span.
3. SASID links students across administrations

Roster Code	Performance Level Text
MED	Absent – Medical
ANA	Did Not Participate
ABS	Absent
TRN	Transferred
INV	Invalidated

6. The left hand side displays the current administration results. Print the Current administration above the results.
7. The right hand side displays the previous administration results. Print the previous administration above the results.
8. Print 'June 2010 [4 digit District code]-[4 digit School code]' at the bottom of the report on the right hand side.

B. Parent/Guardian Report

1. All students receive a parent/guardian report.
2. For students with an overall MEPA performance level in the current administration:
 - a. Use the table below to populate the performance level text in the student result box.

Overall Performance Level	Performance Level Text
1	Level 1
2	Level 2
3	Level 3
4	Level 4
5	Level 5

- b. Print the scaled score under "Score:" in the student result box.
- c. Place the student result box so the left arrow is pointing to the student's overall performance level.
- d. Print "Spring 2010" under the black bar.
- e. The height of the black bar represents the student's scaled score.
- f. The grey bar represents the range of likely scores the student could receive if the test was taken many times.
- g. Print the scaled score to the left of and next to the top of the black bar.
- h. If a student received a scaled score in reading (writing) and used a reading (writing) non standard accommodation then print the following underneath the scaled score in the student result box:

- i. Reading
 - Information provided by the school indicates your child received a nonstandard accommodation (the MEPA Reading test was read aloud to your child) as required by his or her IEP or 504 plan.
 - ii. Writing
 - Information provided by the school indicates your child received a nonstandard accommodation (the MEPA Writing test was scribed for your child) as required by his or her IEP or 504 plan.
 - iii. Reading and Writing
 - Information provided by the school indicates your child received a nonstandard accommodation (the MEPA Reading test was read aloud to your child; the MEPA Writing test was scribed for your child) as required by his or her IEP or 504 plan.
3. For students without an overall MEPA performance level in the current administration do the following:
- a. Use the table below to populate the performance level text in the student result box.

Roster Code	Performance Level Text
MED	Absent – Medical
ANA	Did Not Participate
ABS	Absent
TRN	Transferred
INV	Invalidated

- b. Print “-” under “Score:” in the student result box.
 - c. Do not draw the black (grey) bar.
 - d. Place the student result box across from Level 5. Do not print an arrow.
4. For students with an overall MEPA performance level in the previous administration:
- a. Print the previous administration (e.g. Spring 2009) under the black bar.
 - b. The height of the black bar represents the student’s scaled score.
 - c. The grey bar represents the range of likely scores the student could receive if the test was taken many times.
 - d. Print the scaled score to the left of and next to the top of the black bar
5. For students without an overall MEPA performance level in the previous administration:
- a. Do not reference the previous administration.
 - b. If the student received an overall performance level in the current administration then center the current administration bar.

6. For each subtest (reading, writing, listening, speaking), if the student has a not tested reason, then leave the sub-content area associated with the subtest blank.
7. For the section "...Spring 2010 performance compared to other students who have been enrolled in Massachusetts public schools for [XX] year(s):
 - a. Populate [XX] with the number of years the student has been enrolled in Massachusetts schools.
 - b. Based on the number of years the student has been enrolled in Massachusetts schools create a bar for each overall performance level using the state level data reported on the Preliminary Results by Year of Enrollment in Massachusetts Schools report.
 - c. For students who received an overall performance level, shade with black the bar corresponding to their overall performance level.
 - d. For students in which the number of years enrolled in Massachusetts Schools are unknown (yearsMass is null), leave the [XX] blank and do not draw the bars.
8. Print '[month of release] [4 digit year of release] [4 digit District code]-[4 digit School code]' on the bottom right hand side.

