

Technical Report # 1007

**Technical Adequacy of the easyCBM® Mathematics Measures:
Grades 3-8, 2009-2010 Version**

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Abstract

In this technical report, data are presented on the practical utility, reliability, and validity of the easyCBM® mathematics (2009-2010 version) measures for students in grades 3-8 within four districts in two states. Analyses include: minimum acceptable within-year growth; minimum acceptable year-end benchmark performance; internal and split-half reliabilities; reliability of the slope estimates; construct, concurrent, and predictive validity; and predictive validity of the slope estimates. Results demonstrate the technical adequacy of easyCBM® mathematics measures and add to the research on the technical properties of curriculum-based measurement (CBM).

Technical Adequacy of the easyCBM® Mathematics Measures: Grades 3-8, 2009-2010 Version

Progress monitoring assessments are a key component of many school improvement efforts, including the Response to Intervention (RTI) approach to meeting students' academic needs. In an RTI approach, teachers first administer a screening or benchmarking assessment to identify students who need supplemental interventions to meet grade-level expectations, then use a series of progress monitoring measures to evaluate the effectiveness of the interventions they are using with the students. When students fail to show expected levels of progress (as indicated by 'flat line scores' or little improvement on repeated measures over time), teachers use this information to help them make instructional modifications with the goal of finding an intervention or combination of instructional approaches that will enable each student to make adequate progress toward achieving grade level proficiency and content standards. In such a system, it is critical to have reliable measures that assess the target construct and are sensitive enough to detect improvement in skill over short periods of time.

Conceptual Framework: Curriculum-Based Measurement and Progress Monitoring

Curriculum-based measurement (CBM), long a bastion of special education, is gaining support among general education teachers seeking a way to monitor the progress their students are making toward achieving grade-level proficiency in key skill and content areas. While reading in particular has received a great deal of attention in the CBM literature, a growing body of work is appearing in the area of mathematics CBM.

By definition, CBM is a formative assessment approach. By sampling skills related to the curricular content covered in a given year of instruction yet not specifically associated with a particular textbook, CBMs provide teachers with a snapshot of their students' current level of proficiency in a particular content area as well as a mechanism for tracking the progress students make in gaining desired academic skills throughout the year. Historically, CBMs have been very brief individually administered measures (Deno, 2003; Good, Gruba, & Kaminski, 2002), yet they are not limited to the 'one minute timed probes' that many people associate them with.

In one of the early definitions of curriculum-based measurement (CBM), Deno (1987) stated that "the term curriculum-based assessment, generally refers to any approach that uses direct observation and recording of a student's performance in the local school curriculum as a basis for gathering information to make instructional decisions... The term curriculum-based measurement refers to a specific set of procedures created through a research and development program ... and grew out of the *Data-Based Program Modification* system developed by Deno and Mirkin (1977)" (p. 41). He noted that CBM is distinct from many teacher-made classroom assessments in two important respects: (a) the procedures reflect technically adequate measures ("they possess reliability and validity to a degree that equals or exceeds that of most achievement tests" (p. 41), and (b) "growth is described by an increasing score on a standard, or constant task. The most common application of CBM requires that a student's performance in each curriculum area be measured on a single global task repeatedly across time" (p. 41).

In the three decades since Deno and his colleagues introduced CBMS, *progress monitoring probes*, as they have come to be called, have increased in popularity, and they are now a regular part of many schools' educational programs (Alonzo, Tindal, & Ketterlin-Geller, 2006). However, CBMs – even those widely used across the United States – often lack the psychometric properties expected of modern technically-adequate assessments. Although the

precision of instrument development has advanced tremendously in the past 30 years with the advent of more sophisticated statistical techniques for analyzing tests on an item by item basis rather than relying exclusively on comparisons of means and standard deviations to evaluate comparability of alternate forms, the world of CBMs has not always kept pace with these statistical advances.

A key feature of assessments designed for progress monitoring is that alternate forms must be as equivalent as possible to allow meaningful interpretation of student performance data across time. Without such cross-form equivalence, changes in scores from one testing session to the next are difficult to attribute to changes in student skill or knowledge. Improvements in student scores may, in fact, be an artifact of the second form of the assessment being easier than the form that was administered first. The advent of more sophisticated data analysis techniques (such as the Rasch modeling used in the development of the easyCBM® progress monitoring and benchmarking assessments) have made it possible to increase the precision with which we develop and evaluate the quality of assessment tools.

In this technical report, we provide the results of a series of studies to evaluate the technical adequacy of the easyCBM® progress monitoring assessments in mathematics, designed for use with students in Grades 3 - 8. This assessment system was developed to be used by educators interested in monitoring the progress their students make in the area of mathematics skill acquisition. Additional technical reports report the results of similar studies of the easyCBM® assessments in reading (Jamgochian, et al., 2010; Lai, et al., 2010; Saez, et al., 2010) and in mathematics, with a focus on earlier grades (Anderson, et al., 2010).

The easyCBM® Progress Monitoring Assessments

The online easyCBM® progress monitoring assessment system, launched in September 2006 as part of a Model Demonstration Center on Progress Monitoring, was funded by the Office of Special Education Programs (OSEP). At the time this technical report was published, there were 92,925 teachers with easyCBM® accounts, representing schools and districts spread across every state in the country. During the 2008-2009 school year, the system had an average of 305 new accounts registered each week, and the popularity of the system continues to grow. In the month of October 2010, alone, 11,885 new teachers registered for accounts. The online assessment system provides both universal screener assessments for fall, winter, and spring administration and multiple alternate forms of a variety of progress monitoring measures designed for use in K-8 school settings.

As part of state funding for Response to Intervention (RTI), states need technically adequate measures for monitoring progress. Given the increasing popularity of the easyCBM® online assessment system, it is imperative that a thorough analysis of the measures' technical adequacy be conducted and the results shared with research and practitioner communities. This technical report addresses that need directly, providing the results of a series of studies examining the technical adequacy of the easyCBM® assessments in mathematics.

Methods

Setting and Subjects

A total of four districts from two states were included in these analyses – three districts from Oregon and one district from Washington. All students in each of the four districts that

were present on the day of testing were included in the study.

Minimum acceptable within-year growth (pp. 40-41). The demographics statistics for the separate Oregon and Washington samples are reported on **pp. 40-41**.

Minimum acceptable year-end benchmark performance (pp. 116-117). The demographics statistics for the separate Oregon and Washington samples are reported on **pp. 116-117**.

Internal and split-half reliabilities (pp. 134-139). The demographics statistics for the combined Oregon and Washington samples are reported on **pp. 134-139**.

Reliability of the slope estimates (pp. 504-515). The demographics statistics for the separate Oregon and Washington samples are reported on **pp. 504-515**.

Construct, concurrent, and predictive validity (pp. 528-539). The demographics statistics for the separate Oregon and Washington samples are reported on **pp. 528-539**.

Predictive validity of the slope estimates (pp. 882-893). The demographics statistics for the separate Oregon and Washington samples are reported on **pp. 882-893**.

Measurement/Instrument Development

Three measures were used in this study: the mathematics portion of easyCBM[®]; the mathematics portion of Oregon's state test, the Oregon Assessment of Knowledge and Skills (OAKS); and the mathematics portion of Washington's state test, the Measures of Student Progress (MSP).

easyCBM[®] is a 45 item computer administered assessment designed for use within RTI – a systematic process of identifying and monitoring the progress of students performing below expectations. There are 13 alternate forms as part of the easyCBM[®] math system, with 3 designated for seasonal benchmark screenings, and the remaining 10 designating for progress monitoring. All easyCBM[®] forms were scaled to be of equivalent difficulty with a 1PL Rasch model (Alonzo, Lai, & Tindal, 2009a, 2009b, 2009c; Alonzo & Tindal, 2009a, 2009b; Lai, Alonzo, & Tindal, 2009a, 2009b, 2009c, 2009d). All easyCBM[®] math items were written to align with the National Council of Teachers of Mathematics (NCTM) focal point standards (National Council of Teachers of Mathematics, 2006).

The OAKS is Oregon's statewide test used for accountability, and is a computer adaptive test. All scores are reported in Rasch Units, which is a continuous scale ranging from 0 to infinity. According to the Oregon Department of Education, however, most OAKS scores range from 150-300 (Oregon Department of Education, 2010). Results from the OAKS are reported in three performance categories – *Does not meet*, *Meets*, and *Exceeds*. When producing optimal cut scores for easyCBM[®], the passing categories were collapsed into a single *Meets or Exceeds* category, resulting in a dichotomous pass/fail cut score. The cut score for meets in each of grades 3-8 respectively is: 205, 212, 218, 221, 226, and 230. The Oregon state-testing window was open from October 2009, to May 2010. Testing regulations for Oregon allow students up to three attempts on the state test, with the students' highest score being retained for accountability purposes. The students' best score, and subsequent performance classification, was used for all analyses.

The MSP was newly implemented for the 2009-2010 school year. Previously, Washington had administered the Washington Assessment of Student Learning, which was longer and only administered in a paper pencil format. The MSP will eventually be a computer administered assessment; however, because this was the first year the assessment was

administered, only about 25% of students in grades 6-8 were administered the assessment by computer. The state plans to move to a fully computer administered test within 2-3 years. The MSP includes multiple-choice, and short answer item types. Students are classified into four performance classifications: *below basic*, *basic*, *proficient*, and *advanced*. When producing optimal cut scores for easyCBM[®], these categories were similarly collapsed into a dichotomous pass/fail cut score. The cut score for meeting proficiency is 400 for all grades; the range of scores for grades 3-7 is 275-575, and for grade 8 is 250-525.

Several student characteristic variables are used in some of the analyses. For general purposes throughout this report: ELL = students receiving English language learner services; SPED= students receiving special education services; EconDsvntg = students receiving Free/reduced lunch (FRL), used as a proxy for economic disadvantage.

The table below outlines variables used in some of the analyses that have potential to cause confusion. The table lists the variable name, a description of that variable, and the values associated with that variable that should help the reader interpret some of the results tables at the end of this report.

Variable	Description	Values
Minimum acceptable within-year growth		
ectime	Student growth estimate	0~7
oaksplc	OAKS proficiency	0=No pass 1=Pass
wa_met	MSP proficiency	0=No pass 1=Pass
Minimum acceptable year-end benchmark performance		
OAKSMathTot	Best total OAKS math score	Grade 3 proficiency = 205, Grade 4 proficiency = 212, Grade 5 proficiency = 218, Grade 6 proficiency = 221, Grade 7 proficiency = 226, Grade 8 proficiency = 230,
Spring easyCBM [®] Total	Total Spring easyCBM [®] math score	0-45
Washington State Assessment Scale Score	MPS scale score	All grades proficiency = 400
Construct, concurrent, and predictive validity		
fall_tot	Fall easyCBM [®] math total score	0-45
wint_tot	Winter easyCBM [®] math total score	0-45
spr_tot	Spring easyCBM [®] math total score	0-45
OAKSMathTot / OAKS Best Math Score	Best total OAKS math score	Grade 3 proficiency = 205, Grade 4 proficiency = 212, Grade 5 proficiency = 218, Grade 6 proficiency = 221, Grade 7 proficiency = 226, Grade 8 proficiency = 230,

Washington State Assessment Scale Score	MPS scale score	All grades proficiency = 400
EthnicCD	Ethnicity group code	1=Amer Ind/AK Nat, 2=Asian/Pac Isl, 3=Black, 4=Hispanic, 5=White, 6=Multi-ethnic, 7=Decline
Female	Sex	0=Male, 1=Female
EconDsvntg	Free/reduced lunch (FRL) status; economic disadvantage	0=No, 1=Yes
SPED	Special education status	0=No, 1=Yes
ELL	English language learner status	0=No, 1=Yes

Data Preparation and Analyses

Data were screened for outliers, and out of range cases were recoded as missing; less than 1% of the data were recoded. Pairwise deletion was specified to remove missing variables in all regression analyses, and listwise deletion was used for all other analyses.

Data analyses were conducted to address three general features of the technical adequacy of the easyCBM® mathematics measures: practical utility, reliability, and validity. Analyses to examine practical utility include minimum acceptable within-year growth, and minimum acceptable year-end benchmark performance. Analyses to examine reliability include internal/split-half reliabilities, and reliability of the slope estimates. Analyses to examine validity include construct/concurrent/predictive validity, and predictive validity of the slope estimates. This technical report is organized by these six analyses, so that the sample descriptions, data analyses, results, discussion, and tables are each separated according to headings associated with these analyses. The six data analyses are discussed below.

Minimum acceptable within-year growth. Hierarchical linear modeling (HLM; Raudenbush & Bryk, 2002) and Receiver Operating Characteristic (ROC) curve analyses were conducted at each grade level to establish optimal growth benchmarks for the easyCBM® math measures. The easyCBM® math measure was collected in a multiple-time-point design during the fall, winter, and spring of the 2009-2010 school year, and was used as the criterion variable. A two-level hierarchical linear growth model represented student math growth within one academic year, with *time* at level-1 and *student* at level-2. The HLM model was as follows:

$$\text{Level 1: } Y_{ti} = \pi_{0i} + \pi_{1i}(\text{Time}_{ti}) + e_{ti}$$

$$\begin{aligned} \text{Level 2: } \pi_{0i} &= \beta_{00} + r_{0i} \\ \pi_{1i} &= \beta_{10} + r_{1i} \end{aligned}$$

where π_{1i} is the growth rate of student *i* and represents the expected linear change from fall to winter, and from winter to spring. The level-2 residuals, r_{1i} for each student *i*, were used as the growth estimates for each student. The grade-level sample was then split into quartiles by normative achievement on the easyCBM® fall measure. The ROC analyses was used to establish the optimal growth cut point for predicting which students would pass or not pass the state math test. Students' slope estimates were then entered as the predictor variable in a ROC analysis,

with students' dichotomous performance level classification (pass/no pass) on the state math test (i.e., OAKS or MSP) entered as the outcome variable. Sensitivity and specificity statistics for each possible cut score were explored for their efficiency in predicting performance on the state test. The cut score that maximized both sensitivity and specificity was chosen. It is important to note, however, that students' intercept, which was partially controlled by the quartile split, is a meaningful predictor of students performance level classification on the state test. When using slope estimates as the predictor, the diagnostic efficiency statistics are much smaller by comparison. For instance, students who perform above the 75th percentile of normative achievement on easyCBM® rarely do not pass the state math test. Thus, for students above the 75th percentile, slope becomes a less important predictor of state math test performance level classification than for students performing between the 25th and 50th percentile.

Minimum acceptable year-end benchmark performance. We conducted multiple analyses to establish benchmarks for minimum acceptable year-end performance on easyCBM® benchmark mathematics assessments.

To obtain optimal cut scores, ROC curve analyses were conducted with each seasonal easyCBM® math assessment for both Oregon and Washington. Students' dichotomous performance level classification on the state test served as the outcome variable (pass/no pass). For each easyCBM® assessment, we report full diagnostic efficiency statistics, including: (a) sensitivity, (b) specificity, (c) positive predictive power, (d) negative predictive power (e) overall correctly classified percentage, and (f) the total area under the curve, or AUC. When choosing an optimal cut point, we followed the guidelines outlined by Silberglitt and Hintze (2005) by which the researchers:

- (a) determine the cut score(s) that yield at least 0.7 for sensitivity and specificity; (b) if possible, increase sensitivity from this point, continuing upward while still maintaining specificity of 0.7, stopping if sensitivity exceeds 0.8; (c) if sensitivity exceeds 0.8 and specificity can still be increased, continue to maximize specificity (while maintaining sensitivity of 0.8); and (d) if both sensitivity and specificity exceed 0.8, repeat steps 2 and 3, using 0.9 as the next cutoff (p. 316).

Given that easyCBM® is used within an RTI framework, we felt that the importance of high specificity trumped the importance of high sensitivity. Thus, if there was ambiguity for a cut score placement, we typically erred on the side of increasing specificity. We aimed to increase specificity because we felt that it was more important to reduce the number of students who would be falsely classified as a "safe bet" to pass the state test than it was to reduce the number of students who would be falsely classified as at-risk for failure.

We also report descriptive statistics for easyCBM®, by providing the average score of students performing in each performance level classification on the state tests in Oregon, and three performance level classifications for the state test in Washington. Additionally, we present scatterplots of easyCBM® and the state test results in Oregon and Washington to help visually represent the impact of the benchmarks. In each of these scatterplots are vertical lines depicting the 20th and 50th percentiles of normative achievement on easyCBM® - two potential benchmarks for designating students as at-risk or a "safe bet" to pass the state test. The easyCBM® normative performance levels shown on the scatterplots are the results of a study by Tindal, Alonzo, and Anderson (2009). Educators deciding on an end-of-year benchmark should refer to the Tindal et al. (2009) report for additional guidance.

Internal and split-half reliabilities. We examined the reliability of the easyCBM® mathematics measures using Cronbach's alpha and split-half estimates for a sample consisting of

Oregon and Washington state students. We present evidence for internal consistency for each grade level disaggregated by subgroups for ethnicity, special education, and English-language learner (ELL) status.

Reliability of the slope estimates. A two-level hierarchical linear growth model represent student math growth within one academic year, with *time* at level-1 and *student* at level-2. The easyCBM[®] math measure was collected in a multiple-time-point design during the fall, winter, and spring, and was used as the criterion variable. Each student's math growth was represented by an individual growth trajectory over time. Analyses were separated by grade level, and ethnicity group. Analyses were also separated by fall easyCBM[®] math score status; that is, analyses were separated by quartile based on fall easyCBM[®] math score, in effect conditioning the results on fall score status. The fixed and random effects for the intercept and slope and the reliability of the growth estimates were reported for each student group. The growth reliability of the growth estimates was defined as the ratio between the level-2 variance component and the sum of the level-2 and level-1 components, with the latter divided by the number of students within that particular group, that is

$$\lambda_{0j} = \frac{\tau_{00}}{\tau_{00} + \sigma^2/n_j}$$

where τ_{00} represents level-2 variance of the growth estimate and σ^2/n_j represents the measurement error for the level-2 variance (Raudenbush & Bryk, 2002). All analyses were conducted using *R*, the free online statistical software (R Development Core Team, 2010).

Construct, concurrent, and predictive validity. Three aspects of validity were analyzed for the performance level scores of easyCBM[®] mathematics measures: construct validity, concurrent validity, and predictive validity. Analyses were disaggregated by subgroups for ethnicity for each separate grade-level analysis, K-8. For information on the content validity of the easyCBM[®] mathematics measures, please see the report by (Alonzo, et al., 2010).

Construct validity. Two separate analyses were conducted to provide construct validation. One, bivariate correlational analyses were conducted between the fall, winter, and spring easyCBM[®] benchmark measures and the OAKS or MSP. Correlations were computed for the entire grade-level sample, and separately for the different ethnic groups (i.e., Asian/Pacific Islander, Black, Hispanic, White, and multi-ethnic students, as well as students who declined to identify ethnicity).

Two, a structural model comparison was conducted to verify that a one-factor model was the best model for the easyCBM[®] math data for students in grades 3-8, combining the Oregon and Washington samples. The easyCBM[®] math measures include probes designed to assess students' understanding of the National Council of Teachers of Mathematics (NCTM) Focal Point Standards, or mathematical topics. The focal points were developed to organize content and connect multiple concepts and processes taught at and across grade levels, and all items were written to target one sub-domain within a particular NCTM focal point, piloted to determine difficulty, reliability, and appropriateness for use with the intended grade level, and organized into a series of benchmark and progress monitoring assessments.

For the model comparison analyses, first a confirmatory factor analyses (CFA) for a three factor model was evaluated, where each factor represented an NCTM focal point. All factor loadings were freed, all factors were allowed to correlate freely, and factor variances were constrained to 1.0. The model had a simple, or congeneric, factor structure in which each observed variable loaded on only one factor. The Mplus 5.21 (Muthén & Muthén, 2009)

software with WLSMV¹ estimator was used for all statistical analyses. Next, a CFA for a one factor model was evaluated, and a difference test was conducted to determine whether the three factor model fit the data significantly better than the one factor model, in which it was nested. Using the WLSMV estimator, the chi-square and degrees of freedom values are adjusted and cannot be interpreted in the usual manner (Muthén & Muthén, 1998-2007) to compare models. Thus, the DIFFTEST option in Mplus 5.21 (Muthén & Muthén, 2009) was used to compare the nested models as it offers a correct chi-square difference test using the WLSMV estimator. The DIFFTEST compared the more restrictive three factor model with the less restrictive one factor model, in which model it is nested. According to Muthén and Muthén (1998-2007), only the *p*-value of the difference test should be interpreted, not the chi-square and degrees of freedom values. A significant chi-square difference value indicated that the one factor model fit the data significantly better than did the three factor model; that is, a significant *p*-value indicated that the three factor model significantly worsened the fit of the less restrictive one factor model.

Concurrent validity. To analyze concurrent validity, the spring easyCBM[®] math benchmark assessment was regressed on the year-end OAKS or MSP math scores for the entire grade-level sample, and separately for the different ethnic groups (i.e., Asian/Pacific Islander, Black, Hispanic, White, and multi-ethnic students, as well as students who declined to identify ethnicity).

Predictive validity. To analyze predictive validity, the fall and winter easyCBM[®] math benchmark assessment scores were regressed on the year-end OAKS or MSP math scores. The fall and winter easyCBM[®] math benchmark assessment scores were modeled together for the entire Oregon and Washington grade-level samples, and fall and winter were also regressed separately for the full Oregon and Washington grade-level samples and separately for the different Oregon and Washington ethnic groups (i.e., Asian/Pacific Islander, Black, Hispanic, White, and multi-ethnic students, as well as students who declined to identify ethnicity).

Predictive validity of the slope estimates. A two-level hierarchical linear growth model represent student math growth within one academic year, with *time* at level-1 and *student* at level-2. The easyCBM[®] math measure was collected in a multiple-time-point design during the fall, winter, and spring, and was used as the criterion variable. Each student's math growth was represented by an individual growth trajectory over time. Analyses were separated by grade level, and ethnicity group. Analyses were also separated by fall easyCBM[®] math score status; that is, analyses were separated by quartile based on fall easyCBM[®] math score, in effect conditioning the results on fall score status. The HLM model was as follows:

$$\text{Level 1: } Y_{ti} = \pi_{0i} + \pi_{1i}(\text{Time}_{ti}) + e_{ti}$$

$$\begin{aligned} \text{Level 2: } \pi_{0i} &= \beta_{00} + r_{0i} \\ \pi_{1i} &= \beta_{10} + r_{1i} \end{aligned}$$

where π_{1i} is the growth rate of student *i* and represents the expected linear change from fall to winter, and from winter to spring. The level-2 residuals, r_{1i} for each student *i*, were used as the growth estimates for each student, and was correlated with students' performance scores on the criterion tests (i.e., OAKS and MSP).

¹ WLSMV represents weighted least square parameter estimates using a diagonal weight matrix with standard errors and mean and variance adjusted chi-square test statistic that use a full weight matrix (Muthén & Muthén, 1998-2007).

Results

Minimum acceptable within-year growth (pp. 42-115). The average growth estimates are reported by quartiles within each grade, and by OAKS performance level classification. Optimal growth cut scores for predicting OAKS or MPS performance are reported, as well as the total area under the ROC curve (AUC) and the ROC curve figures are reported by grade level and quartile on.

Grade 3. For grade 3, the average growth was the highest for students in the first quartile, gaining 4.57 points on average on the easyCBM® math measures over the course of the year. Students' average annual gain became progressively lower as achievement increased – averaging 3.91 points at the second quartile, 3.51 at the third, and 2.90 in the fourth. Students who did not meet OAKS gained, on average, 0.85 points more than those who did meet. The optimal growth cut score derived from the ROC analysis were quite similar to the average growth scores, at 4.56, 3.95, 3.51, and 2.93 for quartiles 1-4 respectively. The total AUC was highest at the second quartile, at .42, the third quartile was the next highest at .41, followed by the first quartile at .40, and the lowest was the fourth quartile at .28.

For the grade 3 Washington sample, the average growth was highest for the students in the first quartile, gaining 3.86 points on average on the easyCBM® math measures over the course of the year. Students' average annual gain became progressively lower as achievement increased – averaging 3.37 points at the second quartile, 3.04 at the third, and 2.62 at the fourth. Students who did not meet MPS proficiency gained, on average, 0.58 points more than those who did meet. The optimal growth cut score derived from the ROC analysis were similar to the average growth scores, at 3.74, 3.35, 3.02, and 2.97 for quartiles 1-4 respectively. The total AUC was highest at the second quartile, at .36, the third quartile was the next highest at .31, followed by the first quartile at .30, and the lowest was the fourth quartile at .14.

Grade 4. For grade 4, the average growth was the highest for students in the first quartile, gaining 2.60 points on average on the easyCBM® math measures over the course of the year. Similar to grade 3, students' average annual gain became progressively lower as achievement increased – averaging 2.14 points at the second quartile, 1.78 at the third, and 1.35 in the fourth. Students who did not meet OAKS gained, on average, 0.22 points more than those who did meet. The optimal growth cut score derived from the ROC analysis were quite similar to the average growth scores, at 2.61, 2.17, 1.76, and 1.38 for quartiles 1-4 respectively. The total AUC was highest at the third quartile, at .52, the fourth quartile was the next highest at .47, followed by the second quartile at .43, and the lowest was the first quartile at .33.

For the grade 4 Washington sample, the average growth was highest for the students in the first quartile, gaining 2.74 points on average on the easyCBM® math measures over the course of the year. Students' average annual gain became progressively lower as achievement increased – averaging 2.37 points at the second quartile, 2.03 at the third, and 1.65 at the fourth. Students who did not meet MPS proficiency gained, on average, 0.48 points more than those who did meet. The optimal growth cut score derived from the ROC analysis were similar to the average growth scores, at 2.92, 2.41, 2.00, and 1.67 for quartiles 1-4 respectively. The total AUC was highest at the first quartile, at .76, the second quartile was the next highest at .69, followed by the third quartile at .67, and the lowest was the fourth quartile at .60.

Grade 5. For grade 5, the average growth was the highest for students in the first quartile, gaining 4.10 points on average on the easyCBM® math measures over the course of the year.

Similar to previous grades, students' average annual gain became progressively lower as achievement increased – averaging 3.64 points at the second quartile, 3.29 at the third, and 2.69 in the fourth. Students who did not meet OAKS gained, on average, 0.65 points more than those who did meet. The optimal growth cut score derived from the ROC analysis were quite similar to the average growth scores, at 4.12, 3.64, 3.13, and 2.82 for quartiles 1-4 respectively. The total AUC was highest at the third quartile, at .66, the second quartile was the next highest at .46, followed by the first quartile at .45, and the lowest was the fourth quartile at .36.

For the grade 5 Washington sample, the average growth was highest for the students in the first quartile, gaining 5.15 points on average on the easyCBM® math measures over the course of the year. Students' average annual gain became progressively lower as achievement increased – averaging 4.30 points at the second quartile, 3.51 at the third, and 2.22 at the fourth. Students who did not meet MPS proficiency gained, on average, 0.33 points more than those who did meet. The optimal growth cut score derived from the ROC analysis were similar to the average growth scores, at 5.57, 4.42, 3.44, and 2.48 for quartiles 1-4 respectively. The total AUC was highest at the first quartile, at .75, the third quartile was the next highest at .67, followed by the second quartile at .66, and the lowest was the fourth quartile at .27.

Grade 6. For grade 6, the average growth was the highest for students in the fourth quartile, gaining 2.19 points on average on the easyCBM® math measures over the course of the year. Unlike previous grades, students' average annual gain became progressively higher as achievement increased – averaging 1.73 points at the first quartile, 2.00 at the second quartile, and 2.12 in the third. Students who did not meet OAKS gained, on average, 0.45 points less than those who did meet. The optimal growth cut score derived from the ROC analysis were similar to the average growth scores, at 1.78, 1.91, 2.02, and 2.20 for quartiles 1-4 respectively. The total AUC was highest at the third quartile, at .82, the second quartile was the next highest at .82, followed by the first quartile at .74, and the lowest was the fourth quartile at .54.

For the grade 6 Washington sample, the average growth was highest for the students in the second quartile, gaining 2.95 points on average on the easyCBM® math measures over the course of the year. Students' average annual gain was 2.83 points at the first quartile, 2.68 at the third, and 2.10 at the fourth. Students who did not meet MPS proficiency gained, on average, 0.06 points more than those who did meet. The optimal growth cut score derived from the ROC analysis were similar to the average growth scores, at 3.15, 2.95, 2.44, and 1.94 for quartiles 1-4 respectively. The total AUC was highest at the third quartile, at .84, the second quartile was the next highest at .78, followed by the fourth quartile at .76, and the lowest was the first quartile at .75.

Grade 7. For grade 7, the average growth was the highest for students in the third quartile, gaining 1.19 points on average on the easyCBM® math measures over the course of the year. Students' average annual gain did not follow a consistent pattern – averaging 1.10 points at the first quartile, 1.13 at the second quartile, and 1.18 in the fourth. Students who did not meet OAKS gained, on average, 0.16 points less than those who did meet. The optimal growth cut score derived from the ROC analysis were quite similar to the average growth scores, at 1.12, 1.14, 1.16, and 1.16 for quartiles 1-4 respectively. The total AUC was highest at the fourth quartile, at .79, the first quartile was the next highest at .67, followed by the second quartile at .66, and the lowest was the third quartile at .62.

For the grade 7 Washington sample, the average growth was highest for the students in the first quartile, gaining 1.99 points on average on the easyCBM® math measures over the course of the year. Students' average annual gain was 1.66 points at the second quartile, 1.43

at the third, and 1.07 at the fourth. Students who did not meet MPS proficiency gained, on average, 0.39 points more than those who did meet. The optimal growth cut score derived from the ROC analysis were similar to the average growth scores, at 2.01, 1.67, 1.41, and 0.86 for quartiles 1-4 respectively. The total AUC was highest at the fourth quartile, at .73, the second quartile was the next highest at .70, followed by the first quartile at .62, and the lowest was the third quartile at .60.

Grade 8. For grade 8, the average growth was the highest for students in the first quartile, gaining 0.41 points on average on the easyCBM® math measures over the course of the year. Students' average annual gain did not follow a consistent pattern – averaging 0.37 points at the second quartile, 0.38 at the third quartile, and 0.36 in the fourth. Students who did not meet OAKS gained, on average, 0.05 points less than those who did meet. The optimal growth cut score derived from the ROC analysis were quite similar to the average growth scores, at 0.42, 0.38, 0.37, and 0.01 for quartiles 1-4 respectively. The total AUC was highest at the fourth quartile, at .99, the second quartile was the next highest at .66, followed by the third quartile at .61, and the lowest was the first quartile at .57.

For the grade 8 Washington sample, the average growth was highest for the students in the first quartile, gaining 1.41 points on average on the easyCBM® math measures over the course of the year. Students' average annual gain was 1.20 points at the second quartile, 1.01 at the third, and 0.82 at the fourth. Students who did not meet MPS proficiency gained, on average, 0.33 points more than those who did meet. The optimal growth cut score derived from the ROC analysis were similar to the average growth scores, at 1.38, 1.18, 1.02, and 0.89 for quartiles 1-4 respectively. The total AUC was highest at the second quartile, at .32, the first quartile was the next highest at .28, followed by the third quartile at .21, and the lowest was the fourth quartile at .08.

Minimum acceptable year-end benchmark performance (pp. 118-133). The sensitivity, specificity, positive predictive power, negative predictive power, AUC, and overall correct classification rates for the chosen cut score on each of the three measures at each grade for Oregon and Washington respectively were reported. The AUC ranged from .86 to .92 for Oregon, and .83 to .95 for Washington. The optimal cut scores resulted in an overall correct classification ranging from 78% to 85% for Oregon, and 76% to 88% for Washington. Average seasonal easyCBM® scores for the state test performance level classifications were reported for Oregon and for Washington. Scatterplots depicting the relation between the spring easyCBM® measure and the Oregon OAKS were reported, as are scatterplots depicting the relation between easyCBM® and the Washington MSP.

Internal and split-half reliabilities (pp. 140-503). We examined the internal reliability of the easyCBM® measures using Cronbach's alpha and split-half estimates.

Grade 3 (pp. 140-233). Cronbach's alpha estimates for the full grade 3 sample for fall, winter and spring easyCBM® measures ranged in the .70s and .80s, and split-half reliability estimates for all three measures were consistently in the moderate range, between .50s and .80s. Similar results were observed for ELL students. Cronbach's alpha and split-half reliability estimates for all three measures for all ethnicity sub-samples were similar, with most in the moderate to moderately high range and the winter measures with the highest coefficients compared to other measures. The Cronbach's alpha estimates were higher compared to the split-half estimates for all measures. Cronbach's alpha estimates for students who receive special

education services for fall, winter and spring easyCBM[®] measures were in the .80s, and split-half reliability estimates for all three measures were consistently in the moderate range, between .60s and .70s. For all measures, Cronbach's alpha estimates were higher than split-half estimates for all seasons.

Grade 4 (pp. 234-326). Cronbach's alpha estimates for the full grade 4 sample for fall, winter and spring easyCBM[®] measures were in the .80s, and split-half reliability estimates for all three measures were consistently in the .70s. For the ELL sub-sample, Cronbach's alpha estimates for all three measures were in the .70s and .80s, and split-half reliabilities for all three measures were ranged in the .50s and .70s. Cronbach's alpha for all three measures for all ethnicity sub-samples were similar, with most in the .80s, and split-half reliability estimates for fall, winter and spring were between .60s and .80s. Cronbach's alpha estimates for students who receive special education services for fall, winter and spring easyCBM[®] measures were in the .80s, and split-half reliability estimates for all three measures were consistently in the .70s. For all measures, Cronbach's alpha estimates were higher than split-half estimates for all seasons.

Grade 5 (pp.327-416). Cronbach's alpha estimates for the full grade sample for fall, winter and spring easyCBM[®] measures were in the .80s and .90s, and split-half reliability estimates for all three measures were consistently between .70s and .80s. For the ELL sub-sample, Cronbach's alpha estimates were in the .70s and .80s and split-half reliability estimates ranged from .50s to .80s. Cronbach's alpha and split-half reliability estimates for all three measures for all ethnicity sub-samples were similar. The fall and winter measures had Cronbach's alpha and split-half reliability estimates in the .80s and .60s to .80s respectively. The spring measures had Cronbach's alpha estimates of .80s to .90s, and split-half estimates of .70s and .80s. Cronbach's alpha estimates for students who receive special education services for all easyCBM[®] measures were in the .80s and .90s, with the spring measures with the highest coefficients, and split-half reliability estimates for all three measures were consistently in the moderate range, between .70s and .80s.

Grade 6 (pp. 417-445). Cronbach's alpha estimates for the full grade 6 sample for fall, winter and spring easyCBM[®] measures ranged from .73 to .83, and split-half reliability estimates for all three measures ranged between .84 to .89. For the ELL sub-sample, Cronbach's alpha estimates ranged from .60 to .80 and split-half reliability estimates ranged from .72 to .85. Cronbach's alpha and split-half reliability estimates for all three measures for all ethnicity sub-samples were similar, ranging from the .60s to the .80s, with the spring measures demonstrating consistently higher estimates. Cronbach's alpha estimates for students who receive special education services for all easyCBM[®] measures ranged from .67 to .82, and split-half reliability estimates for all three measures ranged from .79 to .82.

Grade 7 (pp. 446-474). Cronbach's alpha estimates for fall, winter and spring easyCBM[®] measures ranged from .89 to .90 and split-half reliability estimates for all three measures ranged between .85 and .87. For the ELL sub-sample, Cronbach's alpha estimates ranged from .60 to .80 and split-half reliability estimates ranged from .62 to .71. Cronbach's alpha and split-half reliability estimates for all three measures for all ethnicity sub-samples were similar, ranging in the .80s and .90s, with the spring measures demonstrating consistently higher estimates. Cronbach's alpha estimates for students who receive special education services for all easyCBM[®] measures ranged from .86 to .87, with the spring measures with the highest coefficients, and split-half reliability estimates for all three measures ranged from .81 to .88.