C. *School Roster of Student Results*

1. Students are listed on their tested school report for the MEPA grade span.
2. Print 'Spring 2010' underneath 'Massachusetts Department of Elementary and Secondary Education'.
3. Under the MEPA-R/W and Reading (Writing) column for K-2, print 'Level' in the column to the left of the Scaled Score column. For 3-12, print 'Sessions'.
4. Student names are displayed in the following format: Last name, First name MI.
5. Students are sorted by student grade, last name, first name, mi unless:
 - a. Student name exists and student grade does not exist then by last name, first name at the bottom of the report.
 - b. Student name does not exist and student grade does exist then the student's name is displayed as "BLANK NAME" and is located at the bottom of the student's grade.
 - c. Student name is missing and student grade does not exist then the student's name is displayed as "BLANK NAME" and is located at the end of the report.
6. Students with a previous administration have their previous administration results displayed below their current administration results.
7. Alpha and numeric sorting is done in ascending order.
8. Student grade "SP" is listed after all other student grades.
9. If Grade (Yrs. in Mass.) is not provided, then report Grade (Yrs. in Mass.) as '-'.
10. If reading (writing) participation status is not "Tested" then print the roster code in the reading (writing) scaled score column and print the reading (writing) session as '-'.
11. If MELA-O participation status is not "Tested" then print the roster code in both the MELA-O Listening and Speaking Raw Score columns.

12. If overall participation status is not "Tested" then print a '-' for overall scaled score and print the roster code from the Student Participation Summary table (see section II. D) for the overall performance level.
13. Starting with the spring 2010 administration, Students who receive a scaled score in reading (writing) and used a reading (writing) non standard accommodation will receive a superscript footnote marker ('a' for reading, 'b' for writing) on the right hand side of their reading (writing) scaled score. Below is the related reading (writing) footnote text.
 - a. Reading Footnote Text
 - i. ^a Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Reading test was read aloud to the student) as required by his or her IEP or 504 plan.
 - b. Writing Footnote Text
 - i. ^b Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Writing test was scribed for the student) as required by his or her IEP or 504 plan.
 - c. The footnote text will appear underneath the legend and within the black boarder on the left hand side.
14. Print '[month of release] [4 digit year of release] [4 digit District code]-[4 digit School code]' underneath the legend and within the black boarder on the right hand side.

D. *Preliminary Participation Report by Grade Span*

1. Report all counts.
2. The "Number of Students Enrolled" is the number of students who submitted booklets or were built out from SIMS.
3. The "Number tested" is the number of students from "Number Enrolled" who received an overall participation status of tested.
4. The "Percent Tested" is the "Number Tested" divided by the "Number of Students enrolled" rounded to the nearest whole number. The value is displayed without a percentage sign.
5. Print '[month of release] [4 digit year of release] [4 digit District code]-[4 digit School code]' at the bottom of the report and within the black boarder on the right hand side.

E. *Preliminary Results by Year of Enrollment in Massachusetts schools*

1. If the number of students enrolled is 0, then report "Percent Tested" as '-'.
 2. Aggregate data relative to student performance should not be reported if the number of enrolled students is less than 10.
 3. The "# Enrolled" is the number of students who submitted booklets or were built out from SIMS.
 4. The "# Tested" is the number of students from "Number Enrolled" who received an overall participation status of tested.

5. The “% Tested” is the “Number Tested” divided by the “Number of Students enrolled” rounded to the nearest whole number. The value is displayed without a percentage sign.
6. Report all data in “Tested [Admin Year] MEPA-R/W & MELA-O”.
7. If “Number Tested” is less than 10, then report Average Scaled Score, Number and Percent at each performance level as ‘-‘.
8. The “Average Scaled Score” is rounded to the nearest whole number.
9. All students in the raw data file are included in the “All LEP” row.
10. Only students with a value for Year of Enrollment in Massachusetts schools are included in enrollment rows.
11. The total number of students in the first 5 ‘Years of Enrollment...’ rows may not equal the “All LEP” row because the number of enrollment years will be missing for some students.
12. The “Number Enrolled” and “Number and Percent Tested for All LEP” will equal the “Number of Students Enrolled”, “Number Tested”, and “Percent Tested” on the Preliminary Participation Report for “MEPA-R/W & MELA-O”.
13. Print ‘[month of release] [4 digit year of release] [4 digit District code]-[4 digit School code]’ at the bottom of the report and within the black boarder on the right hand side.