Grade 8 (pp. 475-503). Cronbach's alpha estimates for fall, winter and spring easyCBM[®] measures ranged from .80 to .86 and split-half reliability estimates for all three measures ranged

between .80 and .86. For the ELL sub-sample, Cronbach's alpha estimates ranged from .63 to .75 and split-half reliability estimates ranged from .62 to .71. Cronbach's alpha and split-half reliability estimates for all three measures for all ethnicity sub-samples generally ranged in the .80s and .90s. Cronbach's alpha estimates for students who receive special education services for all easyCBM[®] measures ranged from .66 to .78 and split-half reliability estimates for all three measures ranged from .74 to .79.

Reliability of the slope estimates (pp. 516-527). The reliability of all the slope estimates results are presented in tables, but only results of ethnic sub-groups with sample sizes of 30 or more are discussed here.

Grade 3. For the Oregon grade 3 first quartile, the reliability of the math growth slope for the full sample was .48, for White students was .47, for Latino students was .35, and for Asian students was .27. For the grade 3 Oregon second quartile, the reliability of the math growth slope for the full sample was .15, for White students was .13, for Latino students was .24, for Black students was .01, for Asian students was .01, and for multi-ethnic students was .17. For the grade 3 Oregon third quartile, the reliability of the math growth slope for the full sample was .02, for White students was .01, for Asian students was .01, for multi-ethnic students was .08, and for students who declined to report ethnicity was .78. And for the grade 3 Oregon fourth quartile, the reliability of the math growth slope for the full sample was .09, for White students was .04, for Latino students was .32, and for Asian students was .13.

For the Washington grade 3 first quartile, the reliability of the math growth slope for the full sample was .23, and for White students was .24. For the grade 3 Washington second quartile, the reliability of the math growth slope for the full sample was .49, and for White students was .45. For the grade 3 Washington third quartile, the reliability of the math growth slope for the full sample was .49, and for White students was .52. And for the grade 3 Washington fourth quartile, the reliability of the math growth slope for the full sample was .05, for White students was .00, and for Asian students was .03.

Grade 4. For the Oregon grade 4 first quartile, the reliability of the math growth slope for the full sample was .41, for White students was .46, and for Latino students was .36, for Asian students was .59, and for multi-ethnic students was .33. For the Oregon grade 4 second quartile, the reliability of the math growth slope for the full sample could not be estimated, for Latino students was .21, for Black students was .16, for Asian students was .30, and for multi-ethnic students was .24. For the Oregon grade 4 third quartile, the reliability of the math growth slope for the full sample was .06, for White students was .04, for Latino students was .22, for Asian students was .23, and for multi-ethnic students was .09. And for the Oregon grade 4 fourth quartile, the reliability of the math growth slope for the full sample was .20, for White students was .19, for Latino students was .24, and for Asian students was .21.

For the Washington grade 4 first quartile, the reliability of the math growth slope for the full sample was .40, for White students was .36, and for Asian students was .53. For the grade 4 Washington second quartile, the reliability of the math growth slope for the full sample was .53, and for White students was .53. For the grade 4 Washington third quartile, the reliability of the math growth slope for the full sample was .34, for White students was .35, and for Asian students was .29. And for the grade 4 Washington fourth quartile, the reliability of the math growth slope for the full sample was .16, and for White students was .12.

Grade 5. For the Oregon grade 5 first quartile, the reliability of the math growth slope for the full sample was .63, for White students was .63, for Latino students was .58, and for Black

students was .66. For the Oregon grade 5 second quartile, the reliability of the math growth slope for the full sample was .06, for White students was .04, for Latino students was .34, for Black students was .41, for Asian students was .17, for multi-ethnic students was .38, and for students who declined to report ethnicity was .51. For the Oregon grade 5 third quartile, the reliability of the math growth slope for the full sample was .01, for Latino students was .09, for Asian students was .11, and for multi-ethnic students was .43. And for the Oregon grade 5 fourth quartile, the reliability of the math growth slope for the full sample was .00, for White students was .00, and for Asian students was .01.

For the Washington grade 5 first quartile, the reliability of the math growth slope for the full sample was .57, and for White students was .68. For the grade 5 Washington second quartile, the reliability of the math growth slope for the full sample was .28, and for White students was .39. For the grade 5 Washington third quartile, the reliability of the math growth slope for the full sample was .11, and for White students was .18. And for the grade 5 Washington fourth quartile, the reliability of the math growth slope for the full sample was .06, for White students was .04, and for Asian students was .28.

Grade 6. For the Oregon grade 6 first quartile, the reliability of the math growth slope for the full sample was .56, for White students was .61, and for Latino students was .52. For the Oregon grade 6 second quartile, the reliability of the math growth slope for the full sample was .18, for White students was .16, for Latino students was .30, for Black students was .11, for Asian students was .21, and for multi-ethnic students was .45. For the Oregon grade 6 third quartile, the reliability of the math growth slope for the full sample was .03, for White students was .02, for Latino students was .18, and for Asian students was .01. And for the Oregon grade 6 fourth quartile, the reliability of the math growth slope for the full sample was .02, for White students was .03, for Latino students was .05, and for Asian students was .00.

For the Washington grade 6 first quartile, the reliability of the math growth slope for the full sample was .54, for White students was .49. For the grade 6 Washington second quartile, the reliability of the math growth slope for the full sample was .65, and for White students was .62. For the grade 6 Washington third quartile, the reliability of the math growth slope for the full sample was .43, for White students was .24, and for Asian students was .22. And for the grade 6 Washington fourth quartile, the reliability of the math growth slope for the full sample was .08, and for White students was .07.

Grade 7. For the Oregon grade 7 first quartile, the reliability of the math growth slope for the full sample was .35, for White students was .39, and for Latino students was .27. For the Oregon grade 7 second quartile, the reliability of the math growth slope for the full sample could not be estimated, for White students was .34, for Latino students was .33, and for Asian students was .42. For the Oregon grade 7 third quartile, the reliability of the math growth slope for the full sample was .25, for White students was .22, for Latino students was .47, and for Asian students was .03. And for the Oregon grade 7 fourth quartile, the reliability of the math growth slope for the full sample was .24, for White students was .16, for Latino students was .50, and for Asian students was .70.

For the Washington grade 7 first quartile, the reliability of the math growth slope for the full sample was .35, and for White students was .38. For the grade 7 Washington second quartile, the reliability of the math growth slope for the full sample was .67, for White students was .67, and Asian students was .33. For the grade 7 Washington third quartile, the reliability of the math growth slope for the full sample was .35, and for White students was .35. And for the grade 7

Washington fourth quartile, the reliability of the math growth slope for the full sample was .17, for White students was .17, and for Asian students was .17.

Grade 8. For the Oregon grade 8 first quartile, the reliability of the math growth slope for the full sample was .52, for White students was .56, and for Latino students was .42. For the Oregon grade 8 second quartile, the reliability of the math growth slope for the full sample was .28, for White students was .30, for Latino students was .26, for Black students was .01, and for Asian students was .27. For the Oregon grade 8 third quartile, the reliability of the math growth slope for the full sample was .24, for White students was .19, for Latino students was .44, and for Asian students was .18. And for the Oregon grade 8 fourth quartile, the reliability of the math growth slope for the full sample was .40, for White students was .36, and for Latino students was .64.

For the Washington grade 8 first quartile, the reliability of the math growth slope for the full sample was .35, and for White students was .38. For the grade 8 Washington second quartile, the reliability of the math growth slope for the full sample was .67, for White students was .67, and for Asian students was .33. For the grade 8 Washington third quartile, the reliability of the math growth slope for the full sample was .35, and for White students was .35. And for the grade 8 Washington fourth quartile, the reliability of the math growth slope for the full sample was .17, for White students was .17, and for Asian students was .17.

Construct, concurrent, and predictive validity (pp. 540-881). Results from the construct, concurrent, and predictive validity analyses are reported.

Construct Validity (pp. 540-626)

Grade 3. For the Oregon grade 3 sample, the correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., OAKS, the state standardized reading test score) were above .69, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .68. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .72, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .69. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .70, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .61. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .60, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .68. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .68, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .65. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .61, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .56. For the sub-sample of students who declined to report ethnicity, the correlations between the easyCBM® benchmark measures and the OAKS were above .63, and the spring measure had the

highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .44.

For the Washington grade 3 sample, the correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., MSP, the state standardized reading test score) were above .70, and the winter and spring measures had the highest correlations with the state test score. The correlations between the three easyCBM® benchmark measures were above .69. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .61, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .59. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .72, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .74. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .65, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .65. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .69, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .71. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .60, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .47.

According to Muthén and Muthén (1998-2007), only the *p*-value of the difference test should be interpreted, not the chi-square and degrees of freedom values, but all values are reported here. The CFA model comparison results, with the Oregon and Washington samples combined, showed that the *p*-value was less than .05, which indicated that the three factor model significantly worsened the fit of the one factor model, thus providing evidence that a one factor model is appropriate for these easyCBM® grade 3 math data.

Grade 4. For the Oregon grade 4 sample, the correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., OAKS, the state standardized reading test score) were above .73, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .76. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .69, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .70. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .69, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .67. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .67, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .72. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .73, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .74. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the

OAKS were above .76, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .77. For the sub-sample of students who declined to report ethnicity, the correlations between the easyCBM® benchmark measures and the OAKS were above .72, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .77.

For the Washington grade 4 sample, the correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., MSP, the state standardized reading test score) were above .77, and the winter and spring measures had the highest correlations with the state test score. The correlations between the three easyCBM® benchmark measures were above .77. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .77, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .79. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .73, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .76. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .73, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .76. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .75, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .76. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .68, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .68.

According to Muthén and Muthén (1998-2007), only the *p*-value of the difference test should be interpreted, not the chi-square and degrees of freedom values, but all values are reported here. The CFA model comparison results, with the Oregon and Washington samples combined, showed that the *p*-value was less than .05, which indicated that the three factor model significantly worsened the fit of the one factor model, thus providing evidence that a one factor model is appropriate for these easyCBM® grade 4 math data.

Grade 5. For the Oregon grade 5 sample, the correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., OAKS, the state standardized reading test score) were above .72, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .71. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .73, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .78. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .62, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .67. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .64, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .65. For the White student sub-sample,

the correlations between the easyCBM® benchmark measures and the OAKS were above .71, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .68. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were above .61, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .70. For the sub-sample of students who declined to report ethnicity, the correlations between the easyCBM® benchmark measures and the OAKS were above .74, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .68.

For the Washington grade 5 sample, the correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., MSP, the state standardized reading test score) were above .69, and the winter and spring measures had the highest correlations with the state test score. The correlations between the three easyCBM® benchmark measures were above .67. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .66, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .62. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .69, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .60. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .68, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .70. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .68, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .65. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .71, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .71.

According to Muthén and Muthén (1998-2007), only the p -value of the difference test should be interpreted, not the chi-square and degrees of freedom values, but all values are reported here. The CFA model comparison results, with the Oregon and Washington samples combined, showed that the p -value was less than .05, which indicated that the three factor model significantly worsened the fit of the one factor model, thus providing evidence that a one factor model is appropriate for these easyCBM® grade 5 math data.

Grade 6. The results of the full sample correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., OAKS, the state standardized math test score) were generally high, with correlations in the 0.70s and 0.80s. Correlations between the three benchmark measures were also in the 0.70s and 0.80s. For the American/Indian student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures ranged between .50s and .80s. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s. The fall benchmark measure had the highest correlation with OAKS

compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures ranged between .70s and .80s. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .80s. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were also in the .80s. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were also in the .70s. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s. The winter benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were also in the .70s. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s and .80s. The winter benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were between .60s and .80s. For the sub-sample of students who declined to report ethnicity, the correlations between the easyCBM® benchmark measures and the OAKS were between .70s and .80s, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were between .70s and .80s.

For the Washington grade 6 sample, the correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., MSP, the state standardized reading test score) were above .81, and the spring measure had the highest correlations with the state test score, and the correlations between the three easyCBM® benchmark measures were above .77. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .82, and the spring measure had the highest correlation with the state test score, and the correlations between the three easyCBM® benchmark measures were above .69. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .84, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .80. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .79, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .67. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .78, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .78. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .81, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .77.

According to Muthén and Muthén (1998-2007), only the *p*-value of the difference test should be interpreted, not the chi-square and degrees of freedom values, but all values are reported here. The CFA model comparison results, with the Oregon and Washington samples combined, showed that the *p*-value was less than .05, suggesting that the three factor model significantly worsened the fit of the one factor model, thus providing evidence that a one factor model is appropriate for these easyCBM® grade 6 math data.

Grade 7. The results of the full sample correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., OAKS, the state standardized math test score) were generally high, with correlations in the 0.80s. The winter benchmark measure had the highest correlation with OAKS compared to other benchmark scores. Correlations between the three benchmark measures were also in the 0.80s. For the American/Indian student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were between .70 and 1.0. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures ranged between .60s and .80s. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .80s. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were in the .80s. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s. The winter benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were also in the .70s and .80s. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were also in the .70s. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s and .80s. The winter benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were also in the .80s. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s and .80s. The winter benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were between .70s and .80s. For the sub-sample of students who declined to report ethnicity, the correlations between the easyCBM® benchmark measures and the OAKS were between .70s and .80s, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were between .70s.

For the Washington grade 7 sample, the correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., MSP, the state standardized reading test score) were above .80, and the winter measures had the highest correlations with the state test score, and the correlations between the three easyCBM® benchmark measures were above .81. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .81, and the spring measure had the highest correlation with the state test score, and the correlations between the three easyCBM® benchmark measures were above .81. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .68, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .71. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .77, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .68. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .79, and

the fall and winter measures had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .82. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .78, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .73.

According to Muthén and Muthén (1998-2007), only the *p*-value of the difference test should be interpreted, not the chi-square and degrees of freedom values, but all values are reported here. The CFA model comparison results, with the Oregon and Washington samples combined, showed that the *p*-value was less than .05, suggesting that the three factor model significantly worsened the fit of the one factor model, thus providing evidence that a one factor model is appropriate for these easyCBM® grade 7 math data.

Grade 8. The results of the full sample correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., OAKS, the state standardized math test score) were generally high, with correlations in the 0.80s. Correlations between the three benchmark measures were also in the 0.80s. For the American/Indian student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were between .70 and 8.0. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were in the .80s. For the Asian/Pacific Islander student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s and .80s. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were in the .80s. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .60s and .80s. The fall benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were also in the .70s and .80s. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were also in the .70s. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .70s. The fall benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were also in the .70s and .80s. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the OAKS were in the .80s. The spring benchmark measure had the highest correlation with OAKS compared to other benchmark scores. The correlations between the three easyCBM® benchmark measures were between .80s and .90s. For the sub-sample of students who declined to report ethnicity, the correlations between the easyCBM® benchmark measures and the OAKS were between .70s and .80s, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were between .70s and .80s.

For the Washington grade 8 sample, the correlations between the easyCBM® benchmark measures (i.e., fall, winter and spring) and the criterion variable for the (i.e., MSP, the state standardized reading test score) were above .79, and the spring measures had the highest correlations with the state test score, and the correlations between the three easyCBM® benchmark measures were above .82. For the Asian/Pacific Islander student sub-sample, the

correlations between the easyCBM® benchmark measures and the MSP were above .78, and the spring measure had the highest correlation with the state test score, and the correlations between the three easyCBM® benchmark measures were above .82. For the Black student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .75, and the winter measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .79. For the Hispanic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .74, and the spring measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .66. For the White student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .75, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .81. For the multi-ethnic student sub-sample, the correlations between the easyCBM® benchmark measures and the MSP were above .83, and the fall measure had the highest correlation with the state test score. The correlations between the three easyCBM® benchmark measures were above .84.

According to Muthén and Muthén (1998-2007), only the p -value of the difference test should be interpreted, not the chi-square and degrees of freedom values, but all values are reported here. The CFA model comparison results, with the Oregon and Washington samples combined, showed that the p -value was less than .05, suggesting that the three factor model significantly worsened the fit of the one factor model, thus providing evidence that a one factor model is appropriate for these easyCBM® grade 8 math data.

Concurrent Validity (pp. 627-707)

Grade 3. The Oregon easyCBM® spring math benchmark regression analyses for grade 3 full sample yielded an R^2 value of .54 ($n = 3119$), and the easyCBM® spring math assessment significantly predicted state math test scores (Standardized $\beta = .74$). The regression analyses for third grade Asian/Pacific Islander sub-sample yielded an R^2 value of .60 ($n = 155$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .78$). The regression analyses for third grade Black sub-sample yielded an R^2 value of .62 ($n = 61$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .79$). The regression analyses for third grade Hispanic sub-sample yielded an R^2 value of .46 ($n = 641$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .70$). The regression analyses for third grade White sub-sample yielded an R^2 value of .53 ($n = 2073$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .73$). The regression analyses for third grade multi-ethnic sub-sample yielded an R^2 value of .55 ($n = 67$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .74$). The regression analyses for third grade sub-sample of students who declined to report ethnicity yielded an R^2 value of .47 ($n = 78$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .69$).

The Washington easyCBM® spring math benchmark regression analyses for grade 3 full sample yielded an R^2 value of .52 ($n = 544$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .72$). The regression analyses for third grade Asian/Pacific Islander sub-sample yielded an R^2 value of .40 ($n = 93$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .63$). The regression analyses for third grade Black sub-sample yielded an R^2 value of .62 ($n = 41$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .79$). The regression analyses

for third grade Hispanic sub-sample yielded an R^2 value of .55 ($n = 40$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .74$). The regression analyses for third grade White sub-sample yielded an R^2 value of .52 ($n = 299$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .72$). The regression analyses for third grade multi-ethnic sub-sample yielded an R^2 value of .37 ($n = 68$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .61$).

Grade 4. The Oregon easyCBM® spring math benchmark regression analyses for fourth grade full sample yielded an R^2 value of .57 ($n = 2965$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .76$). The regression analyses for fourth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .48 ($n = 148$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .70$). The regression analyses for fourth grade Black sub-sample yielded an R^2 value of .48 ($n = 74$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .70$). The regression analyses for fourth grade Hispanic sub-sample yielded an R^2 value of .51 ($n = 622$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .72$). The regression analyses for fourth grade White sub-sample yielded an R^2 value of .56 ($n = 1905$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .75$). The regression analyses for fourth grade multi-ethnic sub-sample yielded an R^2 value of .65 ($n = 102$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .80$). The regression analyses for fourth grade sub-sample of students who declined to report ethnicity yielded an R^2 value of .63 ($n = 62$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .80$).

The Washington easyCBM® spring math benchmark regression analyses for grade 4 full sample yielded an R^2 value of .60 ($n = 614$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .77$). The regression analyses for fourth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .60 ($n = 110$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .78$). The regression analyses for fourth grade Black sub-sample yielded an R^2 value of .76 ($n = 42$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .87$). The regression analyses for fourth grade Hispanic sub-sample yielded an R^2 value of .59 ($n = 26$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .77$). The regression analyses for fourth grade White sub-sample yielded an R^2 value of .67 ($n = 364$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .75$). The regression analyses for fourth grade multi-ethnic sub-sample yielded an R^2 value of .53 ($n = 66$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .73$).

Grade 5. The Oregon easyCBM® spring math benchmark regression analyses for fifth grade full sample yielded an R^2 value of .52 ($n = 3161$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .72$). The regression analyses for fifth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .53 ($n = 176$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .73$). The regression analyses for fifth grade Black sub-sample yielded an R^2 value of .39 ($n = 82$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .62$). The regression analyses for fifth grade Hispanic sub-sample yielded an R^2 value of .50 ($n = 619$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .71$).

The regression analyses for fifth grade White sub-sample yielded an R^2 value of .50 ($n = 2068$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .71$). The regression analyses for fifth grade multi-ethnic sub-sample yielded an R^2 value of .37 ($n = 88$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .61$). The regression analyses for fifth grade sub-sample of students who declined to report ethnicity yielded an R^2 value of .56 ($n = 78$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .75$).

The Washington easyCBM® spring math benchmark regression analyses for grade 5 full sample yielded an R^2 value of .48 ($n = 585$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .69$). The regression analyses for fifth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .45 ($n = 94$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .67$). The regression analyses for fifth grade Black sub-sample yielded an R^2 value of .52 ($n = 49$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .72$). The regression analyses for fifth grade Hispanic sub-sample yielded an R^2 value of .56 ($n = 42$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .75$). The regression analyses for fifth grade White sub-sample yielded an R^2 value of .46 ($n = 373$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .68$). The regression analyses for fifth grade multi-ethnic sub-sample yielded an R^2 value of .54 ($n = 21$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .74$).

Grade 6. For the full sample, the easyCBM® spring math benchmark regression analyses yielded an R^2 value of .63 ($n = 2098$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .79$). The regression analyses for American/Indian sub-sample yielded an R^2 value of .63 ($n = 39$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .79$). The regression analyses for Asian/Pacific Islander sub-sample yielded an R^2 value of .56 ($n = 114$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .78$). The regression analyses for Black students yielded an R^2 value of .62 ($n = 50$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .88$). The regression analyses for the Hispanic sub-sample yielded an R^2 value of .60 ($n = 473$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .78$). The regression analyses for the White sub-sample yielded an R^2 value of .61 ($n = 1323$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .78$). The regression analyses for the multi-ethnic sub-sample yielded an R^2 value of .65 ($n = 48$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .81$). The regression analyses for the students who declined to report ethnicity yielded an R^2 value of .68 ($n = 47$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .83$).

The Washington easyCBM® spring math benchmark regression analyses for grade 6 full sample yielded an R^2 value of .67 ($n = 585$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .82$). The regression analyses for sixth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .68 ($n = 107$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .82$). The regression analyses for sixth grade Black sub-sample yielded an R^2 value of .77 ($n = 54$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .88$). The regression analyses for sixth grade Hispanic sub-sample yielded an R^2 value of .65 ($n = 48$), and

the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .81$). The regression analyses for sixth grade White sub-sample yielded an R^2 value of .64 ($n = 350$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .80$). The regression analyses for sixth grade multi-ethnic sub-sample yielded an R^2 value of .81 ($n = 17$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .90$).

Grade 7. For the full sample, the easyCBM® spring math benchmark regression analyses yielded an R^2 value of .67 ($n = 1846$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .82$). The regression analyses for American/Indian sub-sample yielded an R^2 value of .63 ($n = 39$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .79$). The regression analyses for Asian/Pacific Islander sub-sample yielded an R^2 value of .70 ($n = 119$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .84$). The regression analyses for Black students yielded an R^2 value of .60 ($n = 42$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .77$). The regression analyses for the Hispanic sub-sample yielded an R^2 value of .62 ($n = 404$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .79$). The regression analyses for the White sub-sample yielded an R^2 value of .65 ($n = 1176$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .81$). The regression analyses for the multi-ethnic sub-sample yielded an R^2 value of .78 ($n = 35$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .78$). The regression analyses for the students who declined to report ethnicity yielded an R^2 value of .64 ($n = 43$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .80$).

The Washington easyCBM® spring math benchmark regression analyses for grade 7 full sample yielded an R^2 value of .66 ($n = 530$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .81$). The regression analyses for seventh grade Asian/Pacific Islander sub-sample yielded an R^2 value of .72 ($n = 108$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .85$). The regression analyses for seventh grade Black sub-sample yielded an R^2 value of .66 ($n = 44$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .81$). The regression analyses for seventh grade Hispanic sub-sample yielded an R^2 value of .68 ($n = 37$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .83$). The regression analyses for seventh grade White sub-sample yielded an R^2 value of .63 ($n = 323$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .80$). The regression analyses for seventh grade multi-ethnic sub-sample yielded an R^2 value of .62 ($n = 16$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .78$).

Grade 8. For the full sample, the easyCBM® spring math benchmark regression analyses yielded an R^2 value of .64 ($n = 1726$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .75$). The regression analyses for American/Indian sub-sample yielded an R^2 value of .68 ($n = 22$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .82$). The regression analyses for Asian/Pacific Islander sub-sample yielded an R^2 value of .73 ($n = 88$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .85$). The regression analyses for Black students yielded an R^2 value of .46 ($n = 54$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .68$). The regression analyses for the Hispanic sub-sample yielded an R^2

value of .60 ($n = 416$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .78$). The regression analyses for the White sub-sample yielded an R^2 value of .62 ($n = 1066$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .79$). The regression analyses for the multi-ethnic sub-sample yielded an R^2 value of .71 ($n = 30$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .84$). The regression analyses for the students who declined to report ethnicity yielded an R^2 value of .72 ($n = 49$). The easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .85$).

The Washington easyCBM® spring math benchmark regression analyses for grade 8 full sample yielded an R^2 value of .66 ($n = 535$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .81$). The regression analyses for eighth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .65 ($n = 115$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .80$). The regression analyses for eighth grade Black sub-sample yielded an R^2 value of .67 ($n = 36$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .82$). The regression analyses for eighth grade Hispanic sub-sample yielded an R^2 value of .69 ($n = 37$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .83$). The regression analyses for eighth grade White sub-sample yielded an R^2 value of .64 ($n = 327$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .80$). The regression analyses for eighth grade multi-ethnic sub-sample yielded an R^2 value of .79 ($n = 12$), and the easyCBM® spring math assessment significantly predicted state math test scores ($\beta = .89$).

Predictive Validity (pp. 708-881)

Grade 3. The easyCBM® fall and winter math benchmark regression analyses for the Oregon third grade full sample yielded an R^2 value of .58 ($n = 2003$). Both the easyCBM® fall ($\beta = .43$) and winter ($\beta = .40$) math assessments significantly predicted state math test scores. The tolerance value is greater than 0.10 and the Variance Inflation Factor (VIF) is less than 2.5 which suggests that multicollinearity was not an problem of the model. The full sample fall regression analyses yielded an R^2 value of .48 ($n = 3302$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .69$). The full sample winter regression analyses yielded an R^2 value of .48 ($n = 2140$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .70$). The fall ($n = 182$) and winter ($n = 121$) regression analyses for the third grade Asian/Pacific Islander sub-sample yielded an R^2 value of .55 and .52, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .74$ and $\beta = .72$, respectively). The fall ($n = 61$) and winter ($n = 34$) regression analyses for the third grade Black sub-sample yielded an R^2 value of .58 and .49, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .76$ and $\beta = .70$, respectively). The fall ($n = 726$) and winter ($n = 577$) regression analyses for the third grade Hispanic sub-sample yielded an R^2 value of .37 and .37, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .61$ and $\beta = .61$, respectively). The fall ($n = 2154$) and winter ($n = 1302$) regression analyses for the third grade White sub-sample yielded an R^2 value of .47 and .48, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .69$ and $\beta = .69$, respectively). The fall ($n = 76$) and winter ($n = 37$) regression analyses for the third grade multi-ethnic sub-sample

yielded an R^2 value of .37 and .56, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .61$ and $\beta = .75$, respectively). The fall ($n = 65$) and winter ($n = 48$) regression analyses for the third grade sub-sample of students who declined to report ethnicity yielded an R^2 value of .40 and .45, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .64$ and $\beta = .67$, respectively).

The easyCBM® fall and winter math benchmark regression analyses for the Washington third grade full sample yielded an R^2 value of .56 ($n = 481$). Both the easyCBM® fall ($\beta = .36$) and winter ($\beta = .45$) math assessments significantly predicted state math test scores. The tolerance value was greater than 0.10 and the Variance Inflation Factor (VIF) was less than 2.5 which suggests that multicollinearity was not a problem of the model. The full sample fall regression analyses yielded an R^2 value of .49 ($n = 522$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .70$). The full sample winter regression analyses yielded an R^2 value of .52 ($n = 514$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .72$). The fall ($n = 92$) and winter ($n = 84$) regression analyses for the third grade Asian/Pacific Islander sub-sample yielded an R^2 value of .48 and .38, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .69$ and $\beta = .62$, respectively). The fall ($n = 36$) and winter ($n = 38$) regression analyses for the third grade Black sub-sample yielded an R^2 value of .63 and .53, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .79$ and $\beta = .73$, respectively). The fall ($n = 37$) and winter ($n = 38$) regression analyses for the third grade Hispanic sub-sample yielded an R^2 value of .43 and .65, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .66$ and $\beta = .81$, respectively). The fall ($n = 296$) and winter ($n = 293$) regression analyses for the third grade White sub-sample yielded an R^2 value of .49 and .48, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .70$ and $\beta = .69$, respectively). The fall ($n = 60$) and winter ($n = 59$) regression analyses for the third grade multi-ethnic sub-sample yielded an R^2 value of .41 and .60, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .64$ and $\beta = .78$, respectively).

Grade 4. The easyCBM® fall and winter math benchmark regression analyses for the Oregon fourth grade full sample yielded an R^2 value of .62 ($n = 1927$). Both the easyCBM® fall ($\beta = .45$) and winter ($\beta = .90$) math assessments significantly predicted state math test scores. The tolerance value is greater than 0.10 and the Variance Inflation Factor (VIF) is less than 2.5 which suggests that multicollinearity is not a problem of the model. The full sample fall regression analyses yielded an R^2 value of .56 ($n = 3116$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .75$). The full sample winter regression analyses yielded an R^2 value of .54 ($n = 2151$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .74$). The fall ($n = 159$) and winter ($n = 127$) regression analyses for the fourth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .55 and .54, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .74$ and $\beta = .73$, respectively). The fall ($n = 72$) and winter ($n = 44$) regression analyses for the fourth grade Black sub-sample yielded an R^2 value of .49 and .60, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .70$ and $\beta = .77$, respectively). The fall ($n = 703$) and winter ($n = 588$) regression analyses for the fourth grade Hispanic sub-sample yielded

an R^2 value of .48 and .46, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .69$ and $\beta = .68$, respectively). The fall ($n = 1976$) and winter ($n = 1265$) regression analyses for the fourth grade White sub-sample yielded an R^2 value of .54 and .54, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .74$ and $\beta = .73$, respectively). The fall ($n = 102$) and winter ($n = 54$) regression analyses for the fourth grade multi-ethnic sub-sample yielded an R^2 value of .64 and .59, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .80$ and $\beta = .77$, respectively). The fall ($n = 56$) and winter ($n = 43$) regression analyses for the fourth grade sub-sample of students who declined to report ethnicity yielded an R^2 value of .53 and .59, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .73$ and $\beta = .77$, respectively).

The easyCBM® fall and winter math benchmark regression analyses for the Washington fourth grade full sample yielded an R^2 value of .67 ($n = 558$). Both the easyCBM® fall ($\beta = .42$) and winter ($\beta = .44$) math assessments significantly predicted state math test scores. The tolerance value was greater than 0.10 but the Variance Inflation Factor (VIF) was more than 2.5 which suggests that multicollinearity may be a problem of the model. The full sample fall regression analyses yielded an R^2 value of .61 ($n = 608$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .78$). The full sample winter regression analyses yielded an R^2 value of .62 ($n = 583$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .79$). The fall ($n = 114$) and winter ($n = 107$) regression analyses for the fourth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .62 and .64, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .79$ and $\beta = .80$, respectively). The fall ($n = 38$) and winter ($n = 36$) regression analyses for the fourth grade Black sub-sample yielded an R^2 value of .67 and .54, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .82$ and $\beta = .74$, respectively). The fall ($n = 25$) and winter ($n = 27$) regression analyses for the fourth grade Hispanic sub-sample yielded an R^2 value of .54 and .61, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .73$ and $\beta = .78$, respectively). The fall ($n = 359$) and winter ($n = 343$) regression analyses for the fourth grade White sub-sample yielded an R^2 value of .59 and .62, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .77$ and $\beta = .79$, respectively). The fall ($n = 66$) and winter ($n = 65$) regression analyses for the fourth grade multi-ethnic sub-sample yielded an R^2 value of .47 and .51, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .69$ and $\beta = .72$, respectively).

Grade 5. The easyCBM® fall and winter math benchmark regression analyses for the Oregon fifth grade full sample yielded an R^2 value of .63 ($n = 2129$). Both the easyCBM® fall ($\beta = .44$) and winter ($\beta = .40$) math assessments significantly predicted state math test scores. The tolerance value is greater than 0.10 and the Variance Inflation Factor (VIF) is less than 2.5 which suggests that multicollinearity is not an problem of the model. The full sample fall regression analyses yielded an R^2 value of .57 ($n = 3355$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .75$). The full sample winter regression analyses yielded an R^2 value of .54 ($n = 2262$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .74$). The fall ($n = 194$) and winter ($n = 147$) regression

analyses for the fifth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .60 and .54, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .78$ and $\beta = .73$, respectively). The fall ($n = 83$) and winter ($n = 57$) regression analyses for the fifth grade Black sub-sample yielded an R^2 value of .53 and .49, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .73$ and $\beta = .70$, respectively). The fall ($n = 708$) and winter ($n = 588$) regression analyses for the fifth grade Hispanic sub-sample yielded an R^2 value of .42 and .48, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .65$ and $\beta = .70$, respectively). The fall ($n = 2150$) and winter ($n = 1337$) regression analyses for the fifth grade White sub-sample yielded an R^2 value of .56 and .53, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .75$ and $\beta = .72$, respectively). The fall ($n = 94$) and winter ($n = 52$) regression analyses for the fifth grade multi-ethnic sub-sample yielded an R^2 value of .58 and .47, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .76$ and $\beta = .69$, respectively). The fall ($n = 71$) and winter ($n = 42$) regression analyses for the fifth grade sub-sample of students who declined to report ethnicity yielded an R^2 value of .62 and .56, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .78$ and $\beta = .75$, respectively).

The easyCBM® fall and winter math benchmark regression analyses for the Washington fifth grade full sample yielded an R^2 value of .65 ($n = 558$). Both the easyCBM® fall ($\beta = .44$) and winter ($\beta = .41$) math assessments significantly predicted state math test scores. The tolerance value is greater than 0.10 and the Variance Inflation Factor (VIF) is a little more than 2.5 which suggests that multicollinearity may not be a problem of the model. The full sample fall regression analyses yielded an R^2 value of .59 ($n = 573$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .77$). The full sample winter regression analyses yielded an R^2 value of .60 ($n = 591$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .77$). The fall ($n = 90$) and winter ($n = 92$) regression analyses for the fifth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .66 and .58, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .81$ and $\beta = .76$, respectively). The fall ($n = 46$) and winter ($n = 46$) regression analyses for the fifth grade Black sub-sample yielded an R^2 value of .48 and .60, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .69$ and $\beta = .77$, respectively). The fall ($n = 40$) and winter ($n = 39$) regression analyses for the fifth grade Hispanic sub-sample yielded an R^2 value of .49 and .47, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .70$ and $\beta = .69$, respectively). The fall ($n = 370$) and winter ($n = 386$) regression analyses for the fifth grade White sub-sample yielded an R^2 value of .56 and .59, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .75$ and $\beta = .77$, respectively). The fall ($n = 20$) and winter ($n = 21$) regression analyses for the fifth grade multi-ethnic sub-sample yielded an R^2 value of .50 and .63, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .71$ and $\beta = .80$, respectively).

Grade 6. The easyCBM® fall and winter math benchmark regression analyses for the full sample yielded an R^2 value of .70 ($n = 1757$). Both the easyCBM® fall ($\beta = .42$) and winter ($\beta = .47$) math assessments significantly predicted state math test scores. The tolerance value was

greater than 0.10 but the Variance Inflation Factor (VIF) was just greater than 2.5, indicating that there may be a multicollinearity problem in the model. The full sample fall regression analyses yielded an R^2 value of .63 ($n = 3251$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .79$). The full sample winter regression analyses yielded an R^2 value of .64 ($n = 1887$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .80$). The fall ($n = 61$) and winter ($n = 26$) regression analyses for the American/Indian sub-sample yielded an R^2 value of .53 and .52, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .73$ and $\beta = .72$, respectively). The fall ($n = 170$) and winter ($n = 102$) regression analyses for the Asian/Pacific Islander sub-sample yielded an R^2 value of .63 and .60, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .79$ and $\beta = .77$, respectively). The fall ($n = 61$) and winter ($n = 44$) regression analyses for the Black sub-sample yielded an R^2 value of .64 and .72, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .80$ and $\beta = .85$, respectively). The fall ($n = 690$) and winter ($n = 540$) regression analyses for Hispanic students yielded an R^2 value of .51 and .52, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .71$ and $\beta = .72$, respectively). The fall ($n = 2118$) and winter ($n = 1101$) regression analyses for the White sub-sample yielded an R^2 value of .63 and .64, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .79$ and $\beta = .80$, respectively). The fall ($n = 78$) and winter ($n = 34$) regression analyses for the multi-ethnic sub-sample yielded an R^2 value of .61 and .65, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .78$ and $\beta = .81$, respectively). The fall ($n = 56$) and winter ($n = 37$) regression analyses for the third grade sub-sample of students who declined to report ethnicity yielded an R^2 value of .77 and .66, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .77$ and $\beta = .81$, respectively).

The easyCBM® fall and winter math benchmark regression analyses for the Washington sixth grade full sample yielded an R^2 value of .72 ($n = 575$). Both the easyCBM® fall ($\beta = .46$) and winter ($\beta = .43$) math assessments significantly predicted state math test scores. The tolerance value was greater than 0.10 but the Variance Inflation Factor (VIF) was greater than 2.5 which suggested that multicollinearity may be a problem of the model. The full sample fall regression analyses yielded an R^2 value of .67 ($n = 600$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .82$). The full sample winter regression analyses yielded an R^2 value of .66 ($n = 594$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .81$). The fall ($n = 101$) and winter ($n = 103$) regression analyses for the sixth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .67 and .72, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .82$ and $\beta = .85$, respectively). The fall ($n = 52$) and winter ($n = 54$) regression analyses for the sixth grade Black sub-sample yielded an R^2 value of .72 and .74, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .85$ and $\beta = .86$, respectively). The fall ($n = 50$) and winter ($n = 48$) regression analyses for the sixth grade Hispanic sub-sample yielded an R^2 value of .64 and .64, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .80$ and $\beta = .80$, respectively). The fall ($n =$

372) and winter ($n = 366$) regression analyses for the sixth grade White sub-sample yielded an R^2 value of .64 and .61 respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .80$ and $\beta = .78$, respectively). The fall ($n = 16$) and winter ($n = 14$) regression analyses for the sixth grade multi-ethnic sub-sample yielded an R^2 value of .75 and .66, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .86$ and $\beta = .82$, respectively).

Grade 7. The easyCBM® fall and winter math benchmark regression analyses for the full sample yielded an R^2 value of .73 ($n = 1509$). Both the easyCBM® fall ($\beta = .44$) and winter ($\beta = .46$) math assessments significantly predicted state math test scores. The tolerance value is greater than 0.10 but the Variance Inflation Factor (VIF) was greater than 2.5, indicating that there may be a multicollinearity problem in the model. The full sample fall regression analyses yielded an R^2 value of .64 ($n = 3057$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .80$). The full sample winter regression analyses yielded an R^2 value of .68 ($n = 1652$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .82$). The fall ($n = 43$) and winter ($n = 22$) regression analyses for the American/Indian sub-sample yielded an R^2 value of .47 and .58, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .86$ and $\beta = .76$, respectively). The fall ($n = 179$) and winter ($n = 102$) regression analyses for the Asian/Pacific Islander sub-sample yielded an R^2 value of .68 and .69, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .83$ for both). The fall ($n = 67$) and winter ($n = 33$) regression analyses for the Black sub-sample yielded an R^2 value of .54 and .62, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .74$ and $\beta = .79$, respectively). The fall ($n = 569$) and winter ($n = 406$) regression analyses for Hispanic students yielded an R^2 value of .60 and .61, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .77$ and $\beta = .78$, respectively). The fall ($n = 2048$) and winter ($n = 1015$) regression analyses for the White sub-sample yielded an R^2 value of .63 and .67, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .79$ and $\beta = .78$, respectively). The fall ($n = 90$) and winter ($n = 28$) regression analyses for the multi-ethnic sub-sample yielded an R^2 value of .64 and .67, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .80$ and $\beta = .82$, respectively). The fall ($n = 59$) and winter ($n = 41$) regression analyses for the third grade sub-sample of students who declined to report ethnicity yielded an R^2 value of .65 and .62, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .81$ and $\beta = .79$, respectively).

The easyCBM® fall and winter math benchmark regression analyses for the Washington seventh grade full sample yielded an R^2 value of .72 ($n = 517$). Both the easyCBM® fall ($\beta = .38$) and winter ($\beta = .50$) math assessments significantly predicted state math test scores. The tolerance value was greater than 0.10 but the Variance Inflation Factor (VIF) was greater than 2.5 which suggests that multicollinearity may be a problem of the model. The full sample fall regression analyses yielded an R^2 value of .65 ($n = 548$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .81$). The full sample winter regression analyses yielded an R^2 value of .67 ($n = 559$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .82$). The fall ($n = 108$) and winter ($n = 111$) regression analyses for the seventh grade Asian/Pacific Islander sub-sample yielded an R^2 value

of .66 and .69, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .81$ and $\beta = .83$, respectively). The fall ($n = 44$) and winter ($n = 45$) regression analyses for the seventh grade Black sub-sample yielded an R^2 value of .48 and .58, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .69$ and $\beta = .76$, respectively). The fall ($n = 39$) and winter ($n = 42$) regression analyses for the seventh grade Hispanic sub-sample yielded an R^2 value of .59 and .72, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .77$ and $\beta = .85$, respectively). The fall ($n = 339$) and winter ($n = 341$) regression analyses for the seventh grade White sub-sample yielded an R^2 value of .65 and .65, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .81$ and $\beta = .81$, respectively). The fall ($n = 16$) and winter ($n = 18$) regression analyses for the seventh grade multi-ethnic sub-sample yielded an R^2 value of .73 and .83, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .85$ and $\beta = .91$, respectively).

Grade 8. The easyCBM® fall and winter math benchmark regression analyses for the full sample yielded an R^2 value of .73 ($n = 1457$). Both the easyCBM® fall ($\beta = .50$) and winter ($\beta = .40$) math assessments significantly predicted state math test scores. The tolerance value was greater than 0.10 but the Variance Inflation Factor (VIF) was greater than 2.5, indicating that there may be a multicollinearity problem in the model. The full sample fall regression analyses yielded an R^2 value of .65 ($n = 3085$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .81$). The full sample winter regression analyses yielded an R^2 value of .65 ($n = 1617$), and results indicated that the fall assessment significantly predicted OAKS math scores ($\beta = .81$). The fall ($n = 31$) and winter ($n = 21$) regression analyses for the American/Indian sub-sample yielded an R^2 value of .63 and .67, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .79$ and $\beta = .82$, respectively). The fall ($n = 149$) and winter ($n = 92$) regression analyses for the Asian/Pacific Islander sub-sample yielded an R^2 value of .62 and .68, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .79$ and $\beta = .83$, respectively). The fall ($n = 80$) and winter ($n = 43$) regression analyses for the Black sub-sample yielded an R^2 value of .71 and .59, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .84$ and $\beta = .77$, respectively). The fall ($n = 635$) and winter ($n = 441$) regression analyses for Hispanic students yielded an R^2 value of .60 and .57, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .77$ and $\beta = .76$, respectively). The fall ($n = 2013$) and winter ($n = 960$) regression analyses for the White sub-sample yielded an R^2 value of .64 and .63, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .80$ for both). The fall ($n = 95$) and winter ($n = 26$) regression analyses for the multi-ethnic sub-sample yielded an R^2 value of .66 and .67, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .81$ and $\beta = .82$, respectively). The fall ($n = 59$) and winter ($n = 41$) regression analyses for the sub-sample of students who declined to report ethnicity yielded an R^2 value of .65 and .62, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .73$ and $\beta = .78$, respectively).

The easyCBM® fall and winter math benchmark regression analyses for the Washington eighth grade full sample yielded an R^2 value of .70 ($n = 457$). Both the easyCBM® fall ($\beta = .49$) and winter ($\beta = .39$) math assessments significantly predicted state math test scores. The tolerance value was greater than 0.10 but the Variance Inflation Factor (VIF) is greater than 2.5 which suggested that multicollinearity was a problem of the model. The full sample fall regression analyses yielded an R^2 value of .65 ($n = 513$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .81$). The full sample winter regression analyses yielded an R^2 value of .62 ($n = 543$), and results indicated that the fall assessment significantly predicted MSP math scores ($\beta = .79$). The fall ($n = 108$) and winter ($n = 110$) regression analyses for the eighth grade Asian/Pacific Islander sub-sample yielded an R^2 value of .66 and .62, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .80$ and $\beta = .79$, respectively). The fall ($n = 36$) and winter ($n = 38$) regression analyses for the eighth grade Black sub-sample yielded an R^2 value of .58 and .73, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .76$ and $\beta = .86$, respectively). The fall ($n = 33$) and winter ($n = 40$) regression analyses for the eighth grade Hispanic sub-sample yielded an R^2 value of .56 and .56, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .75$ and $\beta = .75$, respectively). The fall ($n = 318$) and winter ($n = 337$) regression analyses for the eighth grade White sub-sample yielded an R^2 value of .66 and .57, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .81$ and $\beta = .76$, respectively). The fall ($n = 11$) and winter ($n = 11$) regression analyses for the eighth grade multi-ethnic sub-sample yielded an R^2 value of .70 and .83, respectively. Both the easyCBM® discrete fall and winter math assessments significantly predicted state math test scores ($\beta = .84$ and $\beta = .91$, respectively).

Predictive validity of the slope estimates (pp. 894-905). The predictive validity of all the slope estimates results are presented in tables, but only results of ethnic sub-groups with sample sizes of 30 or more are discussed here.

Grade 3. For the Oregon grade 3 first quartile, the correlation of the math growth slope with the state test (OAKS) for the full sample was .60, for White students was .60, for Latino students was .55, and for Asian students was .69. For the Oregon grade 3 second quartile, the predictive validity of the math growth slope for the full sample was .55, for White students was .55, for Latino students was .50, and for Asian students was .40. For the Oregon grade 3 third quartile, the predictive validity of the math growth slope for the full sample was .50, for White students was .53, for Latino students was .34, and for Asian students was .49. And for the Oregon grade 3 fourth quartile, the predictive validity of the math growth slope for the full sample was .62, for White students was .61, for Latino students was .57, and for Asian students was .49.

For the Washington grade 3 first quartile, the correlation of the math growth slope with the state test (MSP) for the full sample was .66, and for White students was .59. For the Washington grade 3 second quartile, the predictive validity of the math growth slope for the full sample was .65, and for White students was .63. For the Washington grade 3 third quartile, the predictive validity of the math growth slope for the full sample was .63, and for White students was .67. And for the Washington grade 3 fourth quartile, the predictive validity of the math

growth slope for the full sample was .44, for White students was .43, and for Asian students was .36.

Grade 4. For the Oregon grade 4 first quartile, the correlation of the math growth slope with the state test (OAKS) for the full sample was .57, for White students was .52, for Latino students was .59, and for Asian students was .44. For the Oregon grade 4 second quartile, the predictive validity of the math growth slope for the full sample was .52, for White students was .52, for Latino students was .51, and for Asian students was .48. For the Oregon grade 4 third quartile, the predictive validity of the math growth slope for the full sample was .53, for White students was .57, for Latino students was .43, and for Asian students was .47. And for the Oregon grade 4 fourth quartile, the predictive validity of the math growth slope for the full sample was .58, for White students was .57, for Latino students was .58, and for Asian students was .62.

For the Washington grade 4 first quartile, the correlation of the math growth slope with the state test (MSP) for the full sample was .73, for White students was .72, and for Asian students was .74. For the Washington grade 4 second quartile, the predictive validity of the math growth slope for the full sample was .63, and for White students was .63. For the Washington grade 4 third quartile, the predictive validity of the math growth slope for the full sample was .59, for White students was .58, and for Asian students was .66. And for the Washington grade 4 fourth quartile, the predictive validity of the math growth slope for the full sample was .59, and for White students was .66.

Grade 5. For the Oregon grade 5 first quartile, the correlation of the math growth slope with the state test (OAKS) for the full sample was .59, for White students was .61, for Latino students was .61, for Black students was .24, and for Asian students was .49. For the Oregon grade 5 second quartile, the predictive validity of the math growth slope for the full sample was .55, for White students was .57, for Latino students was .59, and for Asian students was .33. For the Oregon grade 5 third quartile, the predictive validity of the math growth slope for the full sample was .83, for White students was .47, for Asian students was .54. And for the Oregon grade 5 fourth quartile, the predictive validity of the math growth slope for the full sample was .61, for White students was .59, and for Asian students was -.69.

For the Washington grade 5 first quartile, the correlation of the math growth slope with the state test (MSP) for the full sample was .75, and for White students was .67. For the Washington grade 5 second quartile, the predictive validity of the math growth slope for the full sample was .59, and for White students was .63. For the Washington grade 5 third quartile, the predictive validity of the math growth slope for the full sample was .56, and for White students was .57. And for the Washington grade 5 fourth quartile, the predictive validity of the math growth slope for the full sample was -.44, for White students was -.43, and for Asian students was -.49.

Grade 6. For the Oregon grade 6 first quartile, the correlation of the math growth slope with the state test (OAKS) for the full sample was .59, for White students was .59, for Latino students was .56, and for Black students was .33. For the Oregon grade 6 second quartile, the predictive validity of the math growth slope for the full sample was .50, for White students was .48, for Latino students was .51, and for Asian students was .39. For the Oregon grade 6 third quartile, the predictive validity of the math growth slope for the full sample was .50, for White students was .51, for Latino students was .60, and for Asian students was .22. And for the Oregon grade 6 fourth quartile, the predictive validity of the math growth slope for the full

sample was .63, for White students was .63, for Latino students was .57, and for Asian students was .61.

For the Washington grade 6 first quartile, the correlation of the math growth slope with the state test (MSP) for the full sample was .82, and for White students was .76. For the Washington grade 6 second quartile, the predictive validity of the math growth slope for the full sample was .64, and for White students was .65. For the Washington grade 6 third quartile, the predictive validity of the math growth slope for the full sample was .65, for White students was .66, and for Asian students was .55. And for the Washington grade 6 fourth quartile, the predictive validity of the math growth slope for the full sample was -.47, and for White students was -.48.

Grade 7. For the Oregon grade 7 first quartile, the correlation of the math growth slope with the state test (OAKS) for the full sample was .56, for White students was .54, for Latino students was .61, and for Asian students was .51. For the Oregon grade 7 second quartile, the predictive validity of the math growth slope for the full sample was .51, for White students was .51, for Latino students was .55, and for Asian students was .41. For the Oregon grade 7 third quartile, the predictive validity of the math growth slope for the full sample was .38, for White students was .38, and for Latino students was .44. And for the Oregon grade 7 fourth quartile, the predictive validity of the math growth slope for the full sample was .59, for White students was .60, for Latino students was .52, and for Asian students was .02.

For the Washington grade 7 first quartile, the correlation of the math growth slope with the state test (MSP) for the full sample was .76, and for White students was .74. For the Washington grade 7 second quartile, the predictive validity of the math growth slope for the full sample was .50, for White students was .48, and for Asian students was .60. For the Washington grade 7 third quartile, the predictive validity of the math growth slope for the full sample was .60, and for White students was .56. And for the Washington grade 7 fourth quartile, the predictive validity of the math growth slope for the full sample was .60, for White students was .57, and for Asian students was .76.

Grade 8. For the Oregon grade 8 first quartile, the correlation of the math growth slope with the state test (OAKS) for the full sample was .47, for White students was .46, for Latino students was .46, and for Black students was .36. For the Oregon grade 8 second quartile, the predictive validity of the math growth slope for the full sample was .39, for White students was .35, and for Latino students was .46. For the Oregon grade 8 third quartile, the predictive validity of the math growth slope for the full sample was .47, for White students was .42, for Latino students was .53, and for Asian students was .49. And for the Oregon grade 8 fourth quartile, the predictive validity of the math growth slope for the full sample was .61, for White students was .61, for Latino students was .77, and for Asian students was .23.

For the Washington grade 8 first quartile, the correlation of the math growth slope with the state test (MSP) for the full sample was .77, for White students was .76, and for Asian students was .76. For the Washington grade 8 second quartile, the predictive validity of the math growth slope for the full sample was .51, for White students was .43, and for Asian students was .70. For the Washington grade 8 third quartile, the predictive validity of the math growth slope for the full sample was .51, and for White students was .54. And for the Washington grade 8 fourth quartile, the predictive validity of the math growth slope for the full sample was .50, and for White students was .51.

Discussion

Practical Utility

The results of the minimum acceptable within-year growth and the minimum acceptable year-end benchmark performance analyses provide multiple forms of evidence for educators wishing to set performance goals for specific student groups using the easyCBM[®] mathematics measures.

Minimum acceptable within-year growth. Across all grades and both states, the average within-year math growth exhibited an increasing pattern from the first to fourth quartile, and the optimal growth cut scores exhibited a decreasing pattern from the first to fourth quartile (except the grade 6 and 7 Oregon samples). That is, lower achieving students tended to display higher rates of growth across the year, and these students needed to exhibit higher growth rates than higher achieving students in order to pass the year-end state math test. The optimal growth cut scores tended to be low, particularly for higher achieving students, perhaps indicating a ceiling effect for the math assessments. In addition, the sensitivity and specificity associated with the growth cut scores tended to be low but varied (range approximately from .40's to .80s), suggesting that the growth cut scores should be interpreted with caution as more research needs to be conducted in this area.

Minimum acceptable year-end benchmark performance. Across all grades and both states, the optimal cut scores resulted in a positive predictive power (PPP) range of .45 to .76, a negative predictive power (NPP) range of .86 to .96, and an overall correct classification (OCC) range of .76 to .88. The PPP indicates the proportion of students correctly predicted to NOT pass the state math test, and the NPP indicates the proportion of students correctly predicted to pass the state math test. The easyCBM[®] math measures were designed to be most sensitive for low achieving students; to maximize information for those students at-risk of poor learning outcomes. The PPP rates represent an area of future focus for the easyCBM[®] math measures, as the measures only correctly identify a small proportion of students who do not pass the state math test. The OCC indicated that the easyCBM[®] math measures can well classify students who will or will not pass the year-end state math test. These results hold for across the year, meaning the spring, winter, and even fall benchmark measures offer robust OCC rates.

Reliability

The results of the internal/split-half reliabilities and reliability of the slope estimates analyses provide multiple forms of evidence for the reliability of the easyCBM[®] mathematics measures.

Internal and split-half reliabilities. Across all grades, the Cronbach's alpha estimates for the full samples for fall, winter and spring easyCBM[®] measures were moderate to strong (.70s to .90s), and the split-half reliability estimates for fall, winter and spring easyCBM[®] measures were low to strong (.50s to .80s). In general, the reliability estimates for special education sample tended to be similar to those of the full samples, and reliability estimates for the ELL and ethnicity sub-samples were lower than those of the full samples. Overall, the internal reliability of the easyCBM[®] mathematics measures was generally moderate to moderately strong.

Reliability of the slope estimates. The results from these analyses suggested that the reliability of the slope estimates for the easyCBM[®] math measures were varied across states, grades, ethnic sub-samples, and quartiles. The reliability of the slope estimates for the fourth

quartile were generally weaker than other quartiles, suggesting that students who began the year as higher achieving may have encountered a ceiling effect. Overall, these reliability results often depended on sample size, as small n 's were generally associated with unstable reliability estimates (i.e., exceedingly high or low). In addition, it is difficult to interpret the results of these analyses as it was unknown whether students were receiving math interventions but indicated strong reliability of the growth estimates for the easyCBM[®] math.

Validity

The results of the construct/concurrent/predictive validity and the predictive validity of the slope estimates analyses provide multiple forms of evidence for the validity of the easyCBM[®] mathematics measures.

Construct, concurrent, and predictive validity. Across states and grades, correlations for the full sample and ethnic sub-samples between the fall, winter, and spring easyCBM[®] math measures and the year-end state math test were consistently in the moderate to strong range. Across grades, a one factor model was found to be appropriate for the easyCBM[®] math data. These correlations and CFA results served as construct validity evidence. Across states, grades, and ethnic samples, the concurrent validity regression analyses showed that the easyCBM[®] spring math assessment had a strong association with year-end state math scores. Across states, grades, and ethnic sub-samples the fall and winter easyCBM[®] math assessments showed high predictive validity of the year-end state math test scores. In general, the separate easyCBM[®] math measures consistently accounted for a meaningful proportion of the variance in the state math test scores, although these estimates varied by sample size. In general, the results provide evidence for strong construct validity, concurrent validity, and predictive validity of the easyCBM[®] math measures.

Predictive validity of the slope estimates. The results from these analyses suggested that the predictive validity of the slope estimates for the easyCBM[®] math measures were strong across states, grades, and quartiles. These ethnic sub-sample results are limited by the small sample sizes, as these groups tended to be quite small (often $n < 30$). Overall, these results add to the research on the technical properties of the slope estimates produced by CBM and indicated strong predictive validity of the growth estimates for the easyCBM[®] math when conditioning for performance at the beginning of the year (i.e., quartiles).

Conclusion

Although additional sound research, methods, and measures are needed to assess student CBM performance and growth, this report adds to the research on the technical properties of CBM. We explored the practical utility, reliability, and validity of the easyCBM[®] mathematics measures and our results demonstrate the technical adequacy of easyCBM[®] mathematics.

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Oregon Demographic Statistics for Minimum Acceptable Within-year Growth Analyses

Grade	<i>n</i>	% Female	% SPED	% ELL
3	3414	49	14	10
4	3264	47	14	7
5	3392	48	16	7
6	3068	50	15	7
7	2846	49	13	5
8	2825	47	14	5

Washington Demographic Statistics for Minimum Acceptable Within-year Growth Analyses

Grade	<i>n</i>	% Female	% SPED	% ELL	%American Indian	%Asian/ Pacific Islander	%Black	%Hispanic	%White	%Multi-ethnic
3	522	50	16	6	0.9	16.8	6.7	7.2	56.4	11.9
4	608	45	15	6	1.0	18.1	6.7	4.5	59.0	10.7
5	573	45	15	5	1.4	15.7	7.8	7.4	64.1	3.6
6	600	51	13	4	1.6	17.1	9.0	8.4	61.2	2.5
7	548	49	10	5	0.3	19.4	8.2	7.5	60.7	3.7
8	513	50	11	5	1.4	18.8	7.9	7.7	62.0	2.1

Oregon, Grade 3 Yearly Growth Descriptive Statistics by Quartile

Quartile		N	Minimum	Maximum	Mean	Std. Deviation
first quartile	ectime	860	3.257	6.339	4.56946	.441996
	Valid N (listwise)	860				
second quartile	ectime	834	2.742	5.898	3.90817	.330249
	Valid N (listwise)	834				
third quartile	ectime	742	2.729	4.947	3.50882	.266126
	Valid N (listwise)	742				
fourth quartile	ectime	745	1.921	3.971	2.90171	.346533
	Valid N (listwise)	745				

Oregon, Grade 3 Yearly Growth Descriptive Statistics by OAKS Performance Level Classification

oaksplc		N	Minimum	Maximum	Mean	Std. Deviation
.000	ectime	595	2.767	6.045	4.47472	.540669
	Valid N (listwise)	595				
1.000	ectime	2819	1.921	6.339	3.61958	.630342
	Valid N (listwise)	2819				

a. No statistics are computed for one or more split files because there are no valid cases.

Oregon, Grade 4 Yearly Growth Descriptive Statistics by Quartile

Quartile		N	Minimum	Maximum	Mean	Std. Deviation
first quartile	ectime	750	1.587	3.528	2.60322	.313930
	Valid N (listwise)	750				
second quartile	ectime	833	1.572	3.115	2.13912	.204041
	Valid N (listwise)	833				
third quartile	ectime	678	1.234	2.647	1.78738	.182512
	Valid N (listwise)	678				
fourth quartile	ectime	688	.837	2.289	1.35282	.178956
	Valid N (listwise)	688				

Oregon, Grade 4 Yearly Growth Descriptive Statistics by OAKS Performance Level Classification

oakspld		N	Minimum	Maximum	Mean	Std. Deviation
.000	ectime	574	1.382	3.528	2.56020	.366309
	Valid N (listwise)	574				
1.000	ectime	2690	.837	3.314	1.88612	.441987
	Valid N (listwise)	2690				

a. No statistics are computed for one or more split files because there are no valid cases.

Oregon, Grade 5 Yearly Growth Descriptive Statistics by Quartile

Quartile		N	Minimum	Maximum	Mean	Std. Deviation
first quartile	ectime	907	2.487	6.173	4.10449	.488735
	Valid N (listwise)	907				
second quartile	ectime	808	2.322	4.862	3.63542	.322121
	Valid N (listwise)	808				
third quartile	ectime	754	2.299	4.586	3.29456	.269563
	Valid N (listwise)	754				
fourth quartile	ectime	729	1.970	3.576	2.69220	.271287
	Valid N (listwise)	729				

Oregon, Grade 5 Yearly Growth Descriptive Statistics by OAKS Performance Level Classification

oakspld		N	Minimum	Maximum	Mean	Std. Deviation
.000	ectime	616	2.322	5.861	4.00841	.508581
	Valid N (listwise)	616				
1.000	ectime	2776	1.970	6.173	3.36396	.578244
	Valid N (listwise)	2776				

a. No statistics are computed for one or more split files because there are no valid cases.

Oregon, Grade 6 Yearly Growth Descriptive Statistics by Quartile

Quartile		N	Minimum	Maximum	Mean	Std. Deviation
first quartile	ectime	792	.485	3.266	1.72674	.363864
	Valid N (listwise)	792				
second quartile	ectime	755	.502	2.925	1.99641	.320016
	Valid N (listwise)	755				
third quartile	ectime	646	.300	2.775	2.12141	.273109
	Valid N (listwise)	646				
fourth quartile	ectime	720	.772	2.620	2.19417	.170780
	Valid N (listwise)	720				

Oregon, Grade 6 Yearly Growth Descriptive Statistics by OAKS Performance Level Classification

oakspld		N	Minimum	Maximum	Mean	Std. Deviation
.000	ectime	649	.300	3.266	1.63610	.334915
	Valid N (listwise)	649				
1.000	ectime	2419	.502	3.030	2.09134	.282696
	Valid N (listwise)	2419				

a. No statistics are computed for one or more split files because there are no valid cases.

Oregon, Grade 7 Yearly Growth Descriptive Statistics by Quartile

Quartile		N	Minimum	Maximum	Mean	Std. Deviation
first quartile	ectime	786	.189	2.504	1.09875	.284723
	Valid N (listwise)	786				
second quartile	ectime	631	-.122	2.078	1.13185	.250619
	Valid N (listwise)	631				
third quartile	ectime	627	.188	1.904	1.18698	.228160
	Valid N (listwise)	627				
fourth quartile	ectime	640	-.206	1.674	1.18178	.165306
	Valid N (listwise)	640				

Oregon, Grade 7 Yearly Growth Descriptive Statistics by OAKS Performance Level Classification

oakspld		N	Minimum	Maximum	Mean	Std. Deviation
.000	ectime	500	-.122	2.504	1.00758	.245059
	Valid N (listwise)	500				
1.000	ectime	2346	-.206	2.389	1.17474	.229285
	Valid N (listwise)	2346				

a. No statistics are computed for one or more split files because there are no valid cases.

Oregon, Grade 8 Yearly Growth Descriptive Statistics by Quartile

Quartile		N	Minimum	Maximum	Mean	Std. Deviation
first quartile	ectime	744	-.256	1.539	.40582	.227808
	Valid N (listwise)	744				
second quartile	ectime	650	-.540	1.206	.37103	.195990
	Valid N (listwise)	650				
third quartile	ectime	681	-1.017	1.038	.38330	.211318
	Valid N (listwise)	681				
fourth quartile	ectime	575	-.502	.777	.36038	.140126
	Valid N (listwise)	575				

Oregon, Grade 8 Yearly Growth Descriptive Statistics by OAKS Performance Level Classification

oakspld		N	Minimum	Maximum	Mean	Std. Deviation
.000	ectime	826	-.540	1.364	.34548	.211828
	Valid N (listwise)	826				
1.000	ectime	1999	-1.017	1.539	.39524	.189025
	Valid N (listwise)	1999				

a. No statistics are computed for one or more split files because there are no valid cases.

Washington, Grade 3 Yearly Growth Descriptive Statistics by Quartile

Descriptive Statistics						
Quartile		Minimu	Maximu		Std.	
		N	m	m	Mean	Deviation
first quartile	ectime	74	3.415	4.537	3.85784	.255365
	Valid N (listwise)	74				
second quartile	ectime	138	3.079	3.765	3.36824	.138108
	Valid N (listwise)	138				
third quartile	ectime	121	2.818	3.332	3.04455	.112854
	Valid N (listwise)	121				
fourth quartile	ectime	189	2.123	3.007	2.62491	.195559
	Valid N (listwise)	189				

Washington, Grade 3 Yearly Growth Descriptive Statistics by MSP Performance Level Classification

Descriptive Statistics						
wa_met		Minimu	Maximu		Std.	
		N	m	m	Mean	Deviation
.000	ectime	173	2.702	4.537	3.47527	.386301
	Valid N (listwise)	173				
1.000	ectime	349	2.123	4.118	2.90422	.371954
	Valid N (listwise)	349				

Washington, Grade 4 Yearly Growth Descriptive Statistics by Quartile

Descriptive Statistics						
Quartile		N	Minimu m	Maximu m	Mean	Std. Deviation
first quartile	ectime	106	1.865	3.828	2.74959	.331080
	Valid N	106				
	(listwise)					
second quartile	ectime	119	1.768	3.094	2.36977	.246601
	Valid N	119				
	(listwise)					
third quartile	ectime	152	1.120	2.571	2.03211	.225335
	Valid N	152				
	(listwise)					
fourth quartile	ectime	231	1.022	2.108	1.65239	.198206
	Valid N	231				
	(listwise)					

Washington, Grade 4 Yearly Growth Descriptive Statistics by MSP Performance Level Classification

Descriptive Statistics						
wa_met		N	Minimu m	Maximu m	Mean	Std. Deviation
.000	ectime	212	1.022	3.828	2.39250	.441561
	Valid N	212				
	(listwise)					
1.000	ectime	396	1.120	3.489	1.91119	.397347
	Valid N	396				
	(listwise)					

Washington, Grade 5 Yearly Growth Descriptive Statistics by Quartile

Descriptive Statistics						
Quartile		N	Minimu m	Maximu m	Mean	Std. Deviation
first quartile	ectime	89	2.661	7.529	5.14840	1.109639
	Valid N	89				
	(listwise)					
second quartile	ectime	105	2.088	5.637	4.30034	.702216
	Valid N	105				
	(listwise)					
third quartile	ectime	136	1.394	4.426	3.50626	.495414
	Valid N	136				
	(listwise)					
fourth quartile	ectime	243	1.028	3.316	2.22252	.553243
	Valid N	243				
	(listwise)					

Washington, Grade 5 Yearly Growth Descriptive Statistics by MSP Performance Level Classification

Descriptive Statistics						
wa_met		N	Minimu m	Maximu m	Mean	Std. Deviation
.000	ectime	178	1.394	7.529	4.28259	1.156550
	Valid N	178				
	(listwise)					
1.000	ectime	395	1.028	7.414	2.94777	1.133553
	Valid N	395				
	(listwise)					

Washington, Grade 6 Yearly Growth Descriptive Statistics by Quartile

Descriptive Statistics						
Quartile		N	Minimu m	Maximu m	Mean	Std. Deviation
first quartile	ectime	98	.441	4.808	2.82556	.924426
	Valid N (listwise)	98				
second quartile	ectime	104	1.626	4.402	2.95419	.551656
	Valid N (listwise)	104				
third quartile	ectime	162	.712	3.667	2.68202	.524104
	Valid N (listwise)	162				
fourth quartile	ectime	236	-1.018	2.902	2.10458	.448333
	Valid N (listwise)	236				

Washington, Grade 6 Yearly Growth Descriptive Statistics by MSP Performance Level Classification

Descriptive Statistics						
wa_met		N	Minimu m	Maximu m	Mean	Std. Deviation
.000	ectime	175	-1.018	4.808	2.56504	.809222
	Valid N (listwise)	175				
1.000	ectime	425	1.149	4.699	2.50924	.623986
	Valid N (listwise)	425				

Washington, Grade 7 Yearly Growth Descriptive Statistics by Quartile

Descriptive Statistics						
Quartile		N	Minimu m	Maximu m	Mean	Std. Deviation
first quartile	ectime	109	1.340	2.693	1.99245	.248554
	Valid N	109				
	(listwise)					
second quartile	ectime	136	1.107	2.261	1.66106	.197996
	Valid N	136				
	(listwise)					
third quartile	ectime	140	.905	1.875	1.43046	.169221
	Valid N	140				
	(listwise)					
fourth quartile	ectime	163	.718	1.431	1.06581	.161641
	Valid N	163				
	(listwise)					

Washington, Grade 7 Yearly Growth Descriptive Statistics by MSP Performance Level Classification

Descriptive Statistics						
wa_met		N	Minimu m	Maximu m	Mean	Std. Deviation
.000	ectime	174	.852	2.693	1.75540	.328556
	Valid N	174				
	(listwise)					
1.000	ectime	374	.718	2.656	1.36800	.347352
	Valid N	374				
	(listwise)					

Washington, Grade 8 Yearly Growth Descriptive Statistics by Quartile

Descriptive Statistics						
Quartile		N	Minimu m	Maximu m	Mean	Std. Deviation
first quartile	ectime	66	1.229	1.630	1.41304	.085156
	Valid N (listwise)	66				
second quartile	ectime	106	1.068	1.375	1.19544	.070613
	Valid N (listwise)	106				
third quartile	ectime	148	.891	1.174	1.01211	.063725
	Valid N (listwise)	148				
fourth quartile	ectime	193	.704	1.063	.82486	.067093
	Valid N (listwise)	193				

Washington, Grade 8 Yearly Growth Descriptive Statistics by MSP Performance Level Classification

Descriptive Statistics						
wa_met		N	Minimu m	Maximu m	Mean	Std. Deviation
.000	ectime	147	.886	1.630	1.26764	.159088
	Valid N (listwise)	147				
1.000	ectime	366	.704	1.409	.93613	.147947
	Valid N (listwise)	366				

Oregon, Optimal easyCBM[®] Yearly Growth Cut Scores by Fall Performance Quartile

Grade	Yearly growth cut score			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
3	4.56039	3.95387	3.51098	2.93467
4	2.60637	2.17217	1.75987	1.38161
5	4.11512	3.64111	3.12754	2.82369
6	1.77789	1.91395	2.02373	2.19959
7	1.11942	1.14004	1.15582	1.16222
8	0.41523	0.38445	0.36706	0.0112

Washington, Optimal easyCBM[®] Yearly Growth Cut Scores by Fall Performance Quartile

Grade	Yearly growth cut score			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
3	3.73527	3.34736	3.02009	2.73505
4	2.91791	2.40845	1.99792	1.66737
5	5.56854	4.42324	3.44087	2.48493
6	3.15222	2.95036	2.4398	1.94238
7	2.01742	1.66564	1.40927	0.85792
8	1.38026	1.18015	1.02045	0.8861