V. Data File Rules

A. State Student Level Data File

1. The CSV file is named MEPA2010Spring.csv.
2. MELA-O raw scores are provided.
3. Non-zero values of variables “amendwri” and “amendrea” will be set to 1.

B. District and School Student Level Data File Slices

1. The CSV files are named MEPA2010Spring_AllGrades[x].csv where x is 4 digit district code or 8 digit school code.
2. MELA-O raw scores are provided.
3. A student is included in the school slice if he has the school as his official school code or testing school code.
4. A student is included in the district slice if he has the district as his official district code or testing district code.

VI. Shipping Product Code Summary

A. School (ReportFor='1')

Grade	Report Name	ReportType	Contentcode	Form	Quantity
00	Student Label	03	00		1
00	Parent/Guardian Report (School Copy)	01	00		1
00	Parent/Guardian (Parent Copy)	02	00		1
0K	Report Sample	90	00	01	1 for each student who speaks this language.
0K	Report Sample	90	00	02	1 for each student who speaks this language.
0K	Report Sample	90	00	03	1 for each student who speaks this language.
0K	Report Sample	90	00	04	1 for each student who speaks this language.
0K	Report Sample	90	00	05	1 for each student who speaks this language.
0K	Report Sample	90	00	06	1 for each student who speaks this language.
0K	Report Sample	90	00	07	1 for each student who speaks this language.
0K	Report Sample	90	00	08	1 for each student who speaks this language.
0K	Report Sample	90	00	09	1 for each student who speaks this language.
0K	Report Sample	90	00	10	1 for each student who speaks this language.
32	Report Sample	90	00	01	1 for each student who speaks this language.
32	Report Sample	90	00	02	1 for each student who speaks this language.
32	Report Sample	90	00	03	1 for each student who speaks this language.
32	Report Sample	90	00	04	1 for each student who speaks this language.
32	Report Sample	90	00	05	1 for each student who speaks this language.
32	Report Sample	90	00	06	1 for each student who speaks this language.
32	Report Sample	90	00	07	1 for each student who speaks this language.
32	Report Sample	90	00	08	1 for each student who speaks this language.
32	Report Sample	90	00	09	1 for each student who speaks this language.
32	Report Sample	90	00	10	1 for each student who speaks this language.

B. Reports are shrink-wrapped at the Printer. Each packet contains:

1. Parent/Guardian Report for the school
2. Parent/Guardian Report for the parent

- C. Form represents the language of the report sample. See the table below:

Form	Language
00	English
01	Arabic
02	Cape Verdean
03	Chinese
04	Haitian Creole
05	Khmer
06	Korean
07	Portuguese
08	Russian
09	Spanish
10	Vietnamese

- D. Form is not included the report shipment table, so the report type column contains the report type code concatenated with the form where applicable.

**Analysis and Reporting Decision Rules
Massachusetts English Proficiency Assessment (MEPA)
Fall 2010-2011 Administration**

This document details rules for analysis and reporting. The final student level data set used for analysis and reporting is described in the “Data Processing Specifications.” This document is considered a draft until the Massachusetts State Department of Elementary and Secondary Education (ESE) signs off. If there are rules that need to be added or modified after said sign-off, ESE sign off will be obtained for each rule. Details of these additions and modifications will be in the Addendum section.

I. General Information

A. *Tests administered:*

Grade Span	Subject	Test items used for Scaling
0K02	Reading	All Level A or Level B items
0K02	Writing	All Level A or Level B items
0K02	MELA-O	N/A
0K02	Overall	Reading, Writing and MELA-O items
0304	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0304	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0304	MELA-O	N/A
0304	Overall	Reading, Writing, MELA-O items
0506	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0506	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0506	MELA-O	N/A
0506	Overall	Reading, Writing, MELA-O items
0708	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0708	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0708	MELA-O	N/A
0708	Overall	Reading, Writing, MELA-O items
0912	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0912	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0912	MELA-O	N/A
0912	Overall	Reading, Writing, MELA-O items