Oregon, Grade 3

Area Under the Curve^{c,d,e,f,g}

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.395	.019	.000	.357	.432
second quartile	.417	.030	.004	.358	.476
third quartile	.408	.072	.118	.267	.549
fourth quartile	.276	.116	.084	.048	.504

a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

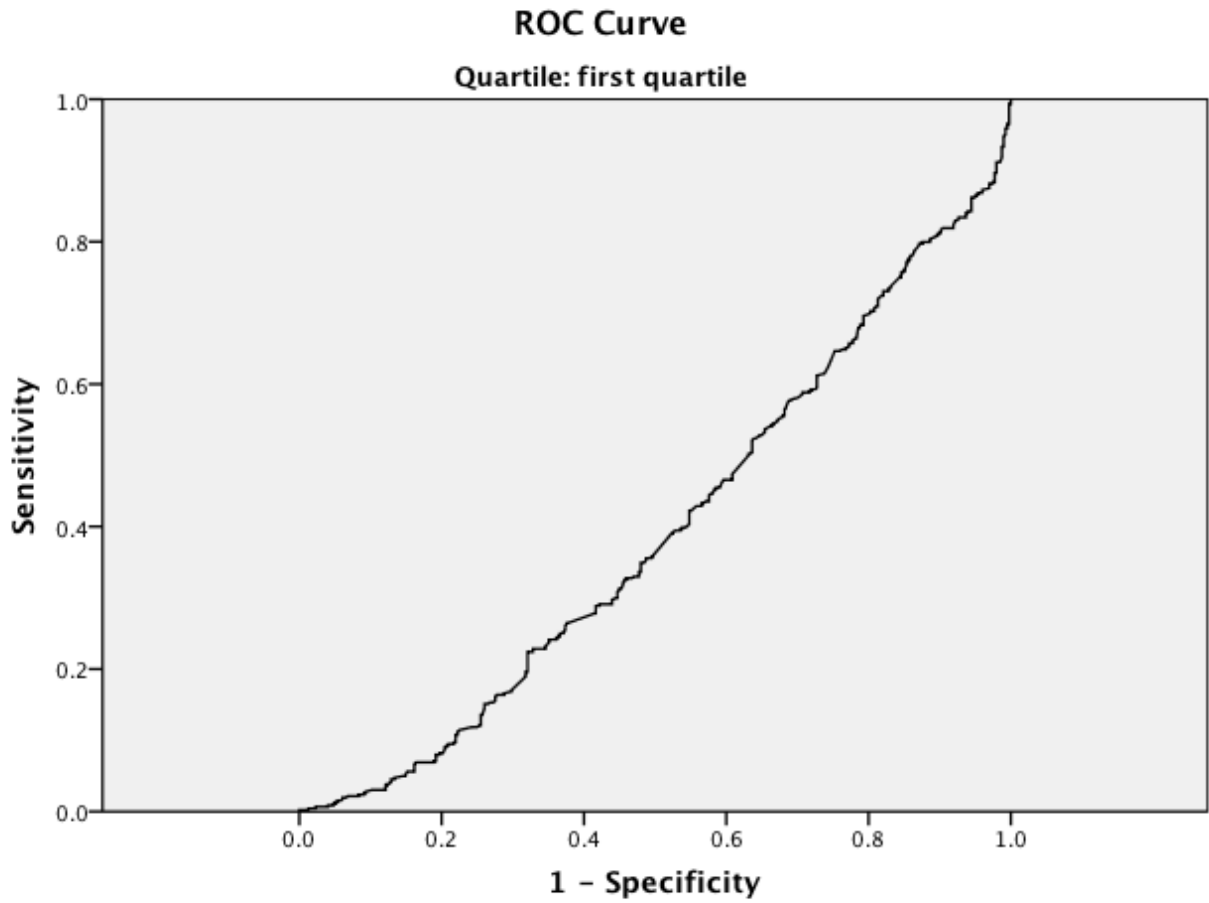
c. For split file Quartile = ., the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

d. For split file Quartile = first quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

e. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

f. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

g. For split file Quartile = fourth quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

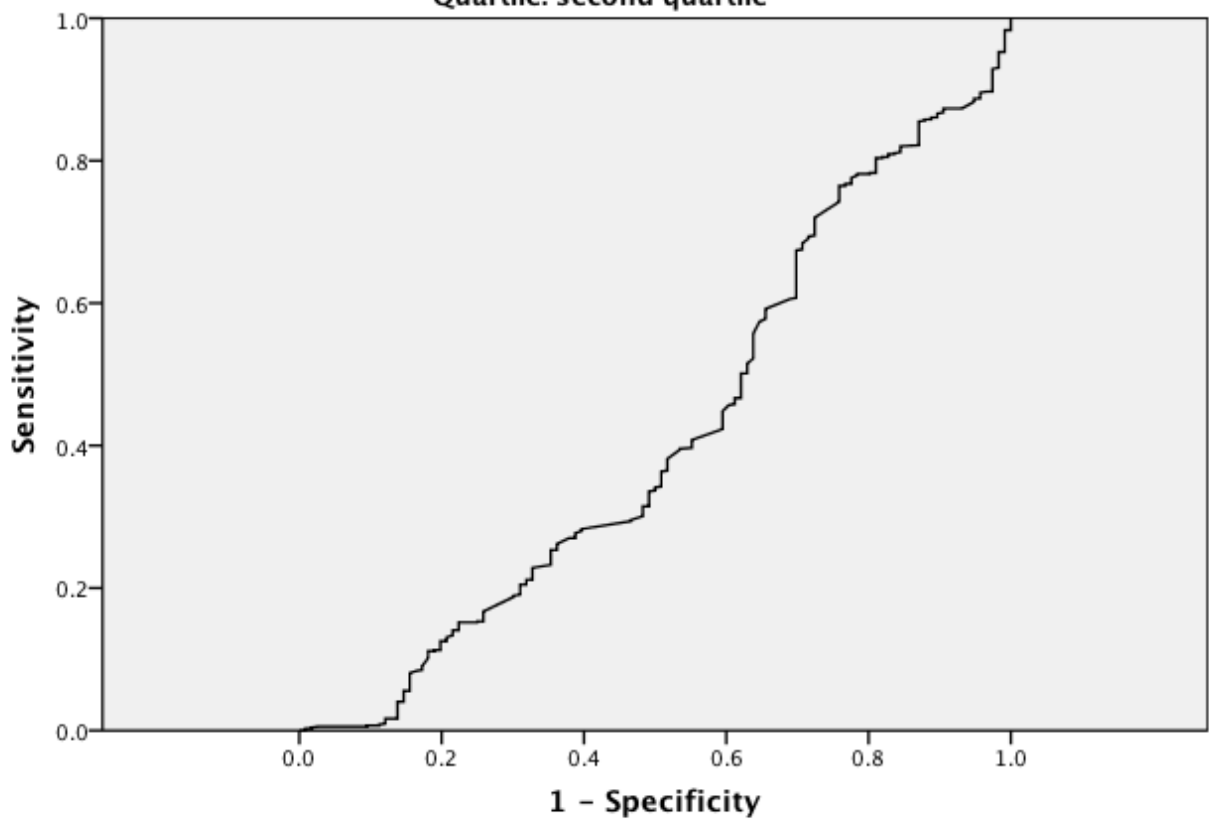


Diagonal segments are produced by ties.

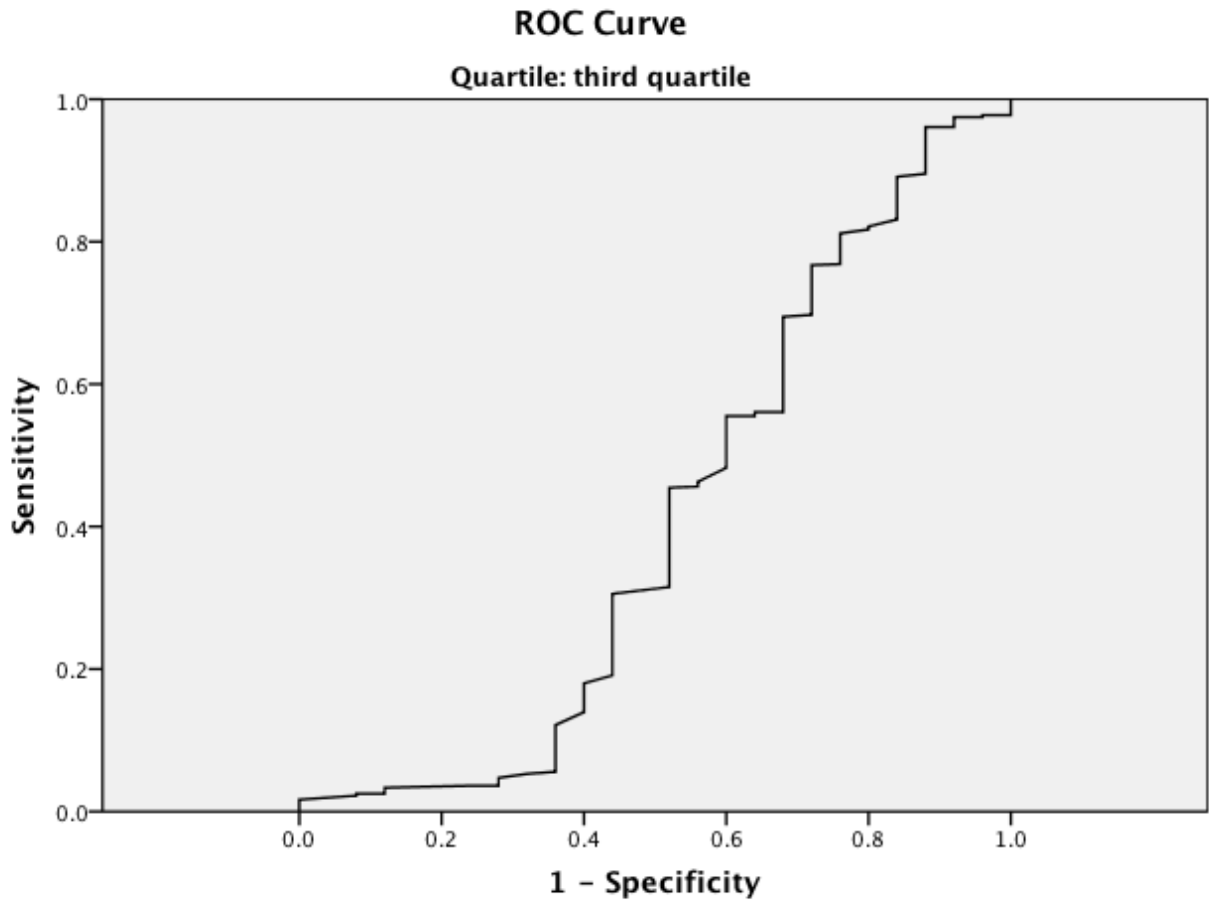
Oregon, Grade 3

ROC Curve

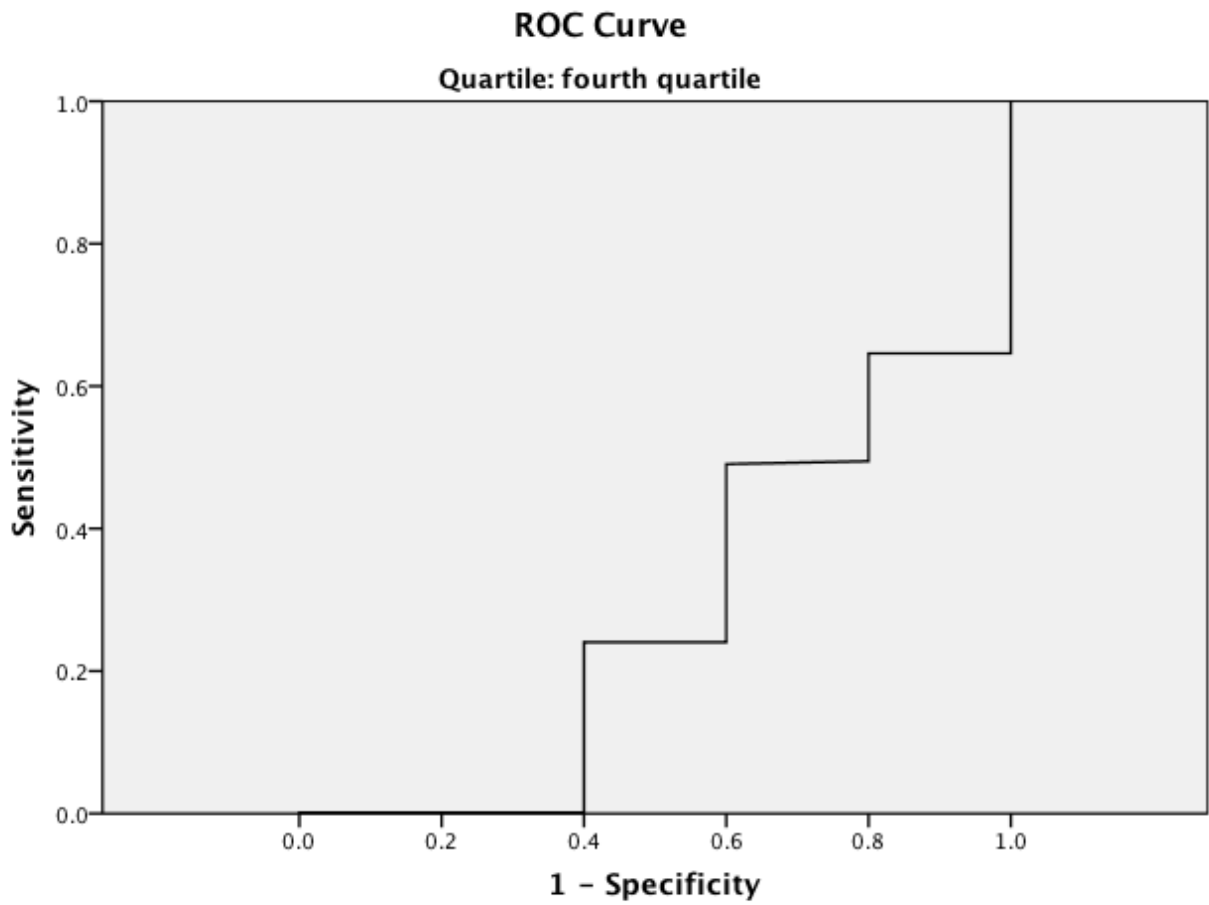
Quartile: second quartile



Diagonal segments are produced by ties.



Diagonal segments are produced by ties.



Diagonal segments are produced by ties.

Oregon, Grade 4

Area Under the Curve^{c,d,e,f,g}

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.331	.020	.000	.293	.370
second quartile	.432	.029	.019	.375	.489
third quartile	.518	.099	.869	.324	.712
fourth quartile	.470	.019	.918	.433	.508

a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

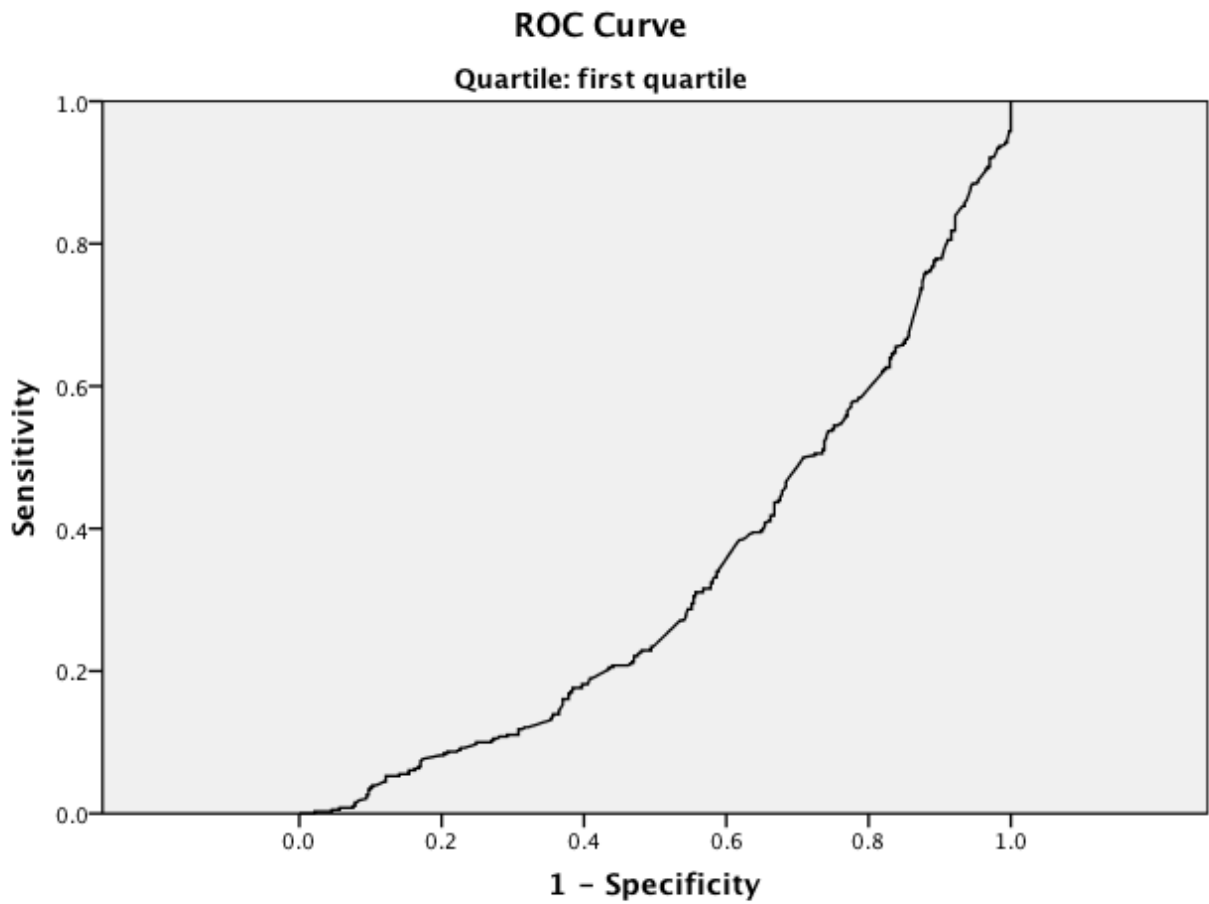
c. For split file Quartile = ., the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

d. For split file Quartile = first quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

e. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

f. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

g. For split file Quartile = fourth quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

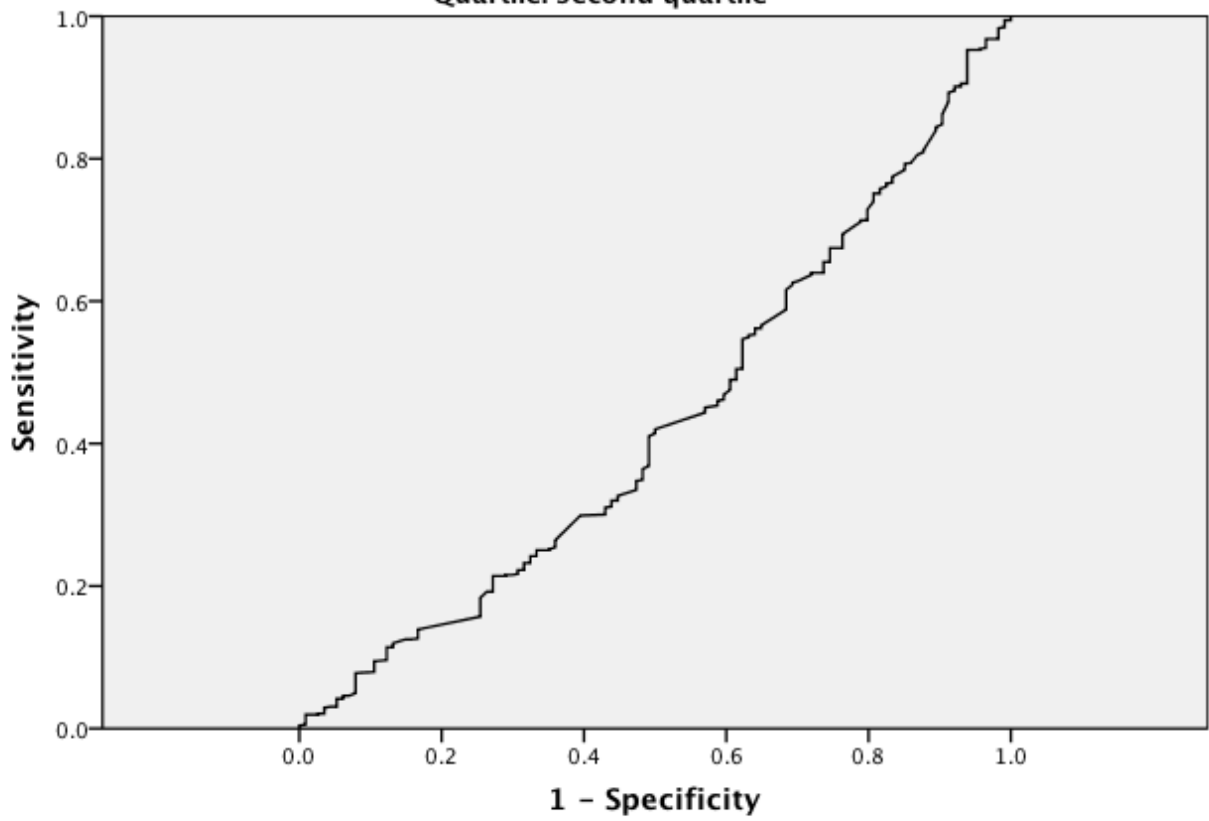


Diagonal segments are produced by ties.

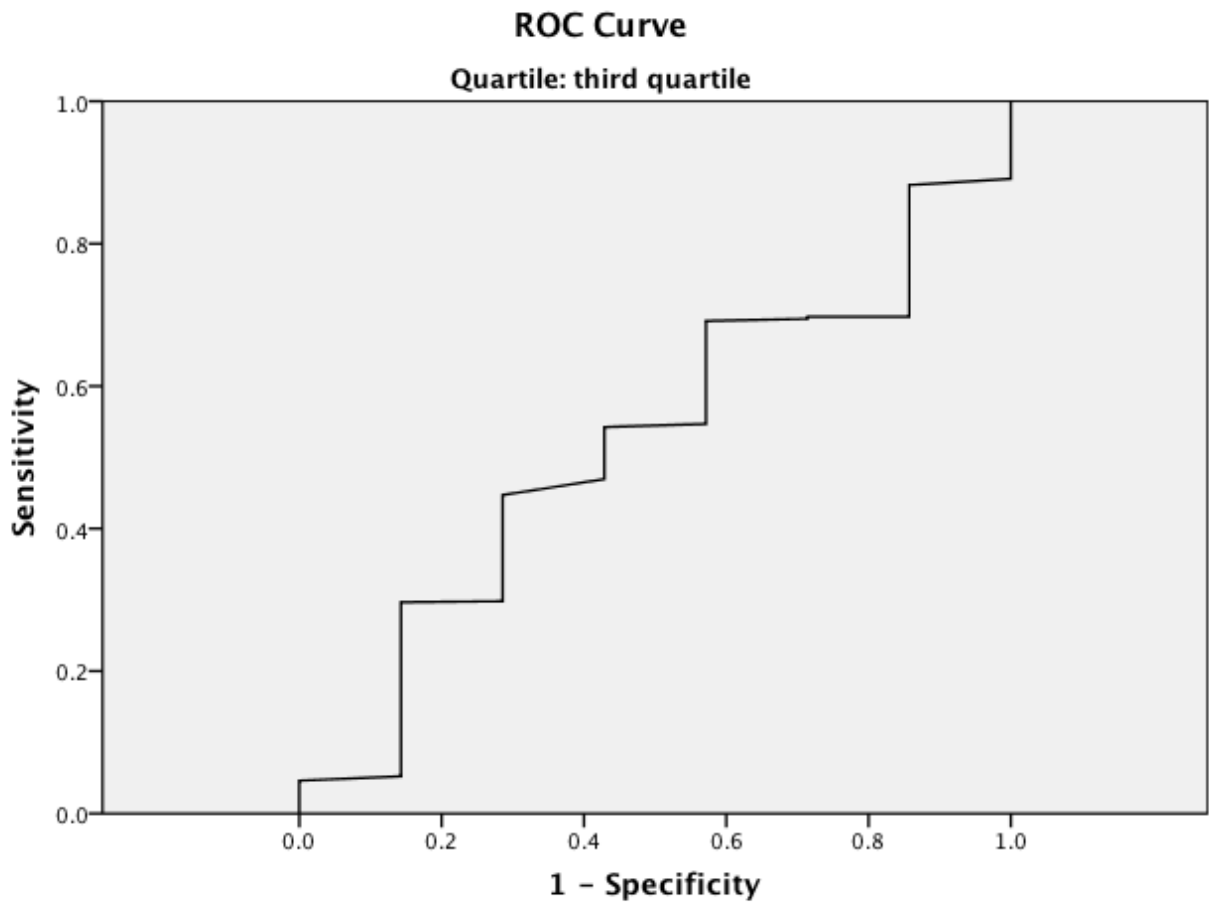
Oregon, Grade 4

ROC Curve

Quartile: second quartile

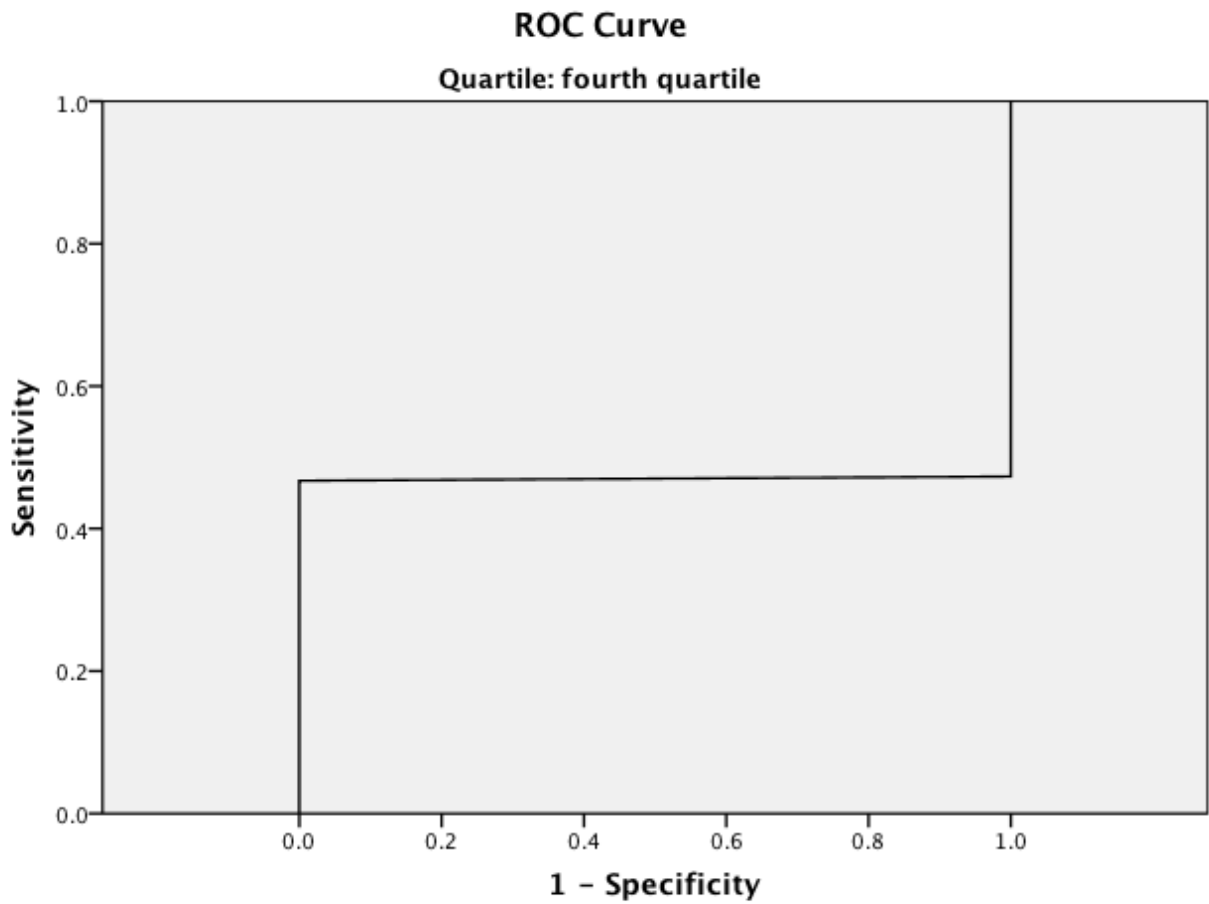


Diagonal segments are produced by ties.



Diagonal segments are produced by ties.

Oregon, Grade 4



Diagonal segments are produced by ties.

Oregon, Grade 5

Area Under the Curve^{c,d,e,f,g}

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.453	.019	.013	.415	.490
second quartile	.460	.031	.186	.399	.521
third quartile	.661	.076	.016	.512	.810
fourth quartile	.361	.018	.631	.326	.396

a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

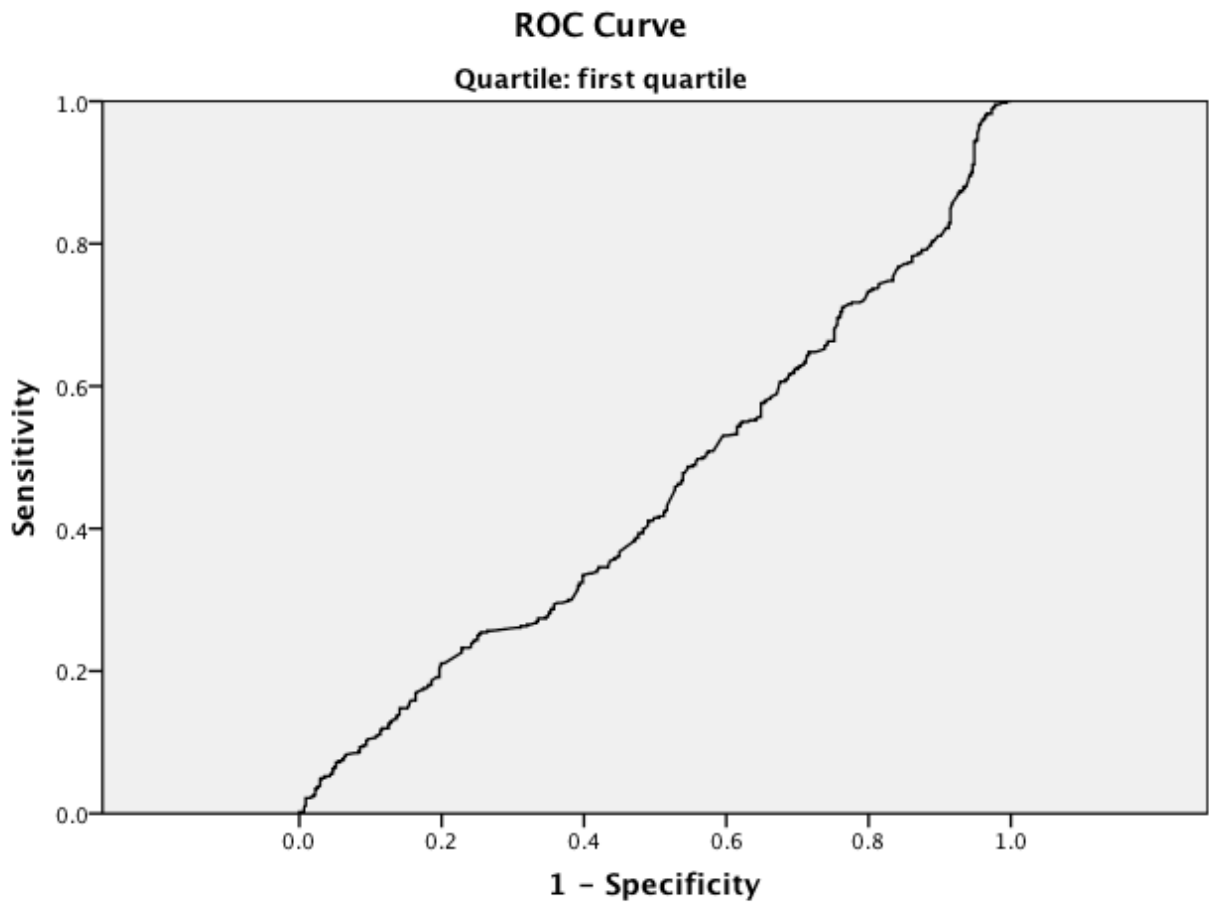
c. For split file Quartile = ., the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

d. For split file Quartile = first quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

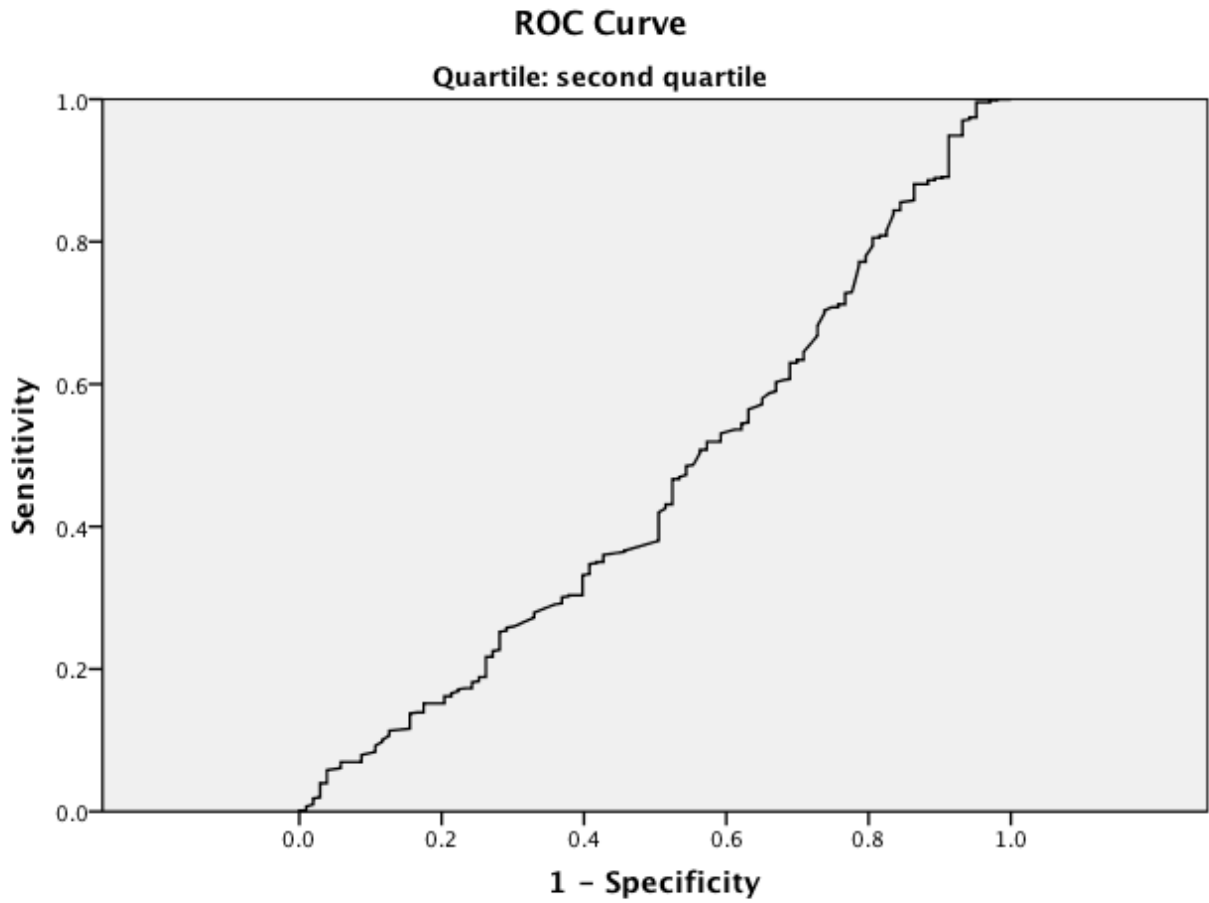
e. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

f. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

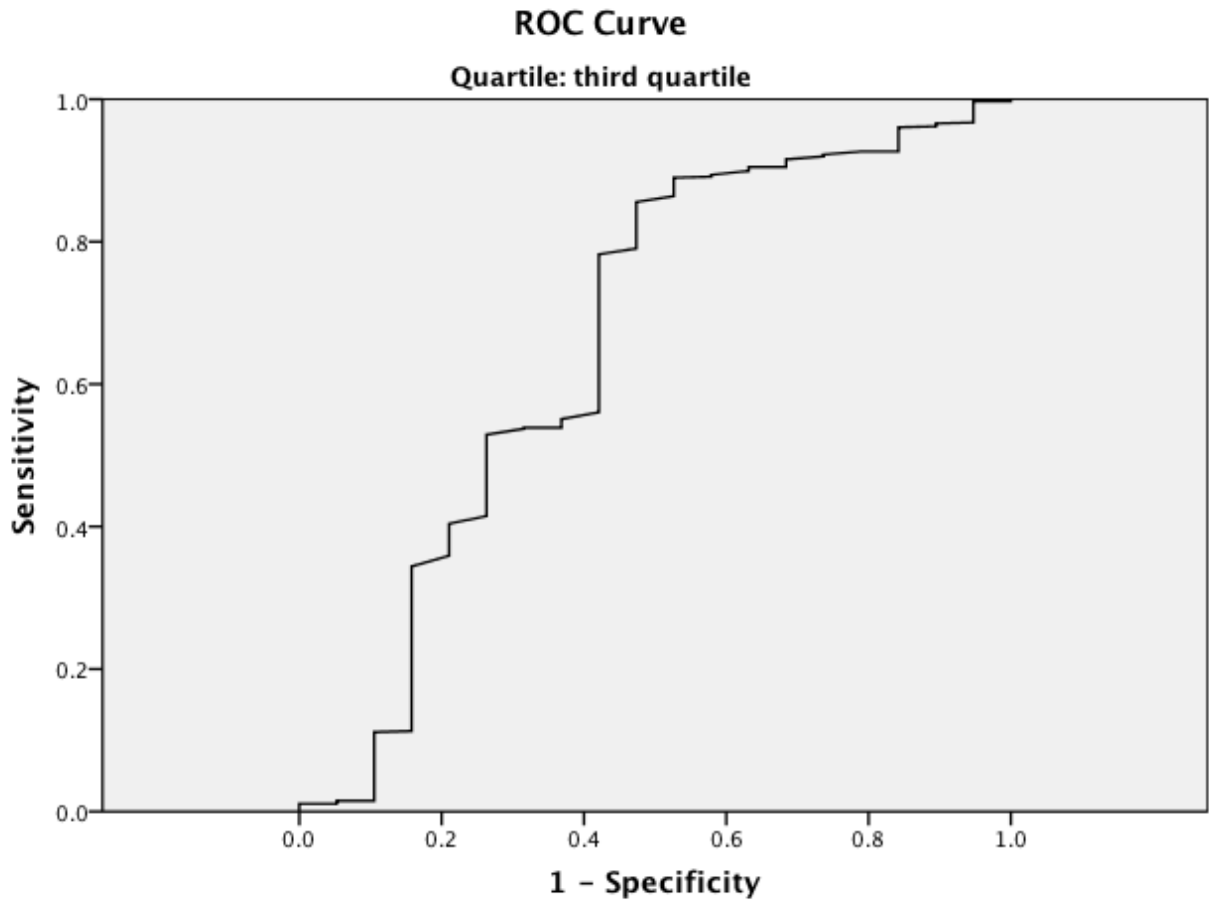
g. For split file Quartile = fourth quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.