B. *Reports Produced:*

1. School Roster of Student Results by Grade Span (online)
 - a. Reporting level: Student
 - b. Naming convention for PDF files:
MEPA_Fall2010_ROS_[8 digit school code]_[4 digit district code].pdf

C. *Files Produced:*

1. The following data files are provided in a comma separated variable (CSV) format. Refer to the ‘Data File Rules’ section for information on the construction and layouts of these files.
 - a. State Student Level Data File
 - b. District and School Student Level Data File Slices

D. *School Type*

The testing school is the school which submitted the booklet.

SchType	Source	Description
'PRI'	Testing school's district code starts with 8 or 9.	Students are listed on their Testing School Roster.
'TES'	Testing school's district code starts with a 6 or 7.	Students are listed on their Testing School Roster.
'OTH'	Testing school's district code does not start with a 6, 7,8 or 9	Students are listed on their Testing School Roster.

E. *Other Information*

1. Where applicable, the October SIMS (delivered in December) is the source of student demographics. The Data Processing specifications describe the application of SIMS.
2. The fall 2010 test is the spring 2010 common form test.
3. Students who received a performance level in the spring 2010 test should not take the 2010 fall test. Their results are invalidated.
4. Students taking the K-2 test are required to submit either a level A or a level B booklet. The level of booklet submitted is the reported level.
5. The 3-12 reading and writing students are required to take either sessions 1 & 2 or sessions 2 & 3. See section II.B for determining reporting sessions.
6. A student is reported based on the grade span administered, not the student's grade level.
7. The non standard accommodations used in MEPA are:
 - a. Reading – Accommodation 26
 - b. Writing – Accommodation 29 (accommodation not available on the K-2 Level A test)
8. For 3-12, prior to analysis, Data Processing will select which sessions in each test booklet are scored based on the following rules:
 - a. Session 2 of Reading and Writing are always scored.
 - b. For Reading:
 - I. If neither session 1 nor session 3 has at least one multiple choice (MC) item attempted and the teacher did not bubble any sessions, then both sessions are scored.
 - II. If the student answers at least one session 1 MC item or the teacher bubbles session 1 & 2 then session 1 is scored.
 - III. If the student answers at least one session 3 MC item or the teacher bubbles session 2 & 3 then session 3 is scored.

c. For Writing:

- I. If at least one MC item is attempted in session 3 and the teacher bubbles sessions 2 & 3 then session 1 is not scored. Otherwise, session 1 is scored.
- II. If one MC item is attempted in session 3 or the teacher bubbles session 2 & 3 then session 3 is scored.

II. Student Participation / Exclusions

A. *Test Attempt Rules*

1. A student is considered to have attempted the MELA-O portion of the test if the student has a score (0-5) for all MELA-O items.
2. A student is considered to have attempted the reading (writing) portion of the test if at least one item was attempted where:
 - I. A multiple choice item has been attempted if it was not left blank.
 - II. An open response item has been attempted if it was not left blank or was not unscorable.
3. A student is considered to have not attempted the reading (writing) portion of the test if a booklet was submitted with no items attempted.

B. *Determining Reported Sessions Per Content Area (3-12 only)*

1. The proportion of the items attempted in each session determines the reported sessions.
2. If the student attempted a greater proportion of session 1 items than session 3 items, report as sessions 1 & 2.
3. If the student attempted a greater proportion of session 3 items than session 1 items, report as sessions 2 & 3.
4. In the case where the proportion of session 1 items equals the proportion of session 3 items then the reported sessions are the sessions indicated on the booklet. If no sessions are indicated, report as sessions 1 & 2.