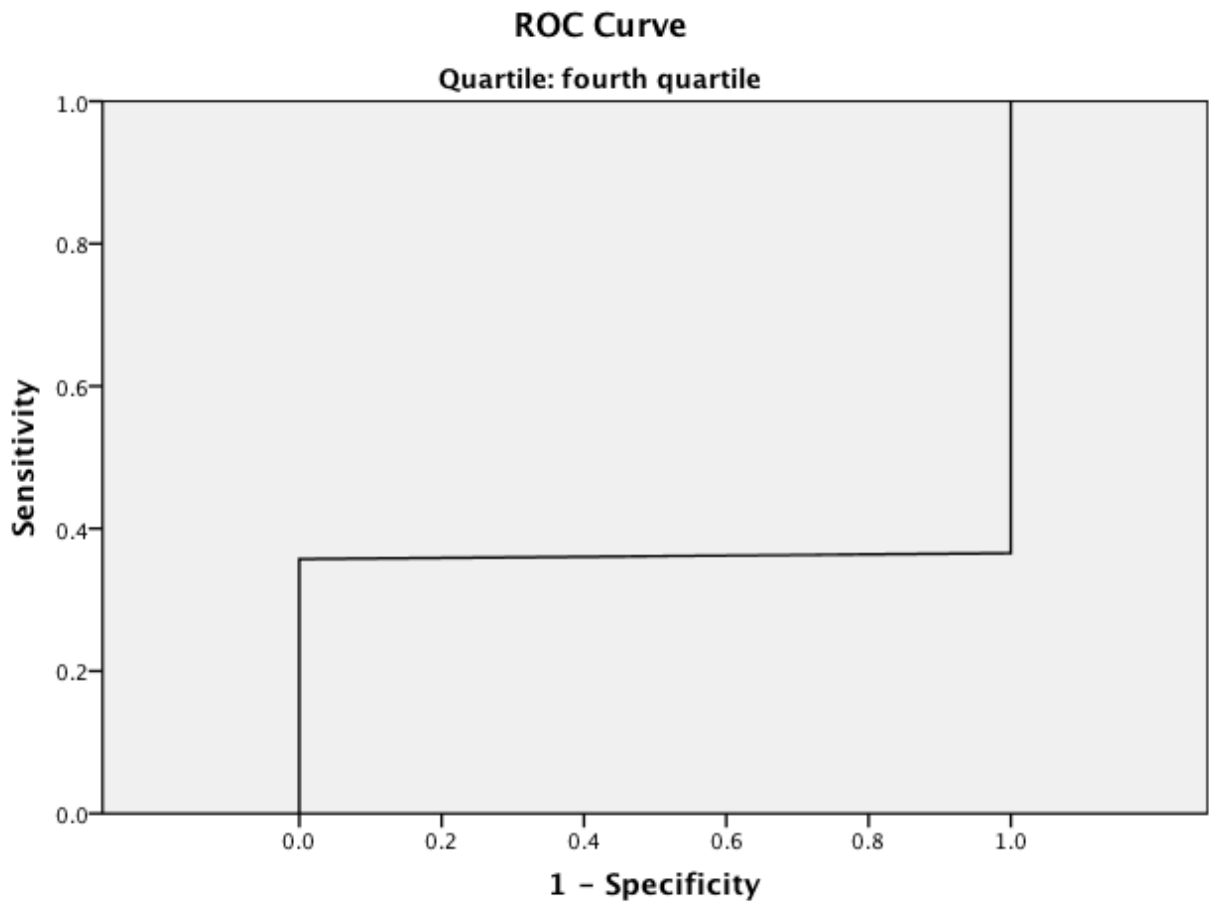
Diagonal segments are produced by ties.



Diagonal segments are produced by ties.



Diagonal segments are produced by ties.



Diagonal segments are produced by ties.

Oregon, Grade 6

Area Under the Curve^{c,d,e,f,g}

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.738	.018	.000	.702	.773
second quartile	.788	.020	.000	.750	.827
third quartile	.819	.045	.000	.730	.908
fourth quartile	.539	.021	.893	.498	.580

a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

c. For split file Quartile = ., the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

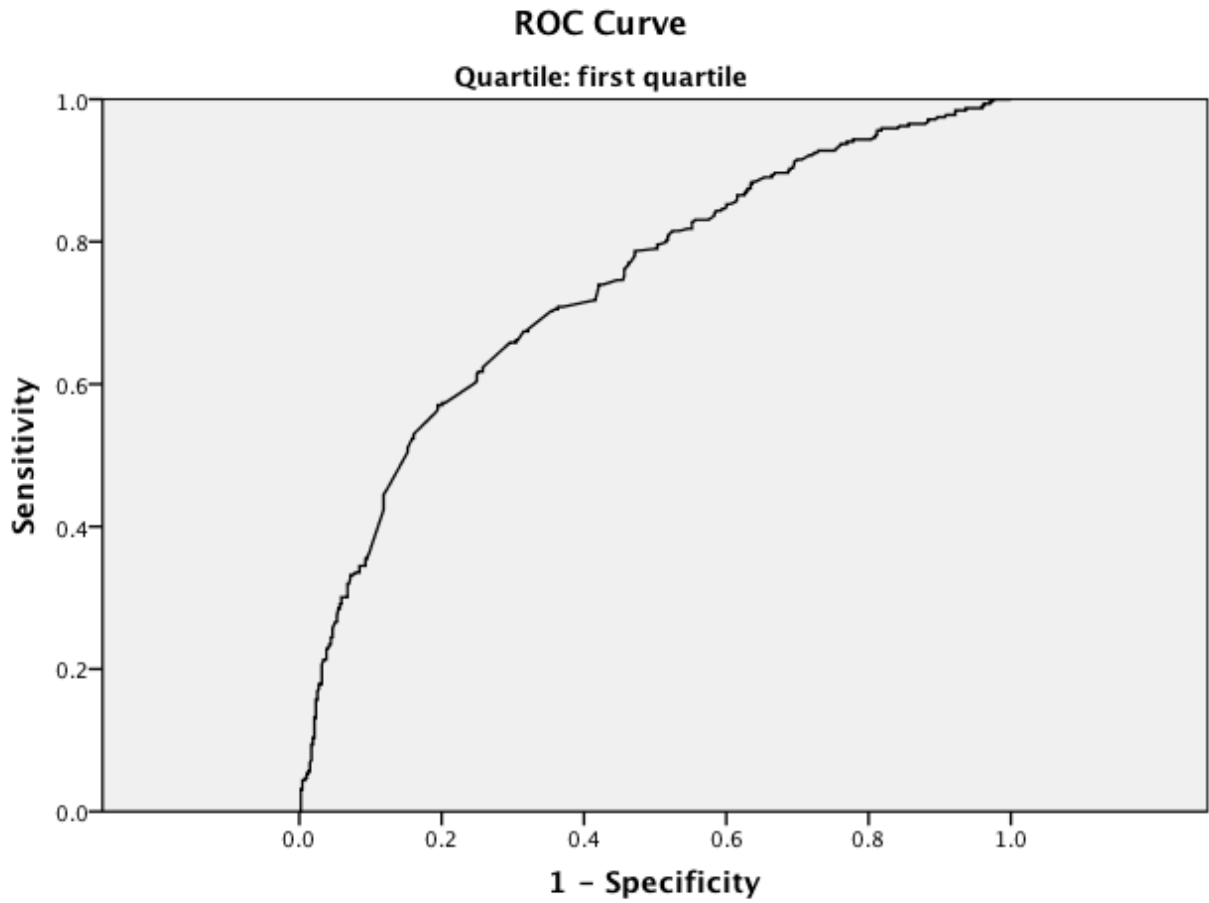
d. For split file Quartile = first quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

e. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

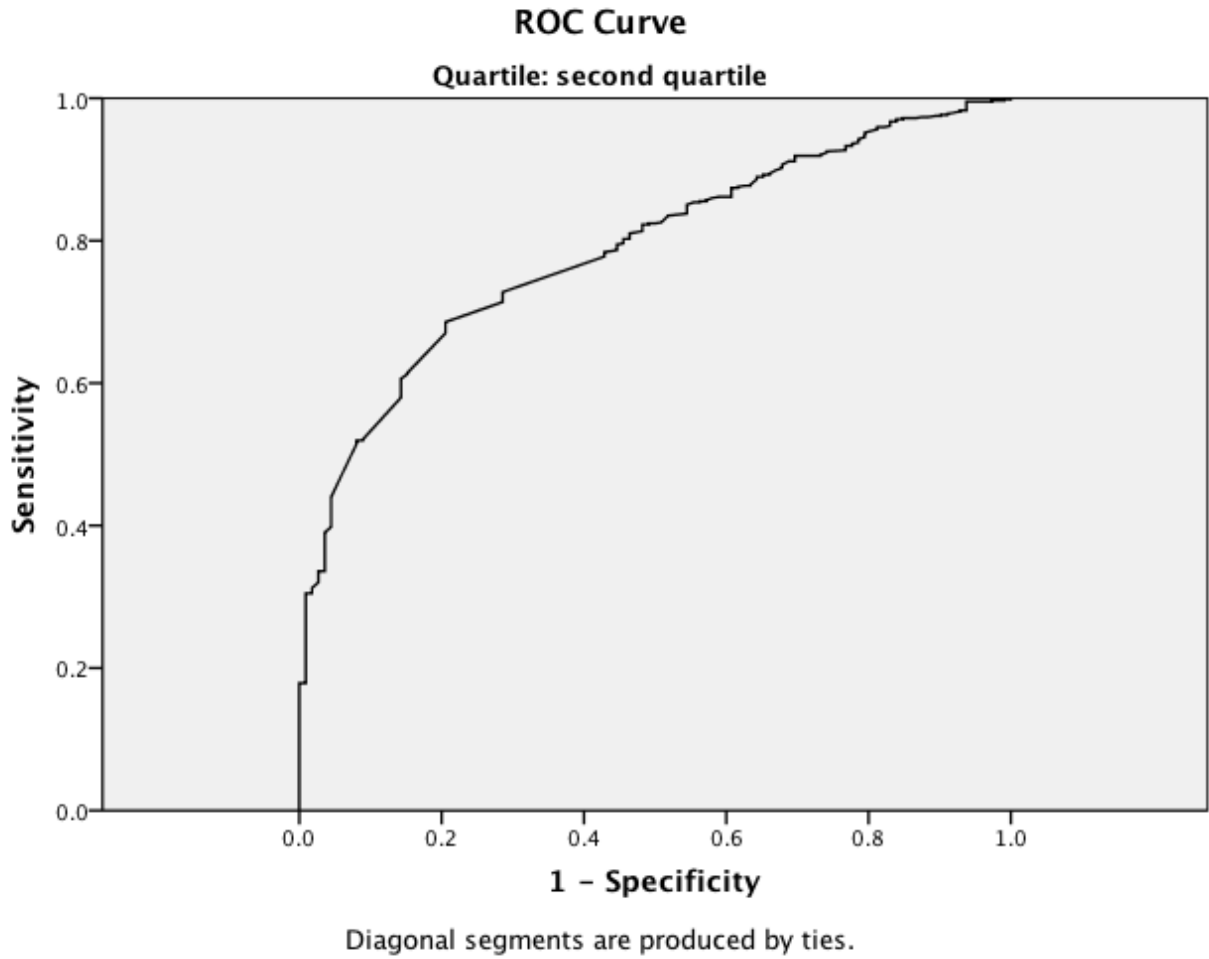
f. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

g. For split file Quartile = fourth quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

Oregon, Grade 6



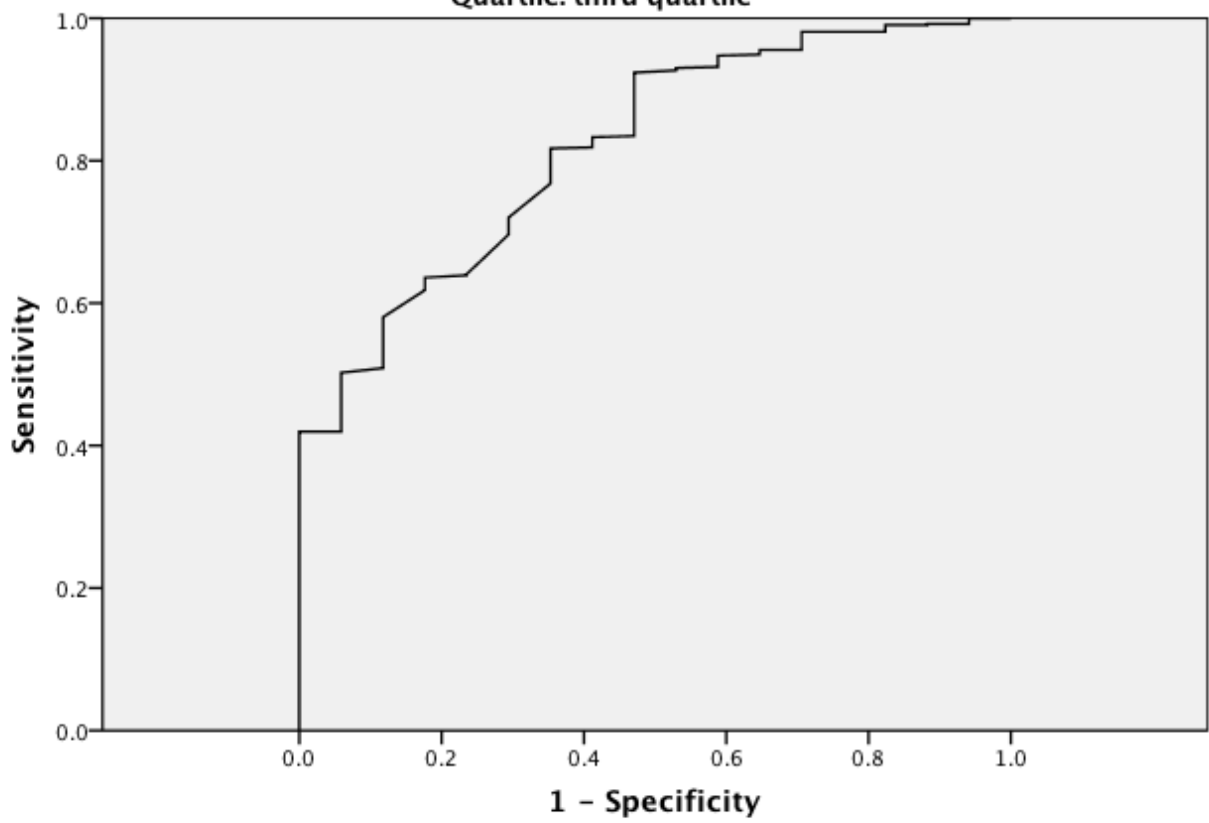
Diagonal segments are produced by ties.



Oregon, Grade 6

ROC Curve

Quartile: third quartile

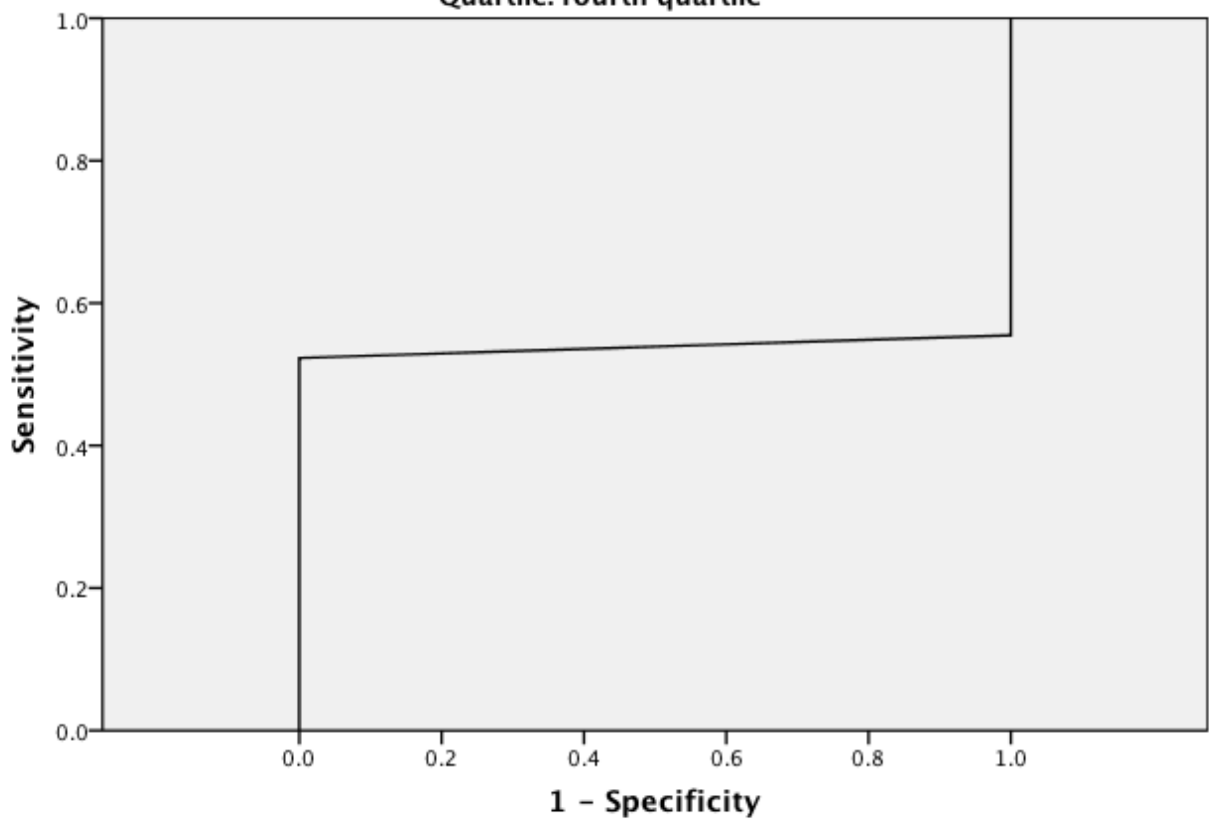


Diagonal segments are produced by ties.

Oregon, Grade 6

ROC Curve

Quartile: fourth quartile



Diagonal segments are produced by ties.

Oregon, Grade 7

Area Under the Curve^{c,d,e,f,g}

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.674	.019	.000	.636	.711
second quartile	.656	.038	.000	.582	.731
third quartile	.619	.031	.412	.559	.679
fourth quartile	.791	.025	.314	.743	.839

a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

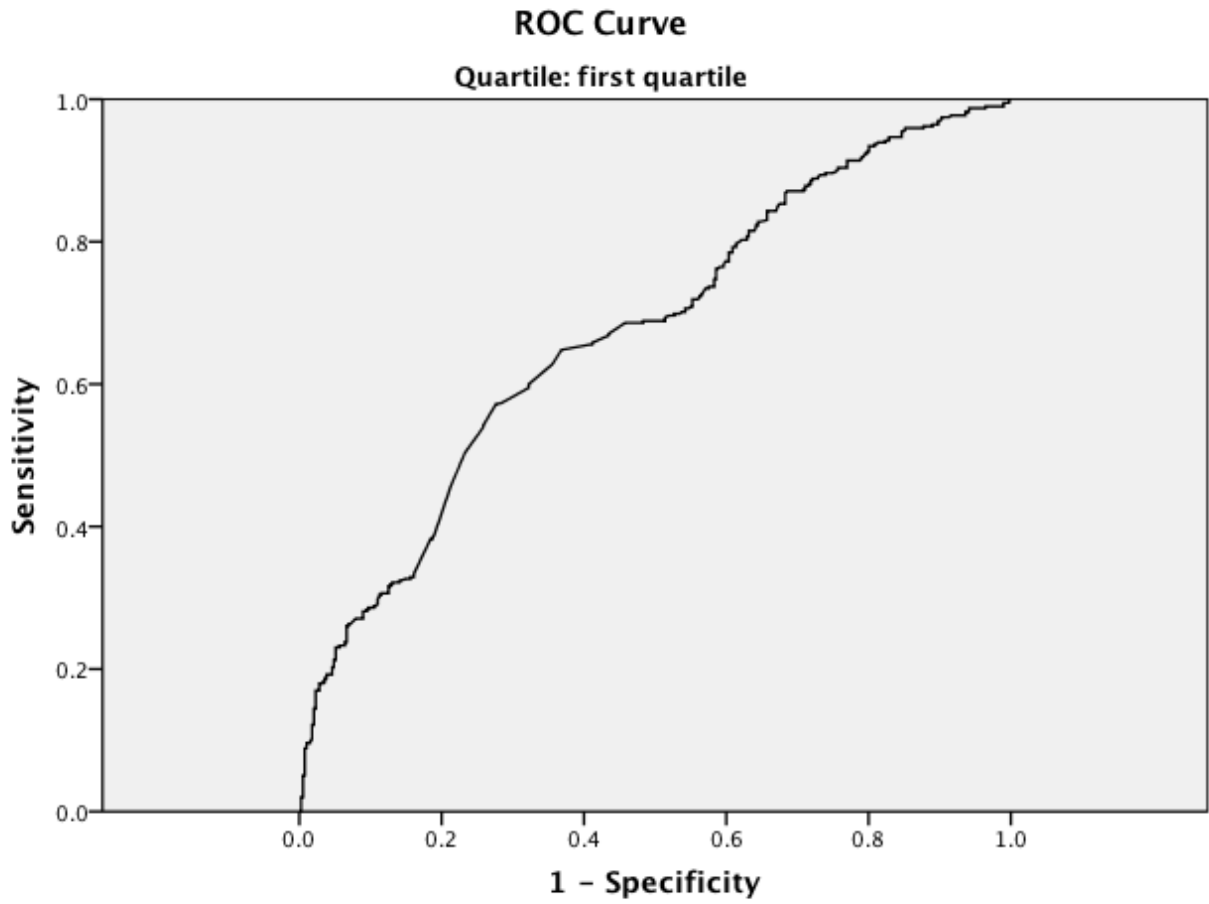
c. For split file Quartile = ., the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

d. For split file Quartile = first quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

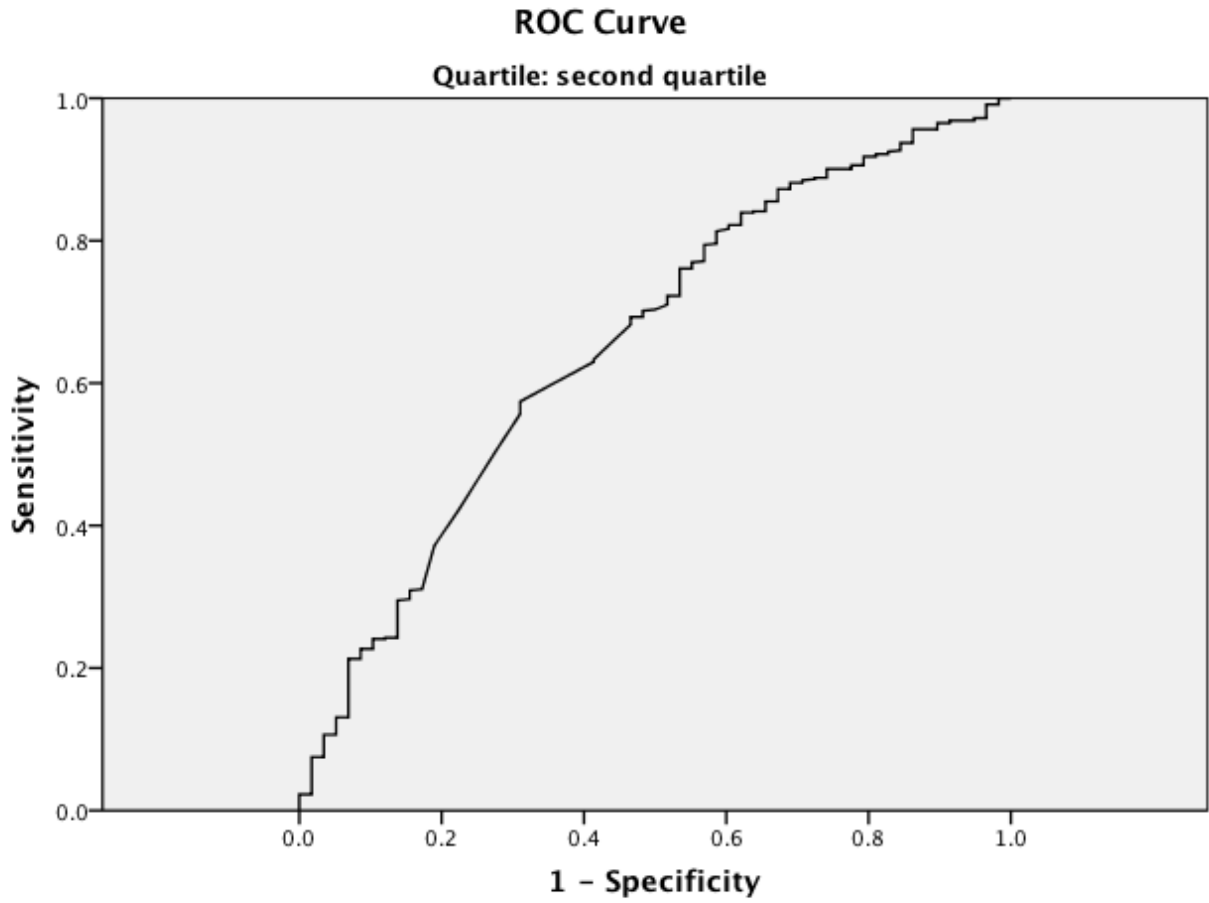
e. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

f. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

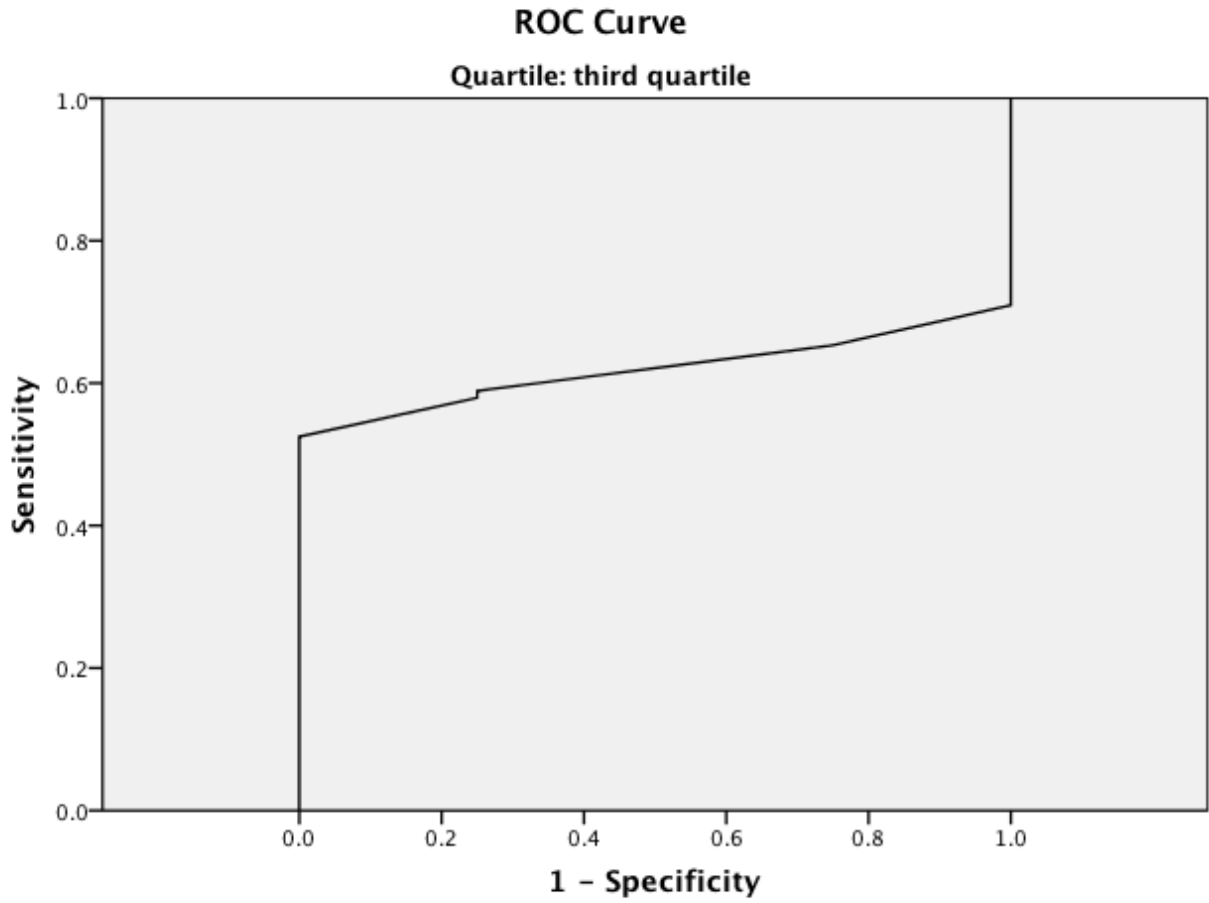
g. For split file Quartile = fourth quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.



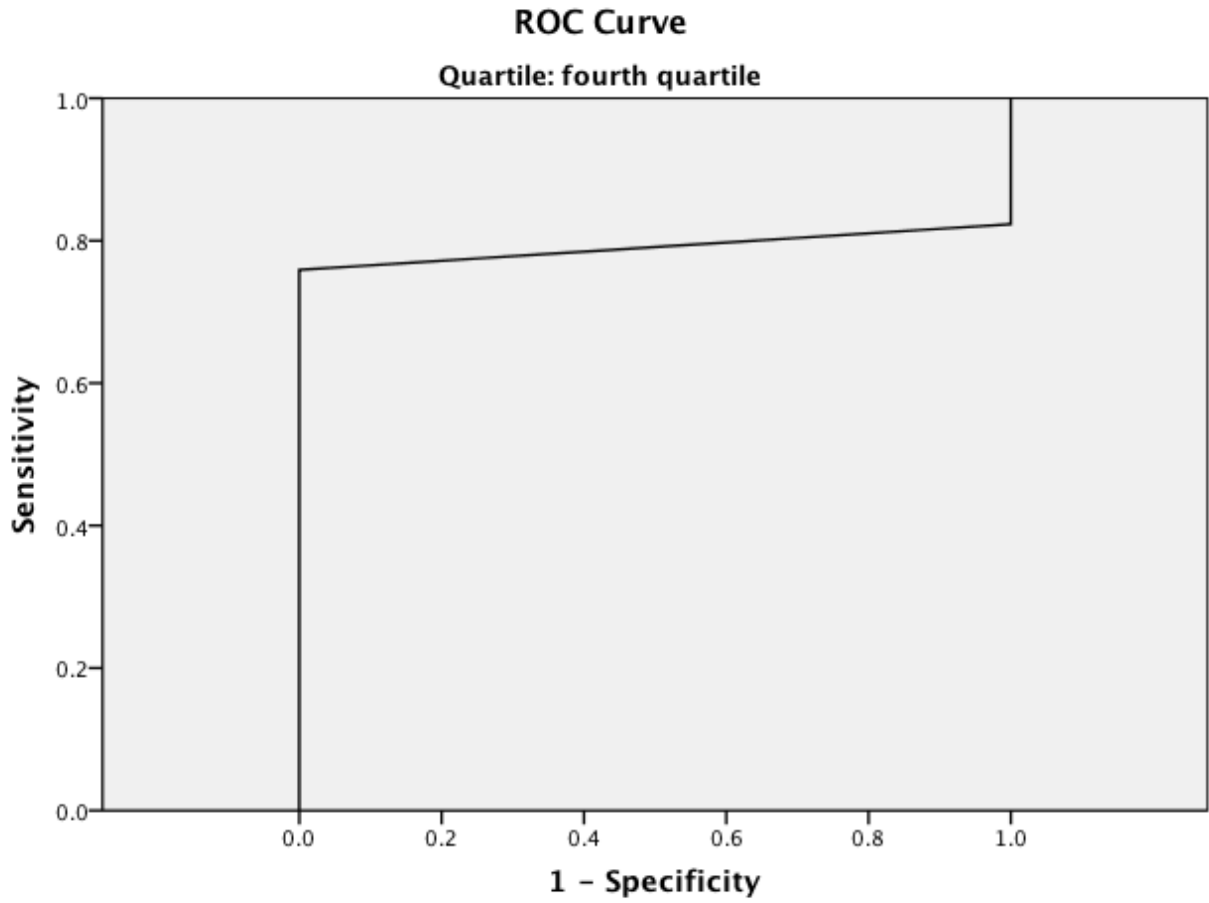
Diagonal segments are produced by ties.



Diagonal segments are produced by ties.



Diagonal segments are produced by ties.



Diagonal segments are produced by ties.

Oregon, Grade 8

Area Under the Curve^{c,d,e,f}

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.574	.024	.003	.526	.621
second quartile	.661	.025	.000	.613	.710
third quartile	.606	.062	.071	.485	.727
fourth quartile	.990	.006	.017	.975	1.000

a. Under the nonparametric assumption

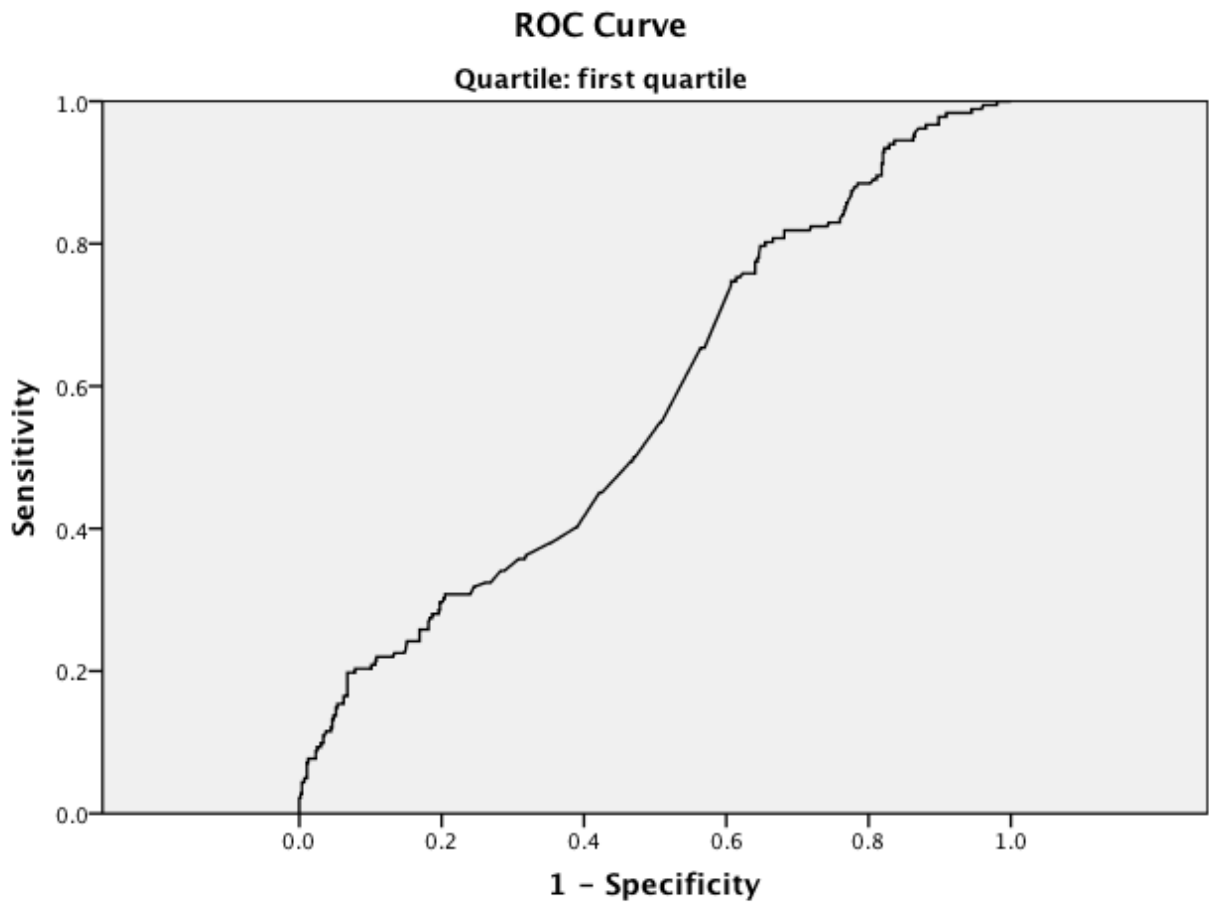
b. Null hypothesis: true area = 0.5

c. For split file Quartile = ., the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

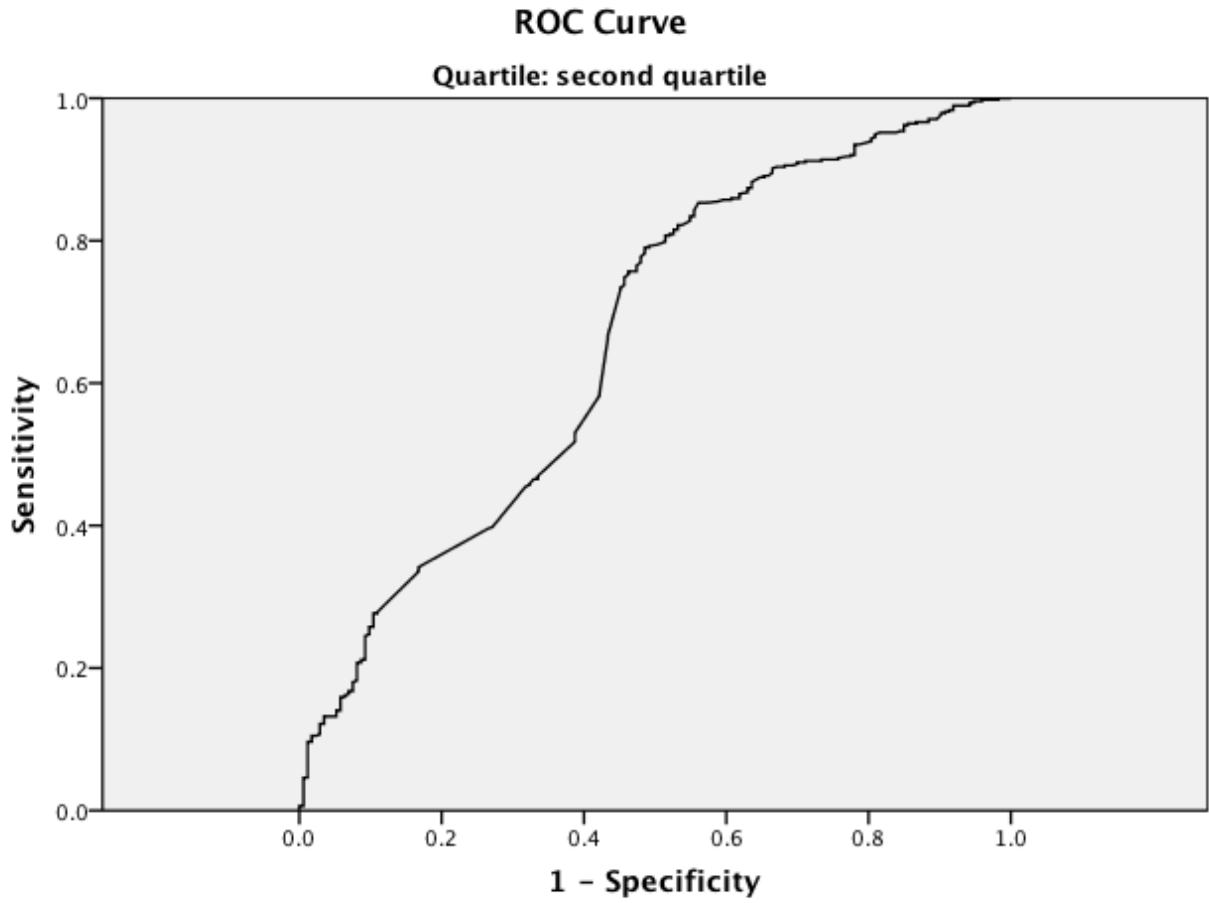
d. For split file Quartile = first quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

e. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

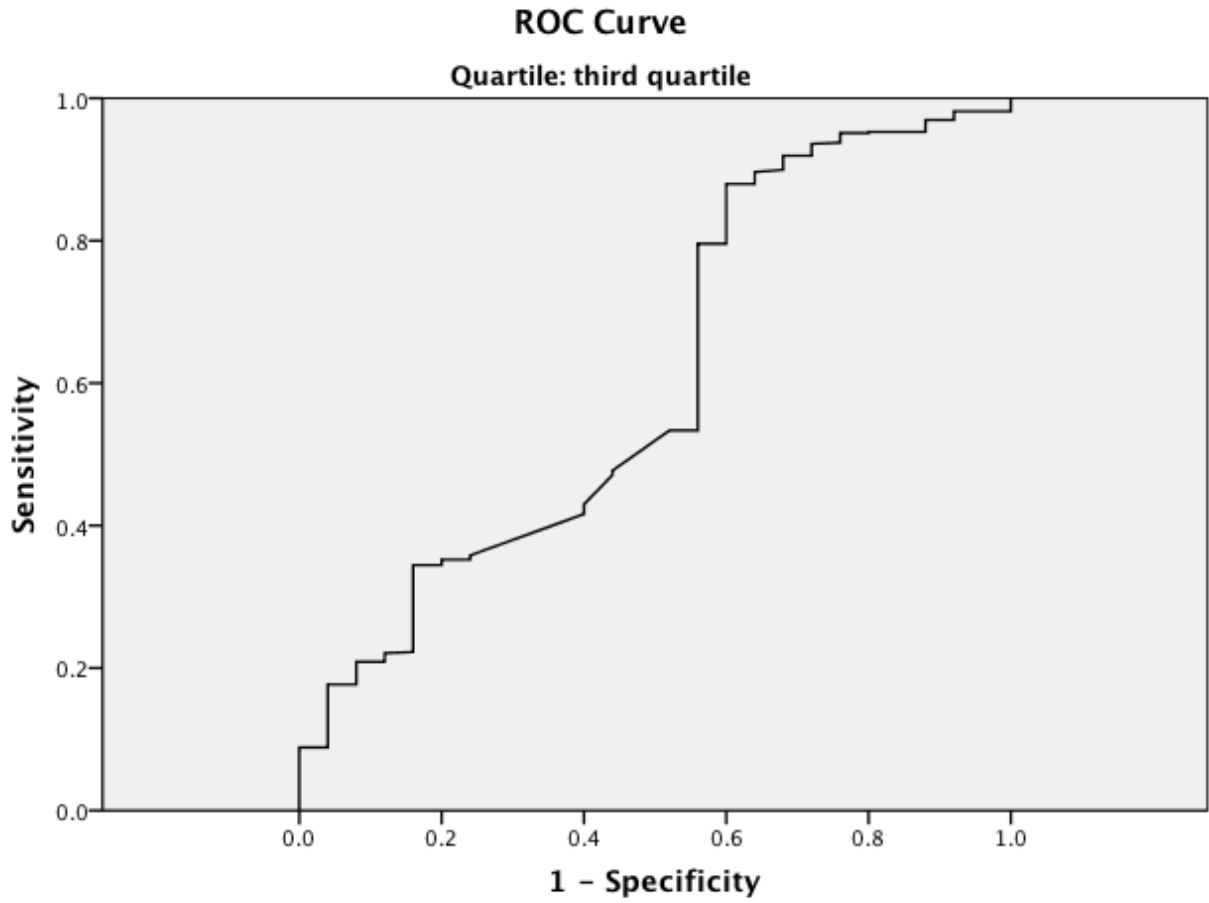
f. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.



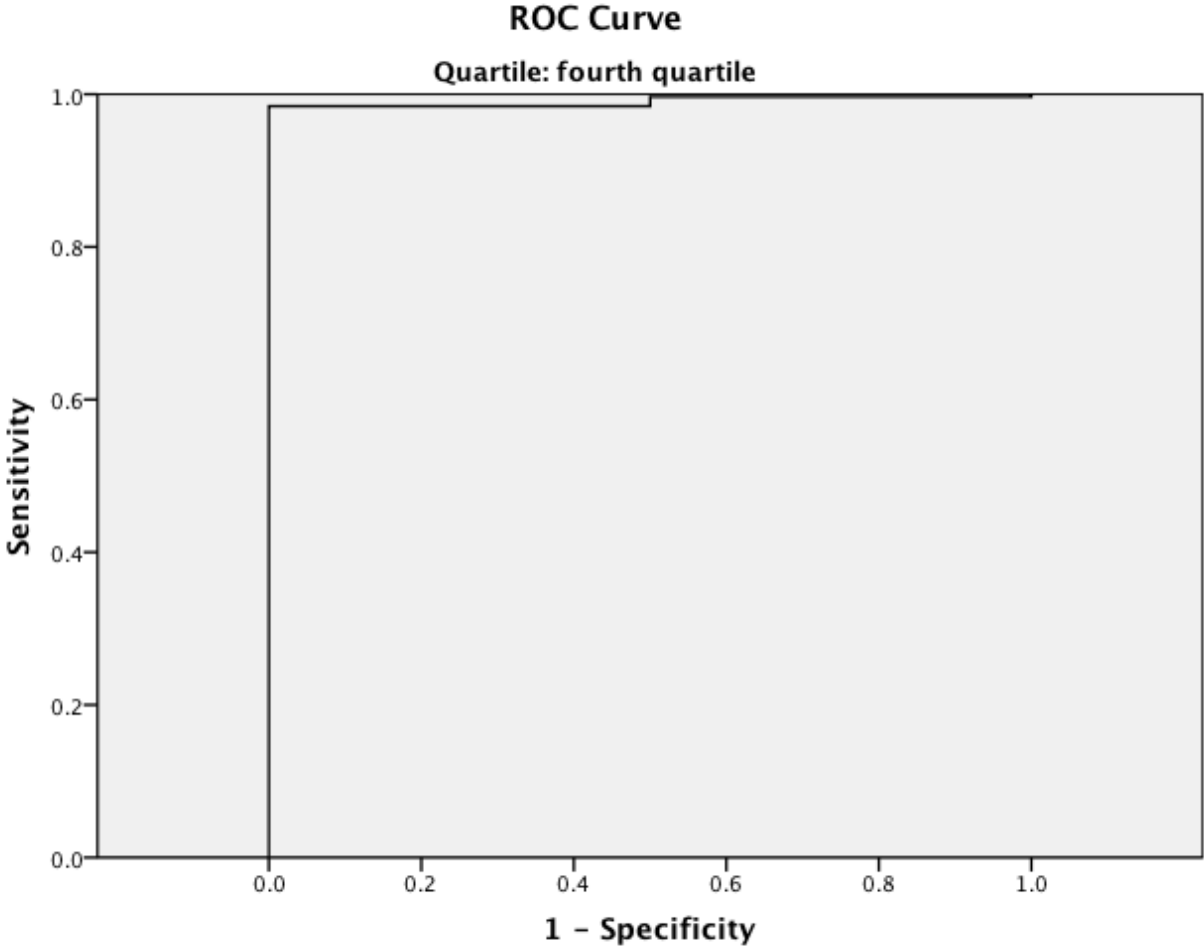
Diagonal segments are produced by ties.



Diagonal segments are produced by ties.



Diagonal segments are produced by ties.



Washington, Grade 3**Area Under the Curve^{c,d,e}**

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.301	.071	.021	.162	.441
second quartile	.358	.047	.004	.265	.451
third quartile	.307	.054	.001	.201	.414
fourth quartile	.142	.040	.000	.064	.221

a. Under the nonparametric assumption

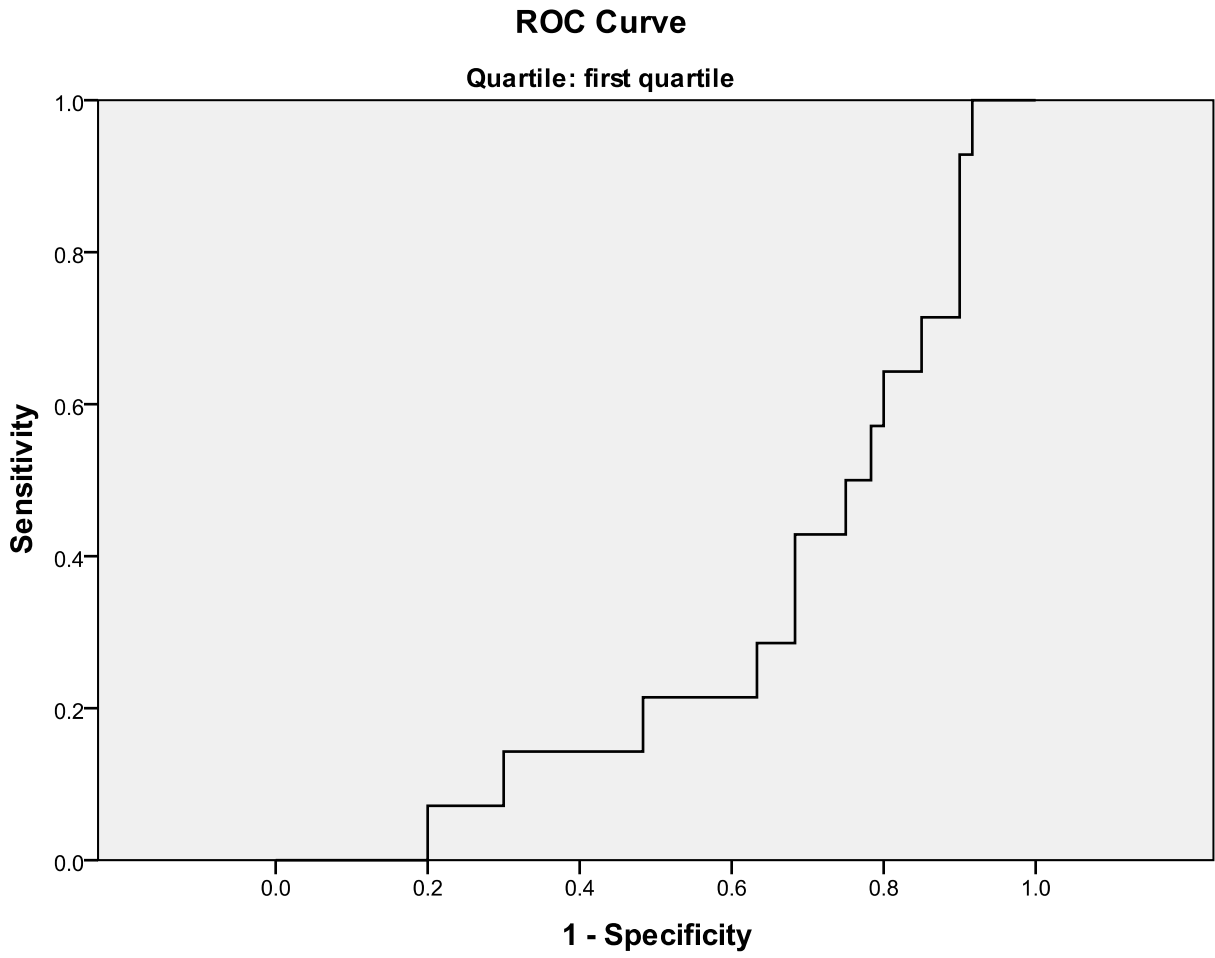
b. Null hypothesis: true area = 0.5

c. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

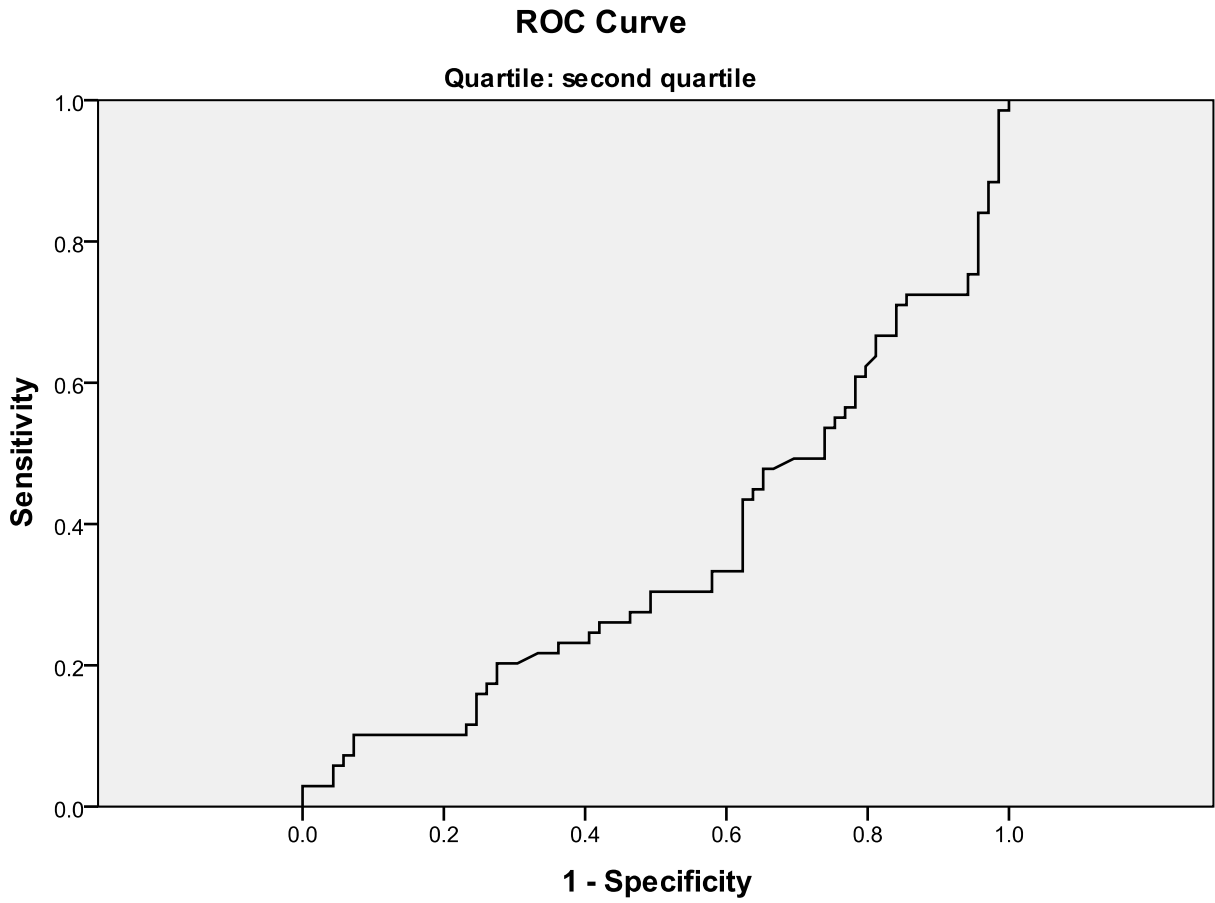
d. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

e. For split file Quartile = fourth quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

Washington, Grade 3



Washington, Grade 3

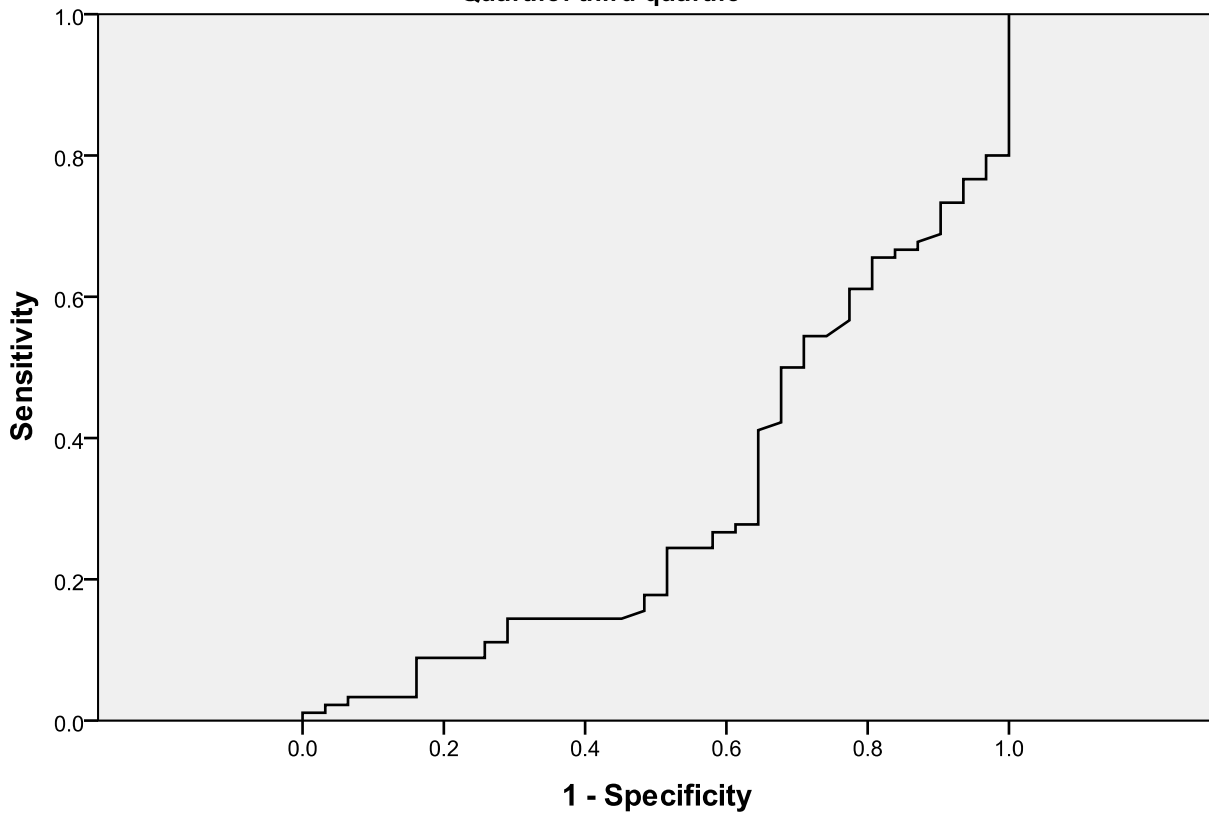


Diagonal segments are produced by ties.

Washington, Grade 3

ROC Curve

Quartile: third quartile

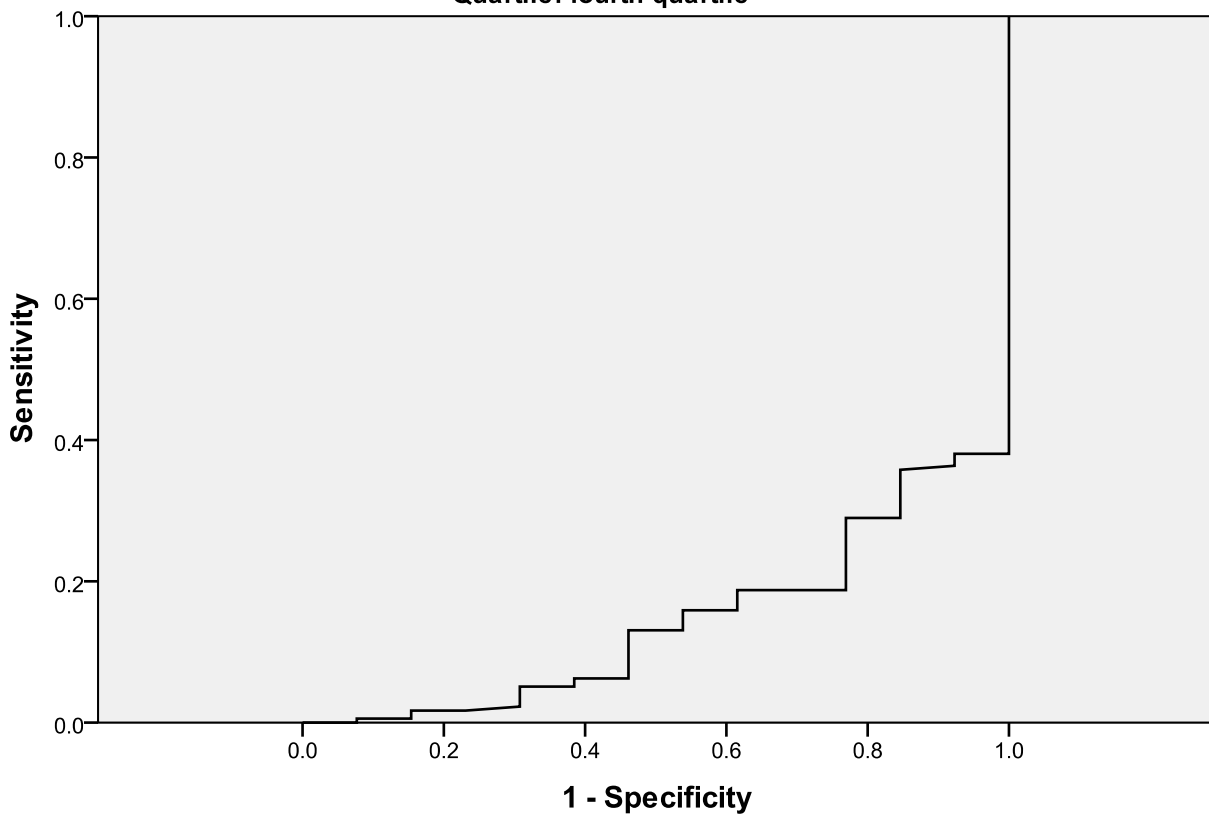


Diagonal segments are produced by ties.

Washington, Grade 3

ROC Curve

Quartile: fourth quartile



Diagonal segments are produced by ties.

Washington, Grade 4

Area Under the Curve^{c,d,e,f}

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.762	.062	.002	.640	.884
second quartile	.694	.052	.000	.591	.797
third quartile	.672	.055	.003	.565	.779
fourth quartile	.598	.096	.272	.410	.786

a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

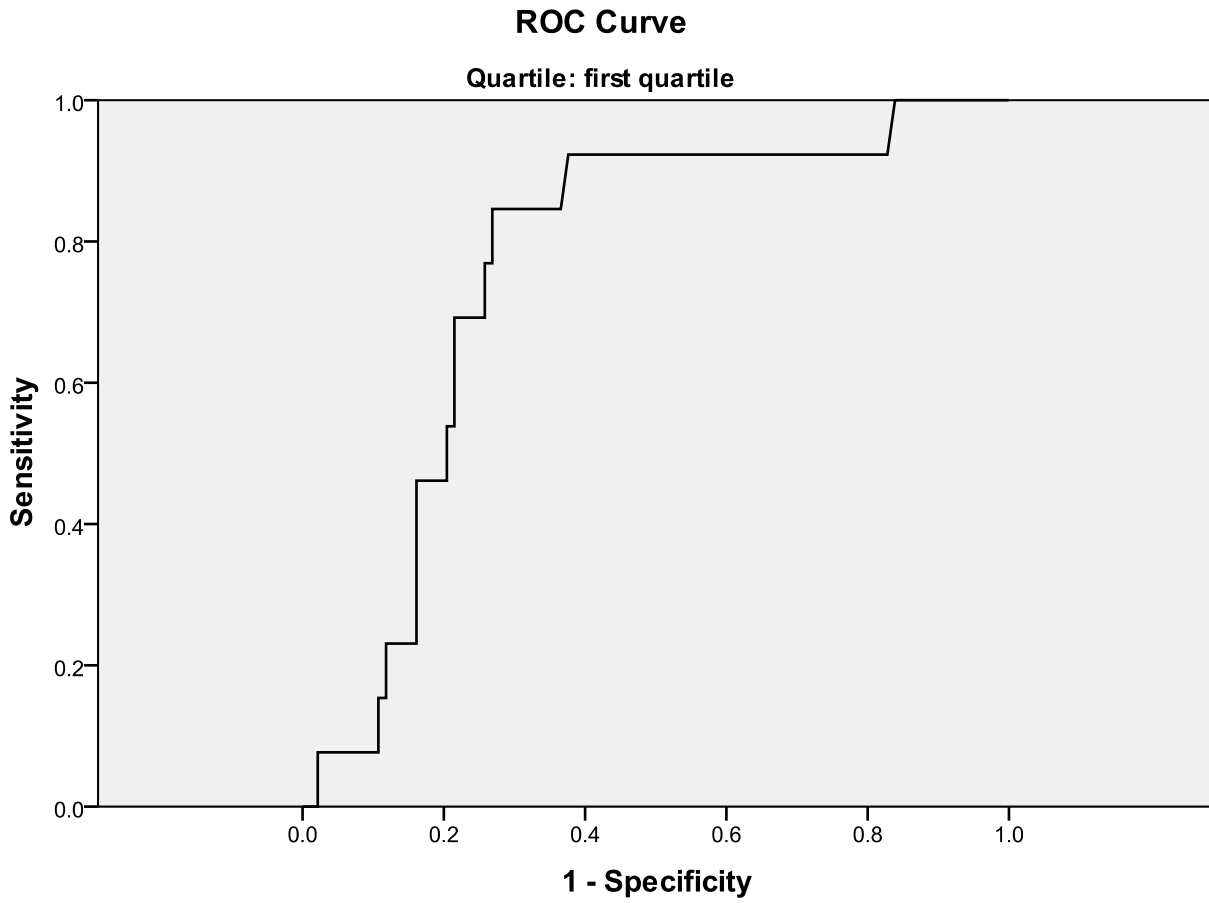
c. For split file Quartile = first quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

d. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

e. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

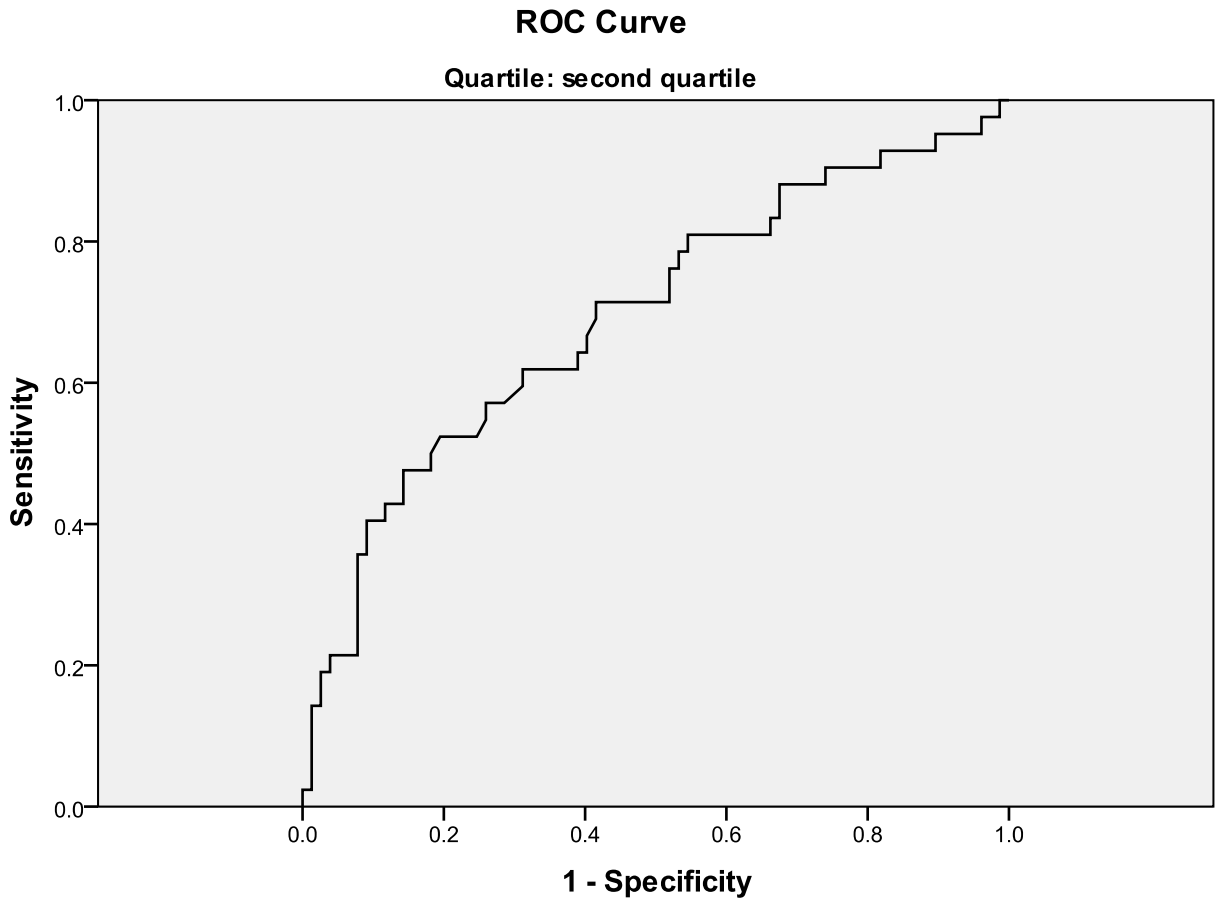
f. For split file Quartile = fourth quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

Washington, Grade 4



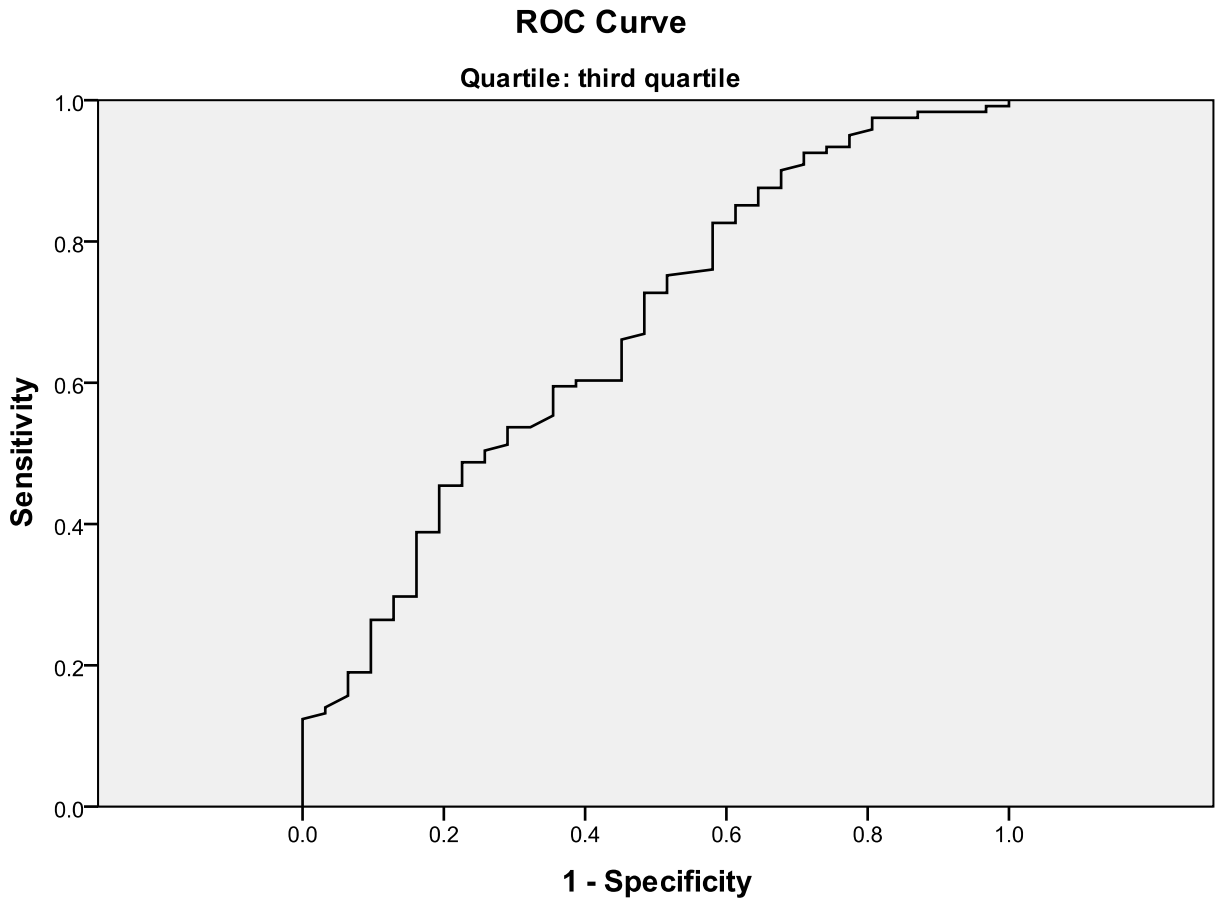
Diagonal segments are produced by ties.