C. *Participation Status*

1. Students not allowed to test
Students who received a performance level in the spring 2010 MEPA administration should not test in the fall 2010 MEPA administration. All reading, writing, and MELA-O scores for these students are invalidated. SASID identifies a student across administrations.
2. The hierarchies below are used to assign the participation status.
3. Reading (Writing) Not Tested Hierarchy (For students who did not attempt Reading (Writing))
 - a. Security breach or student not allowed to test
 - b. Alternate assessment not available
 - c. Deaf/Hard of Hearing
 - d. Required test accommodations not available

- e. Transferred (a change of enrollment reason was bubbled)
 - f. Medically documented absence
 - g. If none of the above are applied then the Reading (Writing) participation status is defaulted to: Not tested absence.
4. Reading (Writing) Not Tested Hierarchy (For students who did attempt Reading (Writing))
 - a. Security breach or Student not allowed to test
 - b. (For 3-12 students) Transferred: if student did not attempt both of their reported sessions and a change of enrollment reason was bubbled.
 - c. Tested
 5. MELA-O Not Tested Hierarchy (For students who did not attempt MELA-O)
 - a. Student not allowed to test.
 - b. Deaf/Hard of Hearing
 - c. Transferred (Added or removed reason given)
 - d. Medically documented absence
 - e. If the participation status for both reading and writing is Deaf/Hard of Hearing, then the participation status is Deaf/Hard of Hearing for MELA-O.
 - f. If none of the above are applied then the MELA-O participation status is defaulted to: Not tested absence.
 6. MELA-O Not Tested Hierarchy (For students who did attempt MELA-O)
 - a. Student not allowed to test
 - b. Tested
 7. The MEPA reading/writing participation status is determined by applying the not tested hierarchy listed in section C.3 to the reading participation status and to the writing participation status.
 8. The overall MEPA participation status is determined by applying the not tested hierarchy listed in section C.3 to the reading/writing participation status and MELA-O participation status.

D. *Student Participation Summary*

Participation Status Code	Participation Status	Raw Score	Scaled Score	Proficiency Level	Data Code	Roster Code
A	Security breach or Student not allowed to test				IN	INV
B	Not tested: Alternate assessment not available				AA	ANA
C	Not tested: Deaf/Hard of Hearing				DF	ANA
D	Not tested: Required test accommodations not available				TA	ANA
E	Transferred				TR	TRN
F	Not tested: Medically documented absence				MD	MED
G	Not tested other absence				OA	ABS
Z	Tested	✓	✓	✓		

III. Calculations

A. *Raw scores*

1. MELA-O listening raw score is the one MELA-O listening score.
2. MELA-O speaking raw score is the sum of the four MELA-O speaking scores.
3. Reading (writing) raw score is the sum of all item scores of the two reported sessions.
4. Overall raw score used in calculating the overall scaled score is the sum of MELA-O listening raw score, MELA-O speaking raw score, reading raw score, and writing raw score.

B. *Scaling*

1. Scaling is done using look-up tables provided by psychometrics. The fall 2010 test uses the spring 2010 look-up tables.
2. Overall Scaled score, overall performance level, overall scaled score lower bound and overall scaled score upper bound are assigned based on the student's grade span tested, overall raw score and reading & writing sessions reported.
3. Reading (writing) scaled scores are assigned based on the student's grade span tested, reading (writing) raw score, and reading (writing) sessions reported.

C. *Compared to Level 5 (Reading, Writing, MELA-O – Listening, MELA-O – Speaking)*

1. For Level 5 students, psychometrics provides a look-up table containing the mean score and standard deviation at each grade span and subject. The fall 2010 test uses the spring 2010 look-up tables.

2. For reading (writing) use the student's reading (writing) scaled score. For listening (speaking) use the student's raw listening (speaking) score.
3. If the student's score is greater than or equal to the Level 5 mean score then the student is "at or above" (comp score = 3).
4. If the student's score is less than the Level 5 mean score and greater than or equal to the mean score minus one standard deviation, then the student is "approaching" (comp score = 2).
5. If the student's score is less than the Level 5 mean score minus one standard deviation, then the student's score is "below" (comp score = 1)
6. Students who are tested in reading will receive a comparison for reading. Students who are tested in writing will receive a comparison score for writing. Students who are tested for MELA -O will receive a comparison score for listening and speaking.

D. *Official district code (sprp_dis):*

1. If the student's testing district code begins with a 6, 7, 8 or 9, then the official district is the sending district from SIMS (if it exists) concatenated with 4 zeroes at the end except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list. If the student's testing district code begins with a 6, 7, 8 or 9 and no sending district exists then the official district is 99999999.
2. Otherwise, the official district is the testing district code concatenated with 4 zeroes at the end.

E. *Official school code (sprp_sch):*

1. If the student's testing district code begins with a 6 or 7, then the official school is the school code from SIMS except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list below.
2. Otherwise, the official school is the testing school.
3. If the student tested at a test site (district code begins with 6 or 7) and the student does not link to SIMS resulting in a blank sprp_sch, sprp_sch is set to the test site.

Assigning sprp_dis and sprp_sch: Exceptions

system	school	sprp_dis	sprp_sch
7005	0024	02810000	02810506
7005	0028	02810000	02810506
7005	0029	02810000	02810506
7005	0030	02810000	02810506
7005	0039	02810000	02810506
7005	0040	02810000	02810506
7005	0041	02810000	02810506
7005	0065	02810000	02810506
7005	0004	00350000	From SIMS
7005	0005	00350000	From SIMS
7005	0062	04700000	04700105
7005	0063	04910000	04910550
7005	0064	04910000	04910550
7005	0066	04870000	04870550
7005	0067	04870000	04870550
7005	0068	04870000	04870550
7005	0050	06050000	06050505
7005	0051	06050000	06050505
7005	0074	02810000	02810506
7005	0082	04490000	04490305
7005	0079	04690000	04690505

F. *Test administration date*

The administration date is the month of the administration concatenated with the two digit administration year

G. *First Tested*

1. A student's first tested administration is the first non invalidated test administration for the student regardless of participation status.
2. SASID links students across administrations

H. *Making Progress*

Making Progress variables are not calculated in the fall 2010 administration.

9. The roster codes are from Student Participation Summary table (see section II.D)
10. If the reading (writing) participation status is not "Tested" then print the roster code in the reading (writing) scaled score column and print the reading (writing) session as '- '.
11. If the MELA-O participation status is not "Tested" then print the roster code in both the MELA-O Listening and Speaking Raw Score columns.
12. If overall participation status is not "Tested" then print a '- ' for overall scaled score and print the roster code from the Student Participation Summary table for the overall performance level.
13. Students who receive a scaled score in reading (writing) and used a reading (writing) non standard accommodation will receive a superscript footnote marker ('a' for reading, 'b' for writing) on the right hand side of their reading (writing) scaled score. Below is the related reading (writing) footnote text.
 - a. Reading Footnote Text
 - I. ^a Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Reading test was read aloud to the student) as required by his or her IEP or 504 plan.
 - b. Writing Footnote Text
 - I. ^b Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Writing test was scribed for the student) as required by his or her IEP or 504 plan.
 - c. The footnote text will appear underneath the legend and within the black border on the left hand side.
14. Print '[month of release] [4 digit year of release] [4 digit District code]-[4 digit School code]' underneath the legend and within the black border on the right hand side.

V. Data File Rules

- A. *State Student Level Data File*
 1. The CSV file is named MEPA2010Fall.csv.
 2. The layout is named MEPA Fall 2010 State File Layout.xls
 3. MELA-O raw scores are provided.
 4. Non-zero values of variables "amendwri" and "amendrea" are set to 1.
- B. *District and School Student Level Data File Slices*
 1. The CSV files are named MEPA2010Fall_AllGrades[x].csv where x is 4 digit district code or 8 digit school code.
 2. The CSV files contain a subset of the State Student Data file variables.
 3. The layout is MEPA Fall 2010 District School File Layout.xls
 4. MELA-O raw scores are provided.
 5. A student is included in the school slice if he has the school as his official school code or testing school code.
 6. A student is included in the district slice if he has the district as his official district code or testing district code.

VI. Addendum

On the Roster report, last names are truncated after the 12th letter and first names are truncated after the 10th letter. Student names are displayed in ALL CAPS.