Washington, Grade 4



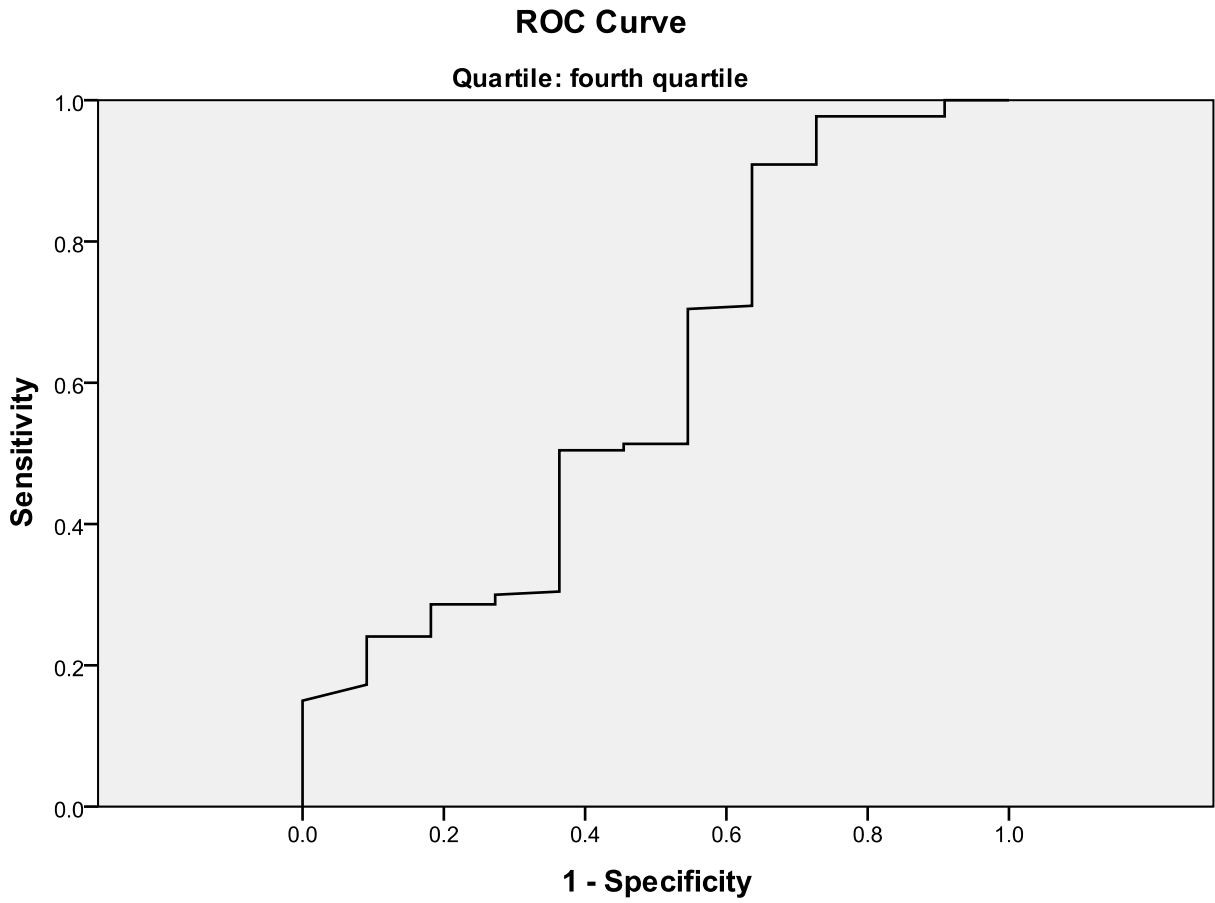
Diagonal segments are produced by ties.

Washington, Grade 4



Diagonal segments are produced by ties.

Washington, Grade 4



Diagonal segments are produced by ties.

Washington, Grade 5**Area Under the Curve^{c,d,e,f}**

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.749	.064	.006	.624	.875
second quartile	.666	.053	.004	.562	.771
third quartile	.672	.054	.004	.567	.778
fourth quartile	.266	.057	.017	.154	.378

a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

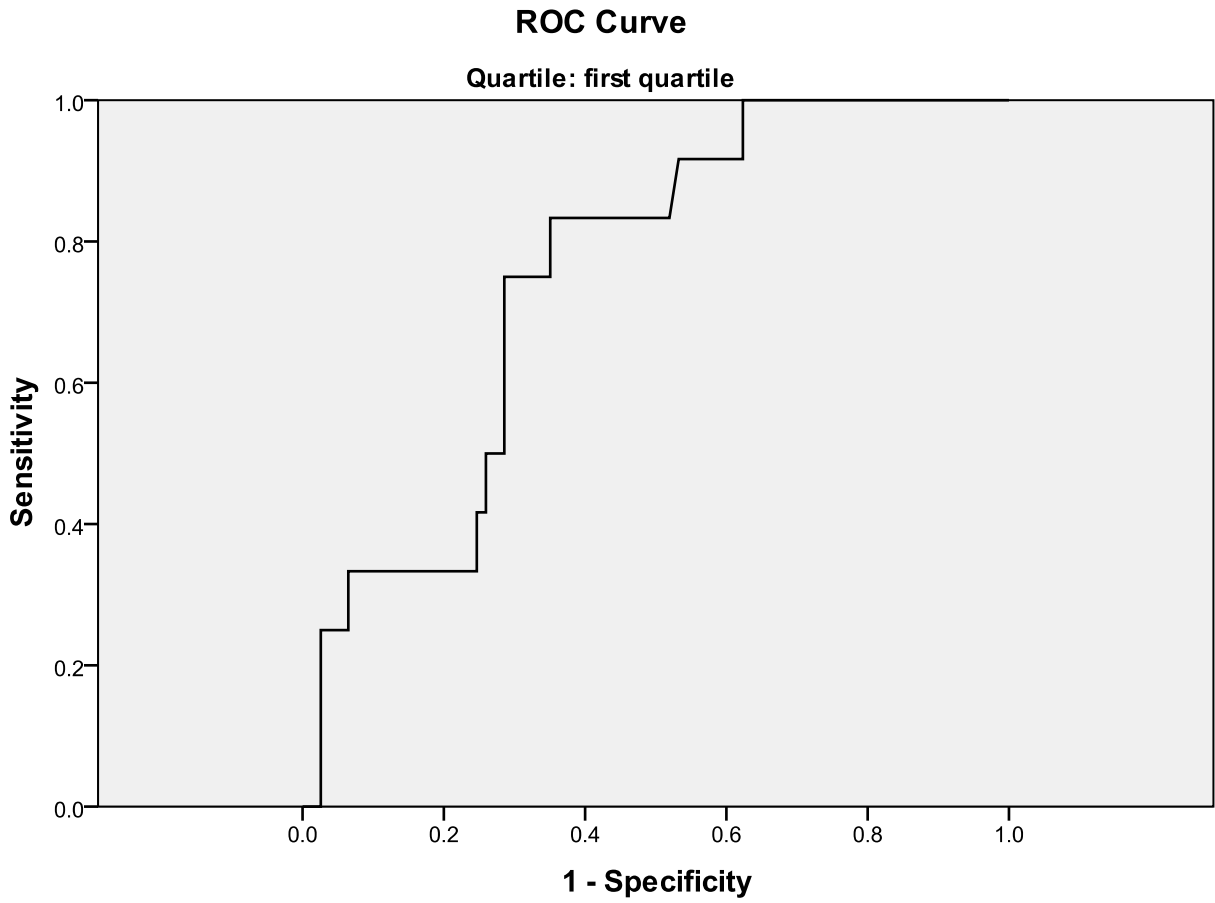
c. For split file Quartile = first quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

d. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

e. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

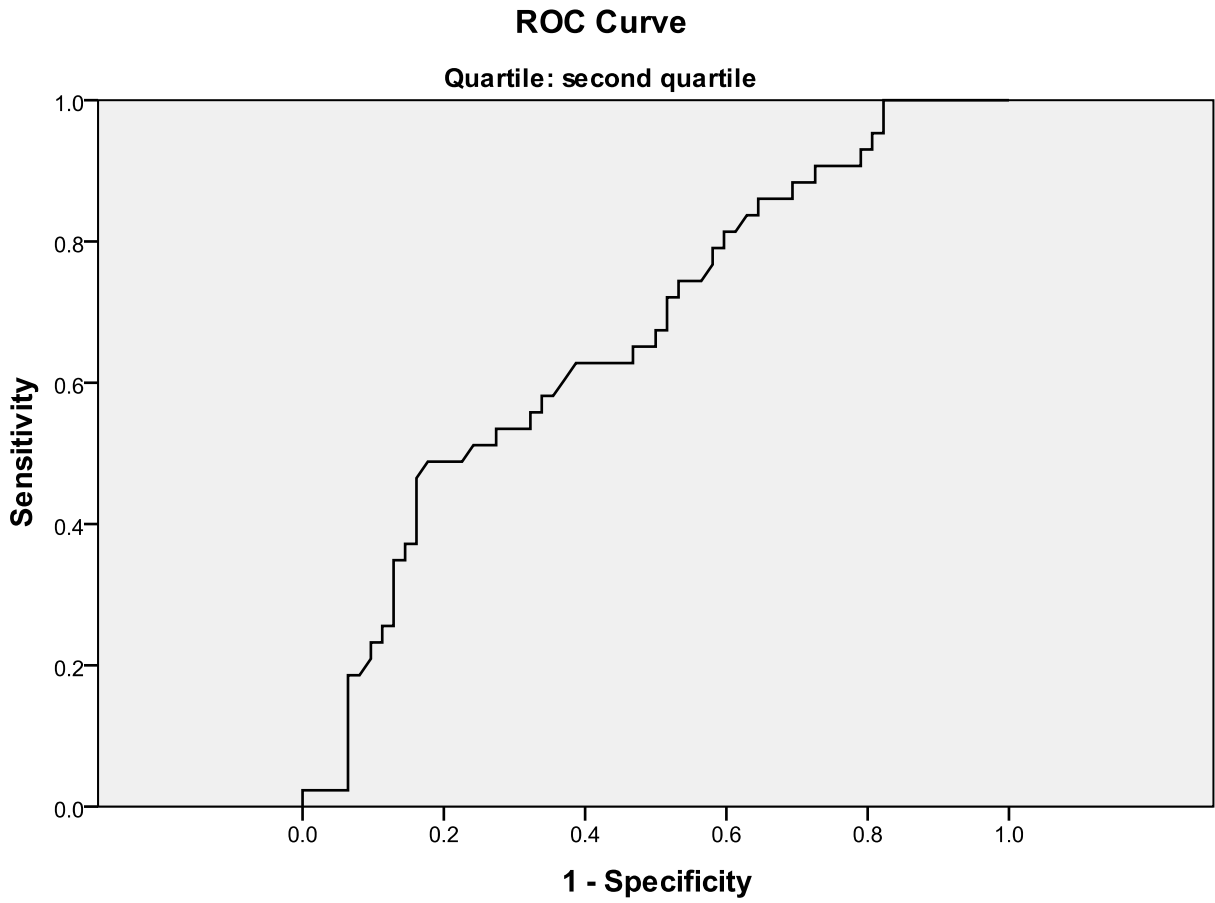
f. For split file Quartile = fourth quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

Washington, Grade 5



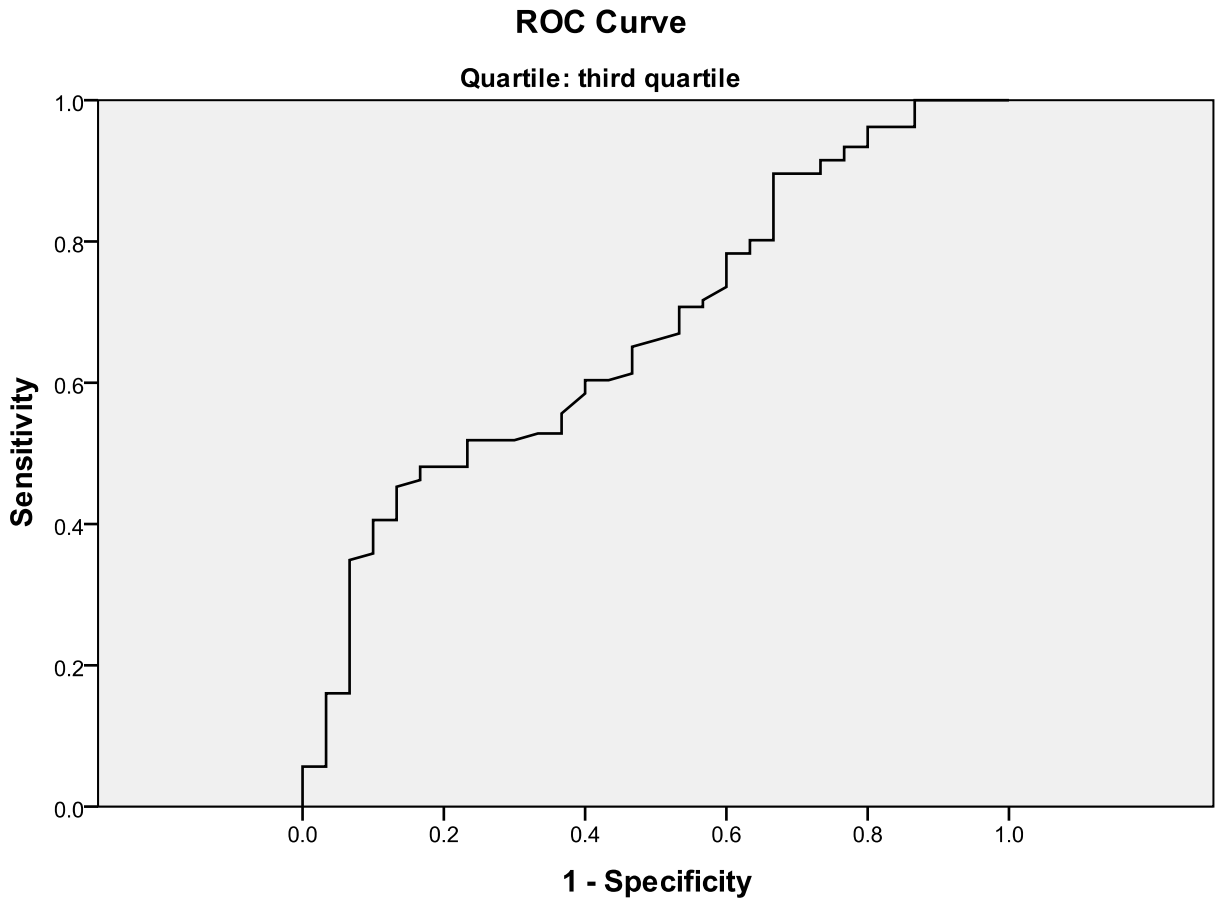
Diagonal segments are produced by ties.

Washington, Grade 5



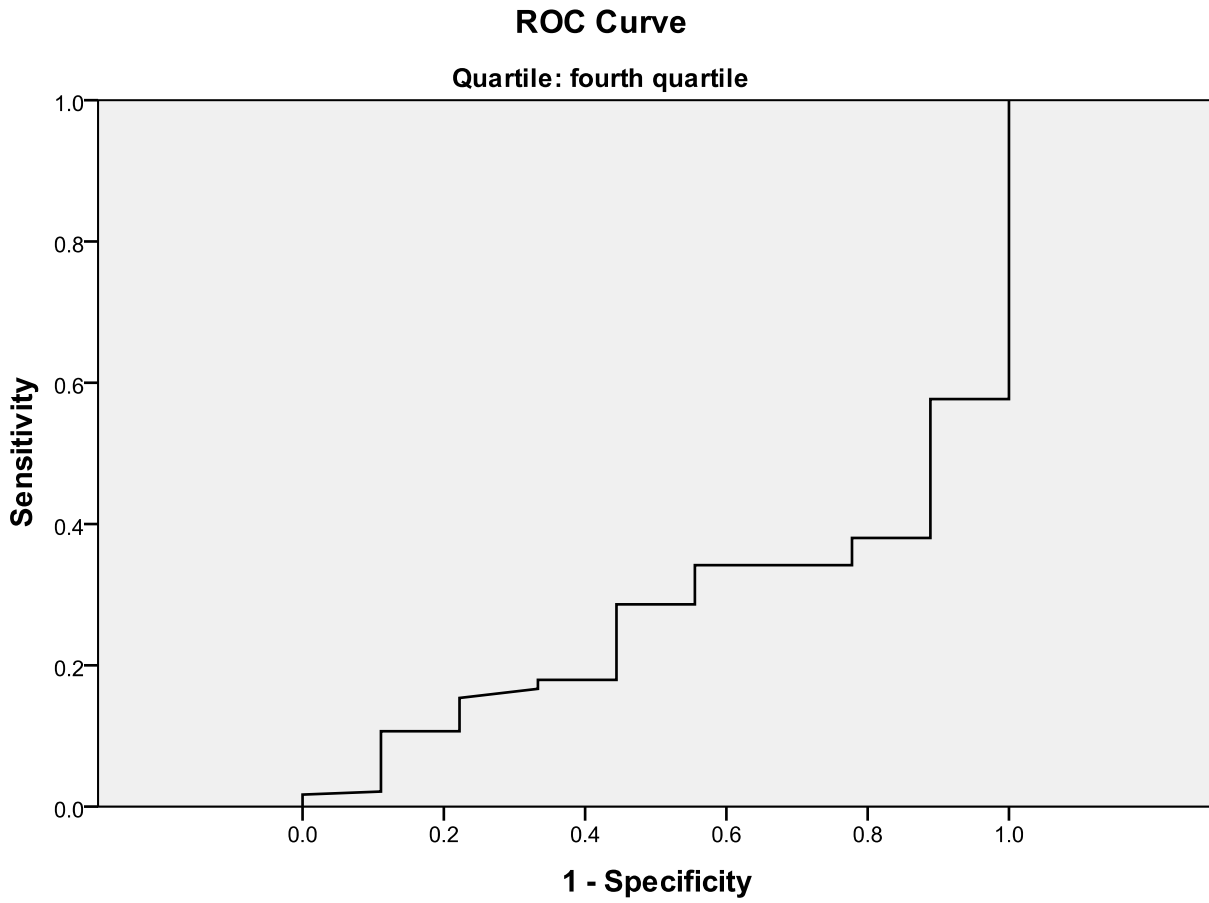
Diagonal segments are produced by ties.

Washington, Grade 5



Diagonal segments are produced by ties.

Washington, Grade 5



Diagonal segments are produced by ties.

Washington, Grade 6**Area Under the Curve^{c,d}**

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.747	.086	.011	.577	.916
second quartile	.778	.045	.000	.690	.866
third quartile	.842	.043	.000	.758	.927
fourth quartile	.758	.076	.013	.608	.907

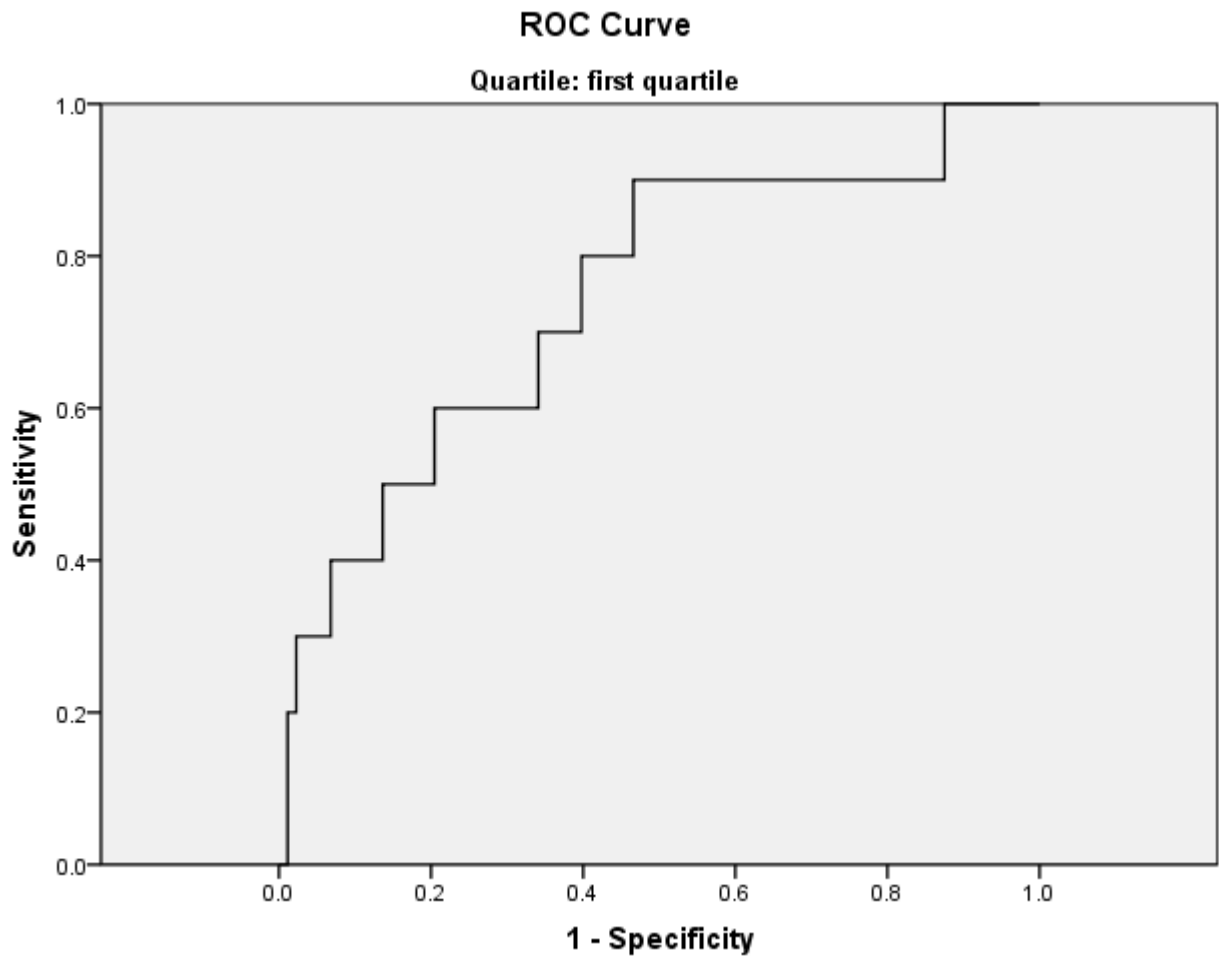
a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

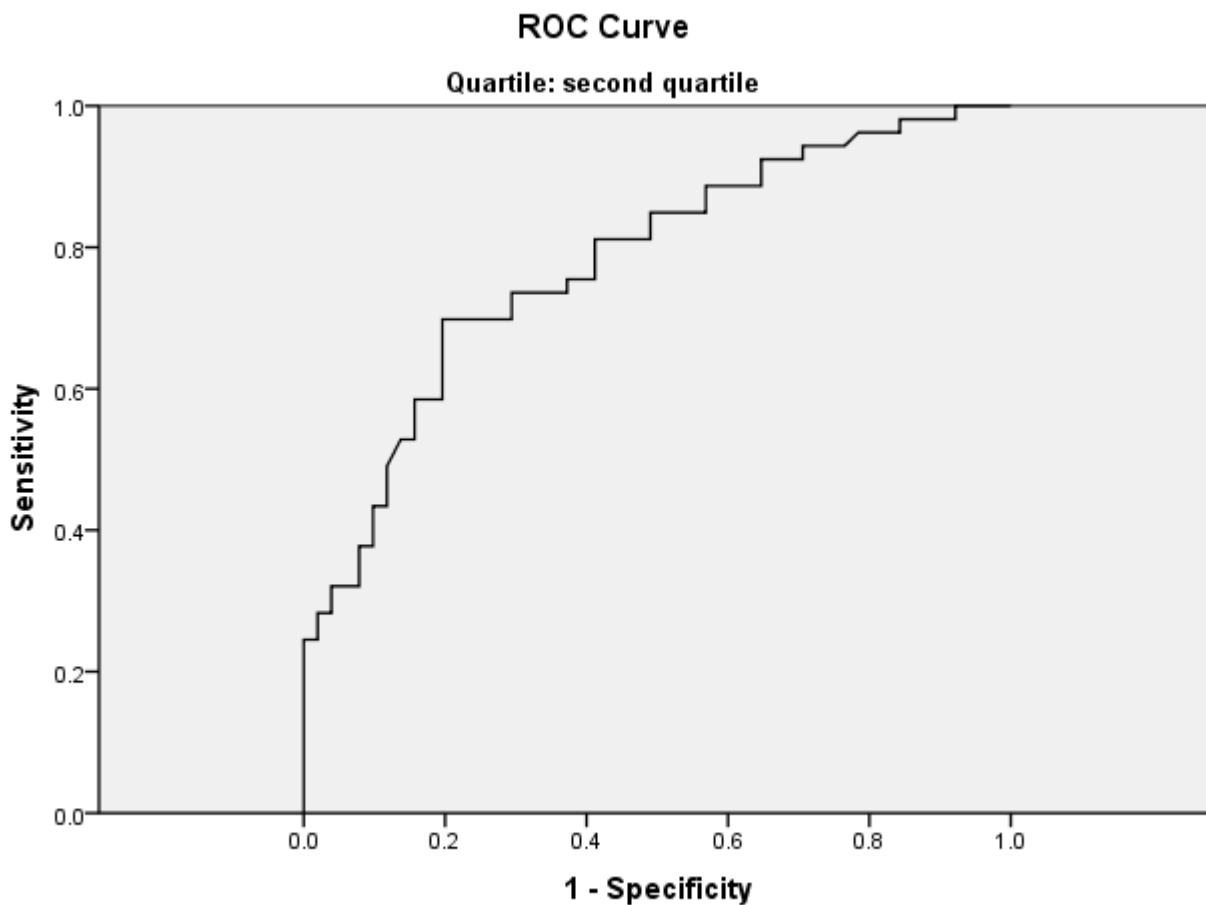
c. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

d. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

Washington, Grade 6

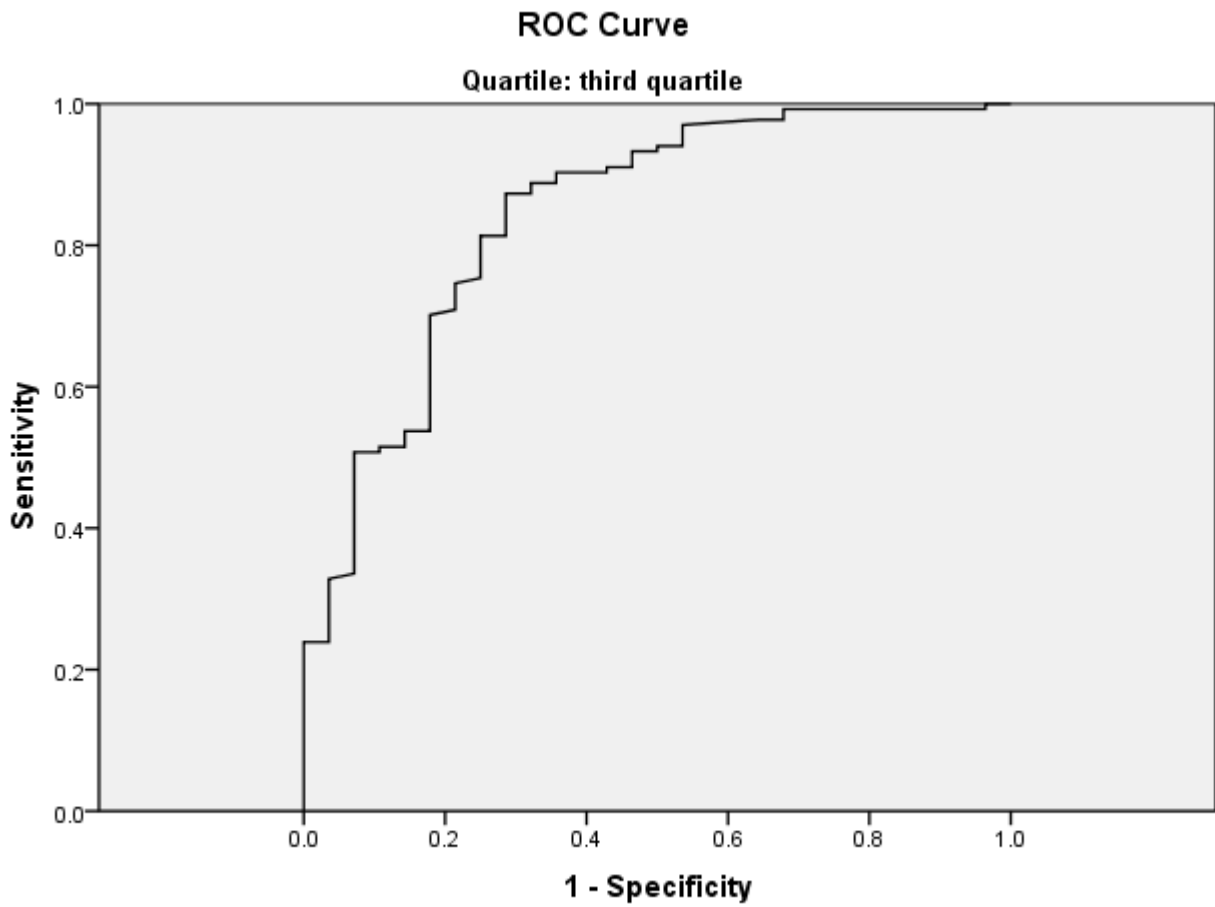


Washington, Grade 6



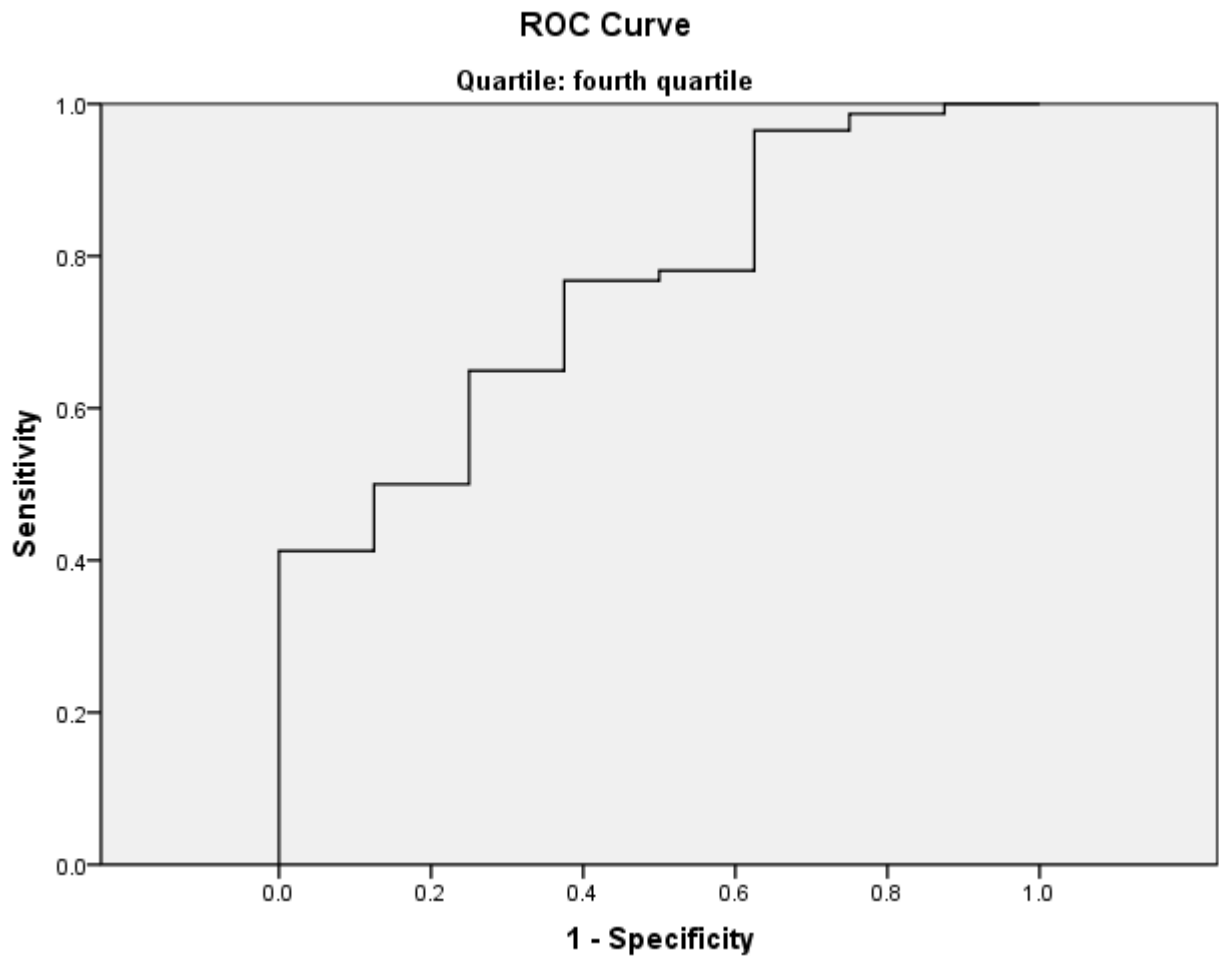
Diagonal segments are produced by ties.

Washington, Grade 6



Diagonal segments are produced by ties.

Washington, Grade 6



Washington, Grade 7**Area Under the Curve^{c,d,e}**

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.616	.067	.113	.485	.747
second quartile	.700	.045	.000	.612	.788
third quartile	.600	.077	.172	.448	.752
fourth quartile	.733	.141	.167	.446	1.000

a. Under the nonparametric assumption

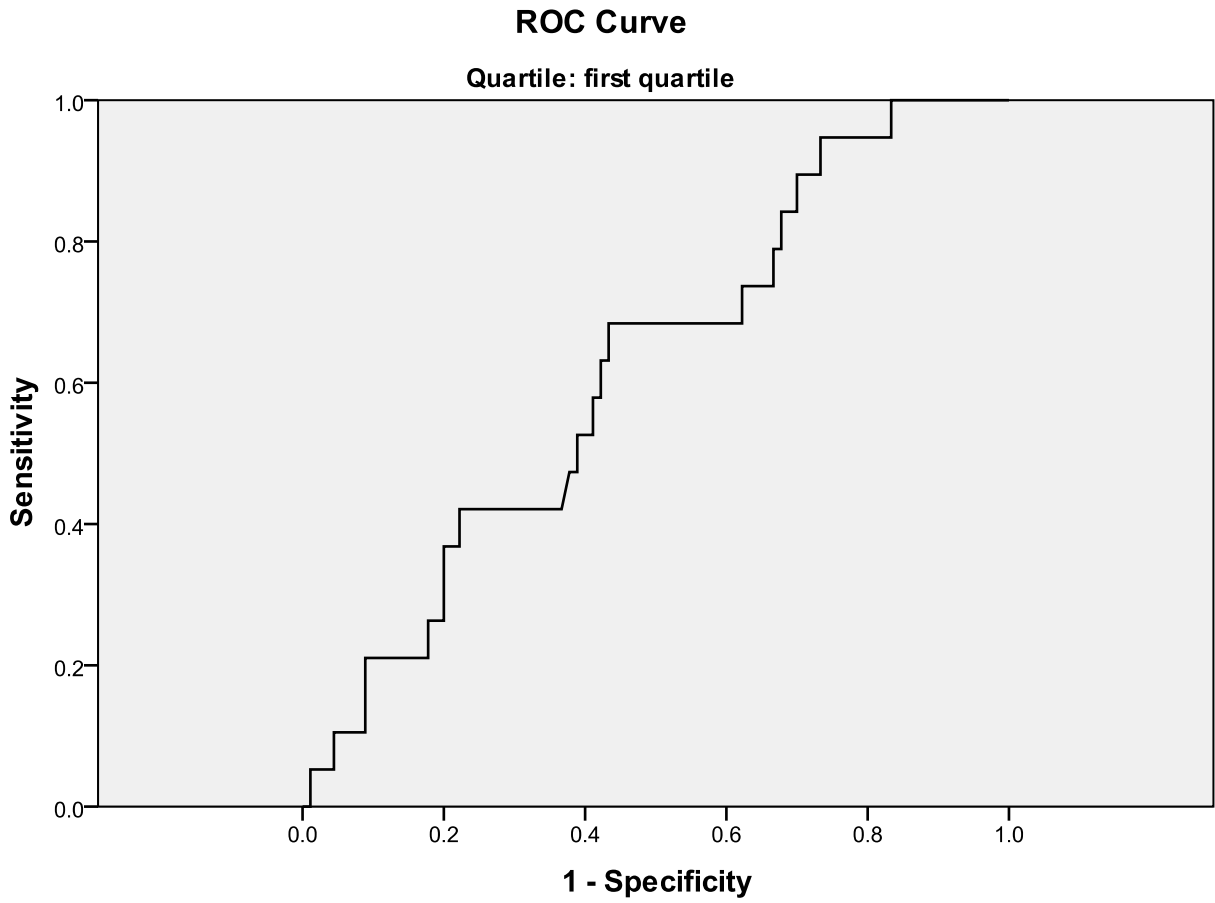
b. Null hypothesis: true area = 0.5

c. For split file Quartile = first quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

d. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

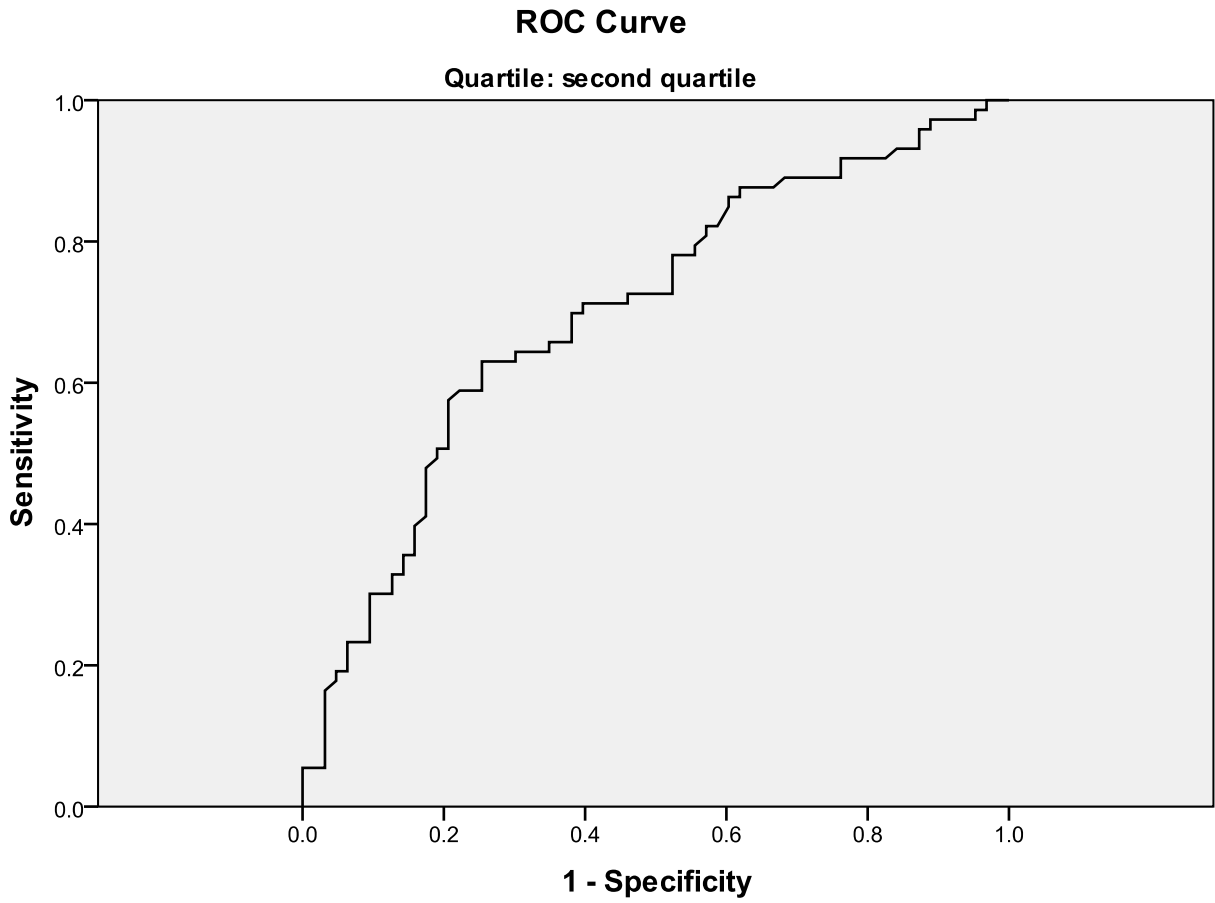
e. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

Washington, Grade 7



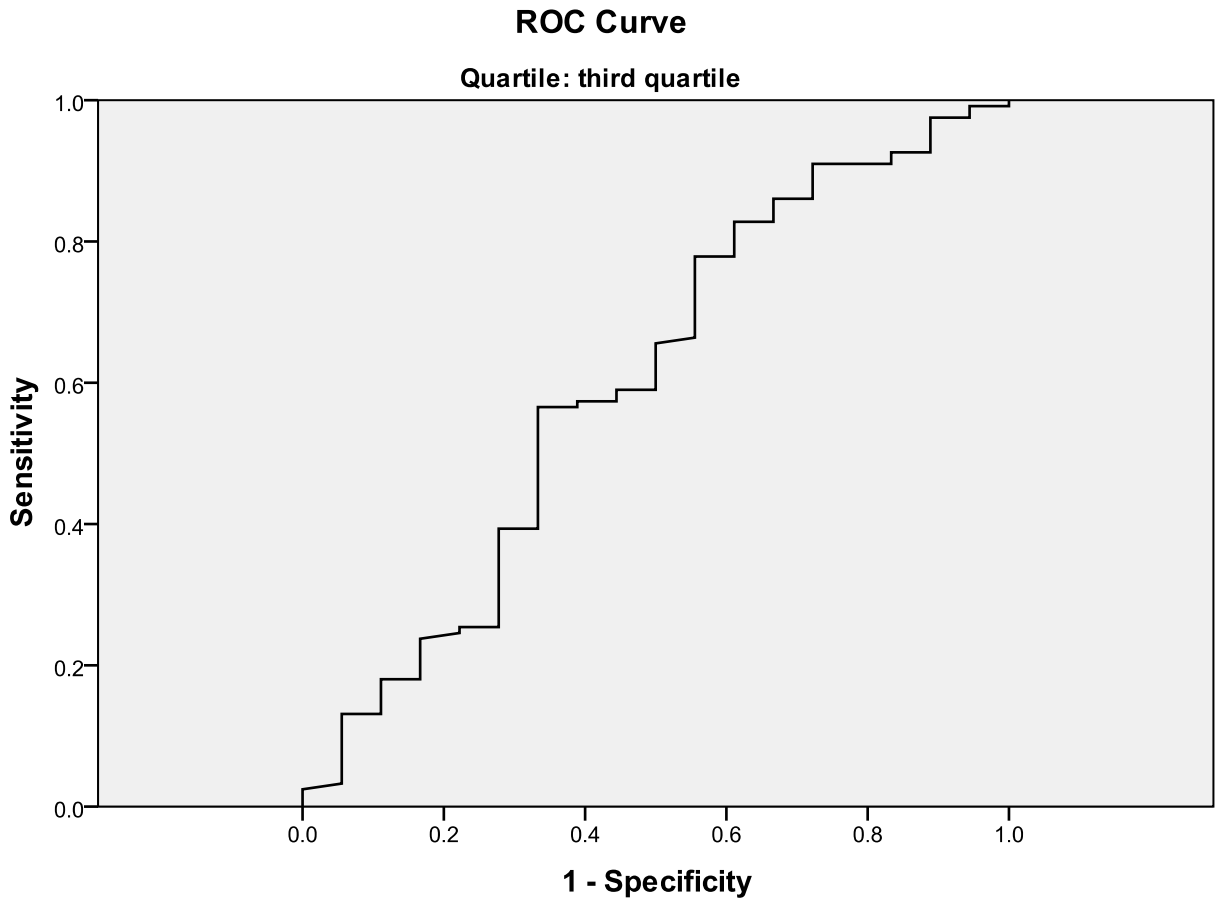
Diagonal segments are produced by ties.

Washington, Grade 7



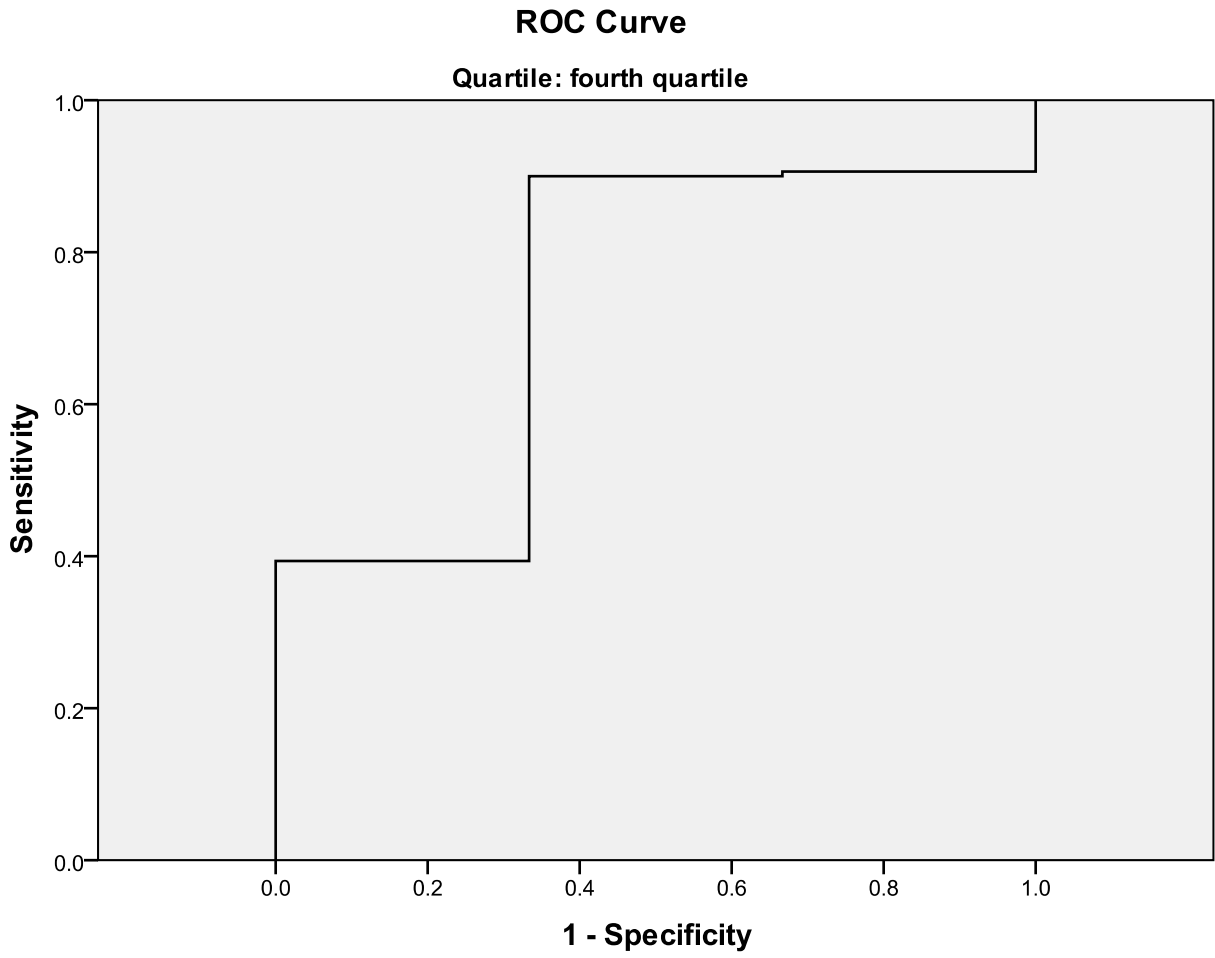
Diagonal segments are produced by ties.

Washington, Grade 7



Diagonal segments are produced by ties.

Washington, Grade 7



Washington, Grade 8**Area Under the Curve^{c,d}**

Test Result Variable(s):ectime

Quartile	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
first quartile	.282	.086	.107	.113	.451
second quartile	.318	.052	.001	.217	.420
third quartile	.214	.047	.000	.123	.306
fourth quartile	.079	.046	.012	.000	.189

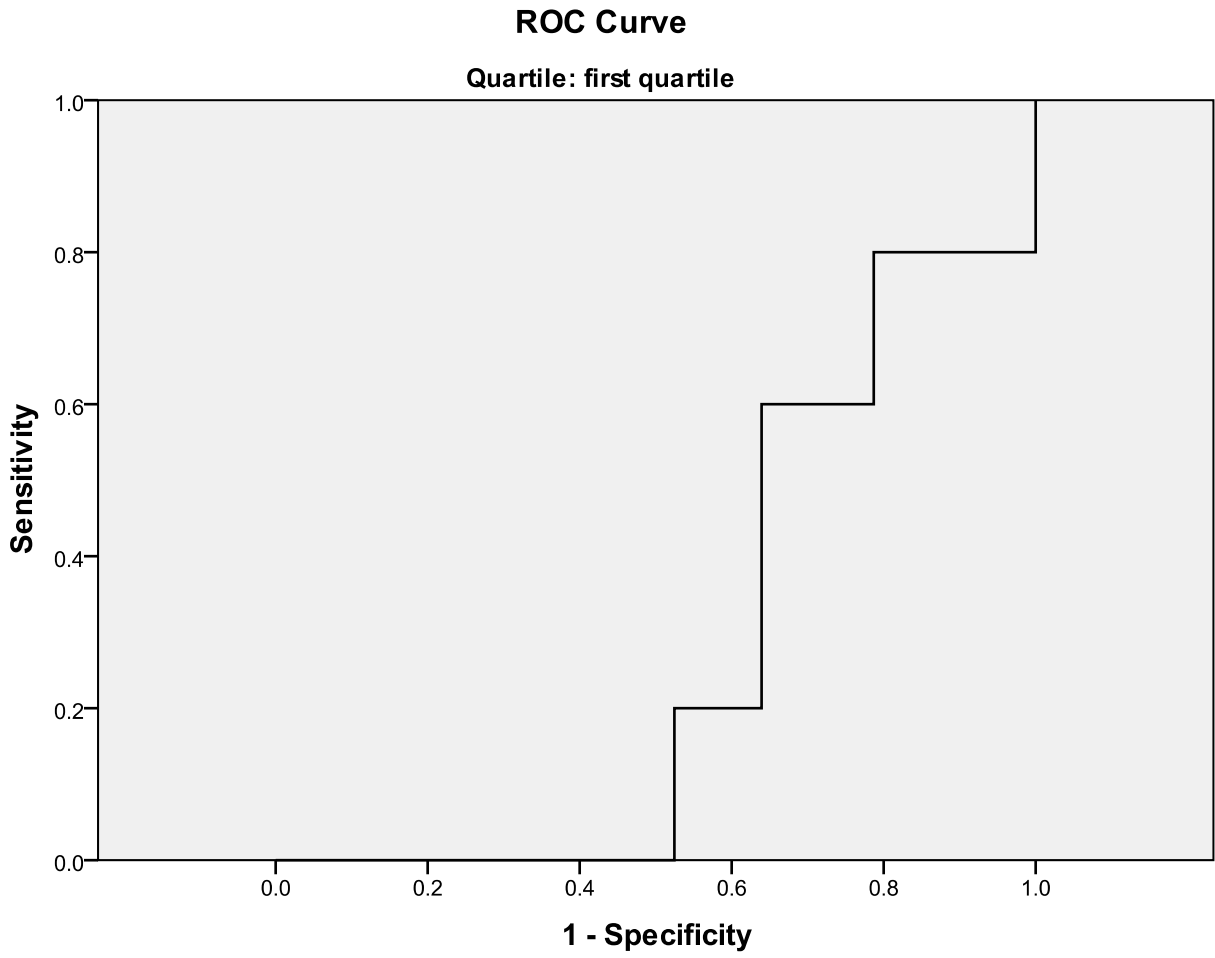
a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

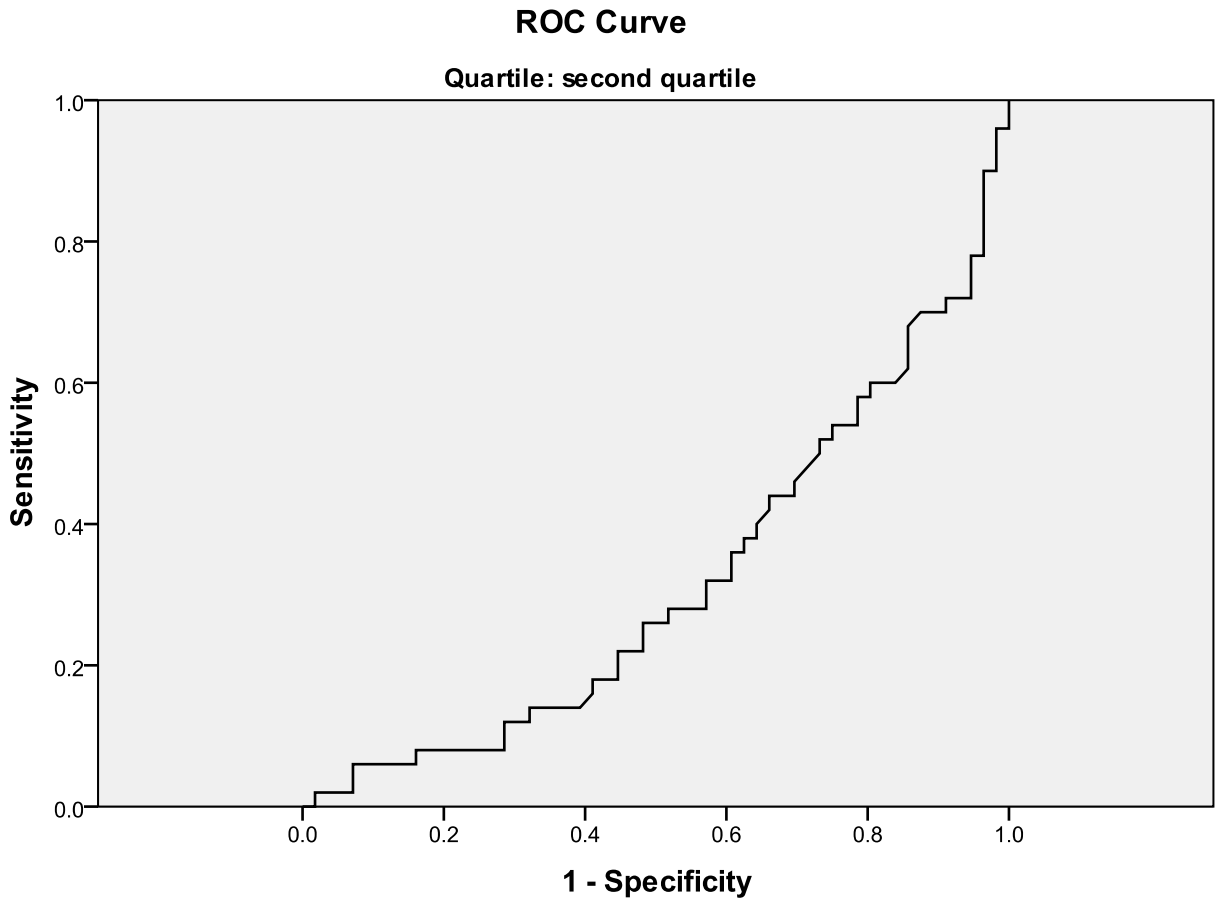
c. For split file Quartile = second quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

d. For split file Quartile = third quartile, the test result variable(s): ectime has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

Washington, Grade 8



Washington, Grade 8

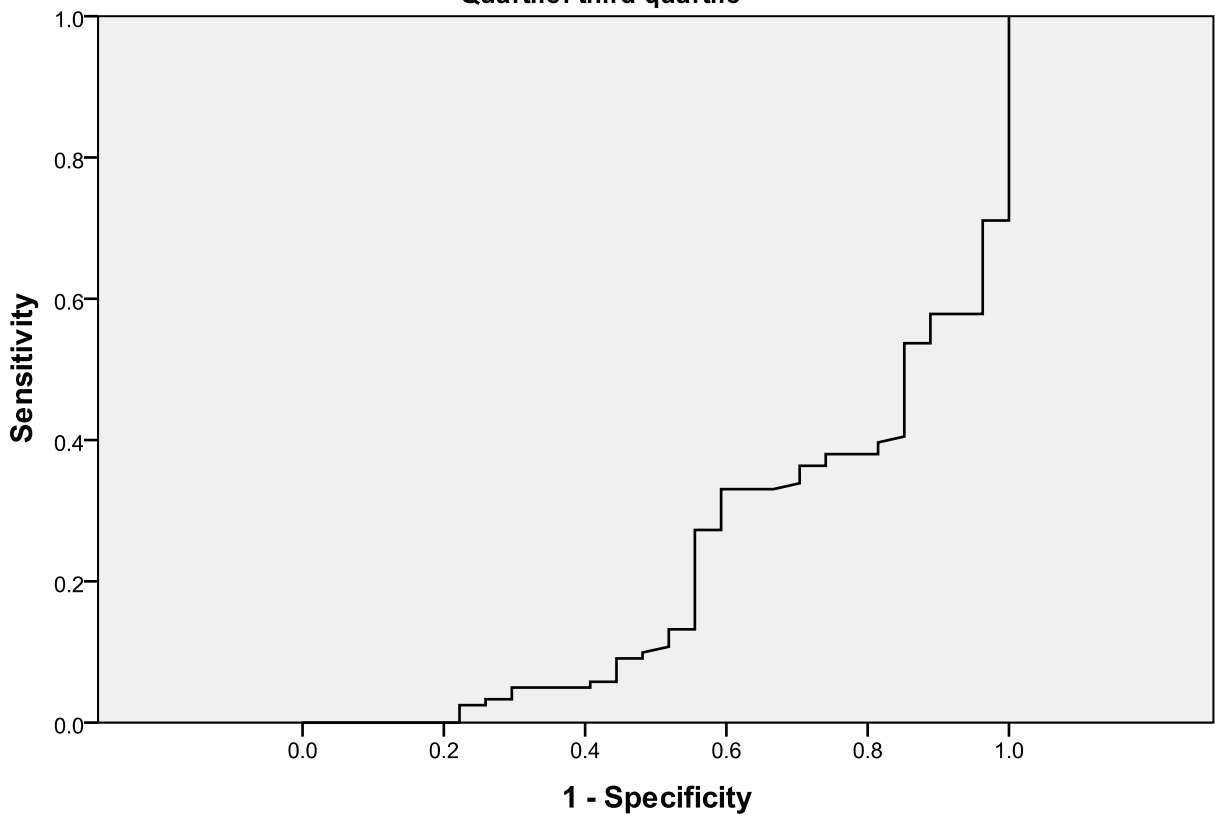


Diagonal segments are produced by ties.

Washington, Grade 8

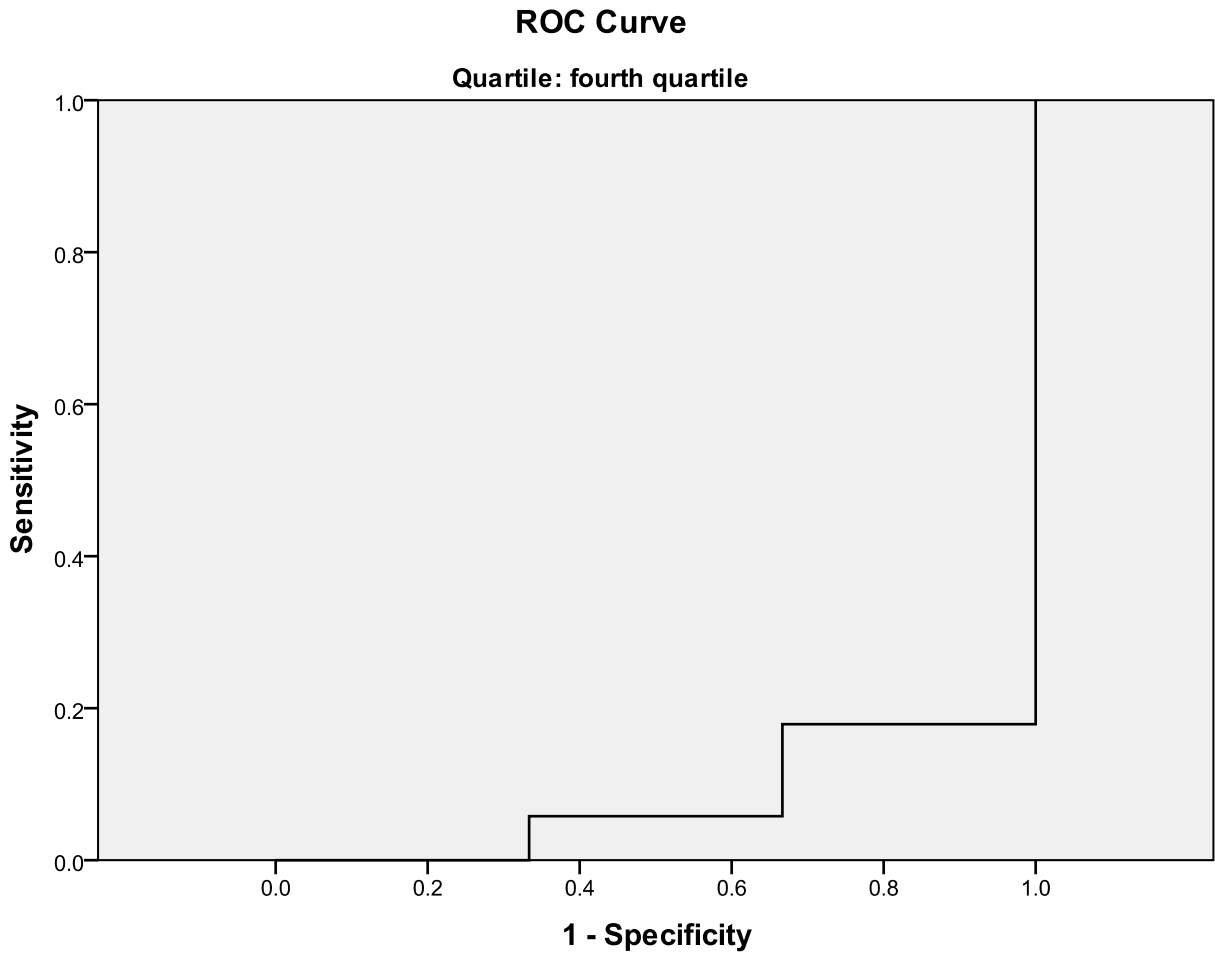
ROC Curve

Quartile: third quartile



Diagonal segments are produced by ties.

Washington, Grade 8



Demographics: Oregon

District 1												
Grade	n	% ELL	% FRL	% SPED	% Female	% Ethnicity						Decline/ Missing
						Amer Ind	Asian/Pac Islander	Black	Hispanic	White	Multi	
3	1311	4.7	44.3	15.9	47.2	1.7	4.7	2.4	10.1	73.2	3.1	4.8
4	1299	4.4	44.7	17.4	49.3	1.9	4.4	2.8	11.6	70.1	4.6	4.4
5	1357	3.7	43.6	17.4	48.3	1.8	5.2	2.6	9.9	71.2	3.8	5.5
6	1329	4.0	38.1	18.7	46.9	2.6	4.8	2.6	9.2	67.3	2.9	1.7
7	1262	3.0	39.8	15.5	52.5	1.5	5.9	2.8	10.5	70.6	4.6	1.7
8	1298	2.3	38.6	13.7	49.8	.9	4.7	2.8	10.9	69.0	4.9	6.8
District 2												
3	870	1.1	61.8	17.0	49.0	1.7	2.0	1.4	19.8	67.0	2.2	6.0
4	818	-	63.3	19.8	42.5	2.1	1.8	1.6	17.0	66.5	4.0	6.9
5	876	1.4	60.3	19.3	48.2	2.4	2.1	1.6	16.7	67.9	4.1	5.3
6	846	1.5	58.0	16.9	50.4	2.6	1.4	1.7	14.9	70.7	3.5	5.2
7	737	3.0	58.3	15.9	47.5	2.2	1.6	1.1	18.6	67.8	2.8	5.9
8	843	1.9	55.5	15.8	47.9	1.5	1.4	2.3	16.3	70.6	3.0	5.0
District 3												
3	1707	18.7	-	13.1	48.4	0.0	7.0	1.9	33.7	52.0	1.5	4.0
4	1623	15.2	-	12.0	48.3	0.0	7.7	2.2	34.6	49.7	1.7	4.2
5	1618	13.8	-	13.4	47.0	0.0	8.0	3.1	33.7	49.5	.9	4.8
6	1613	11.9	-	13.0	48.5	0.7	7.1	2.4	34.0	50.7	1.1	4.1
7	1643	9.3	-	12.4	48.5	0.9	6.8	2.3	29.1	55.3	1.3	4.4
8	1608	9.1	-	13.2	45.9	1.0	6.3	2.4	33.3	51.7	1.6	3.7
Total Oregon Sample												
3	3802	10.1	53.6*	14.9	48.1	1.0	5.2	2.0	23.1	63.9	2.2	2.6
4	3740	8.1	53.8*	15.6	47.4	1.2	5.4	2.4	23.3	62.0	3.3	2.4
5	3851	7.4	52.1*	16.2	47.7	1.2	5.8	2.6	22.0	62.9	2.7	2.7
6	3788	6.8	49.4*	16.2	49.2	1.8	5.2	2.4	21.9	63.7	2.4	2.5
7	3642	5.8	47.3*	14.2	49.7	1.4	5.5	2.2	20.9	64.4	2.8	2.8
8	3749	5.1	46.8*	14.2	47.7	1.1	4.8	2.6	22.1	63.0		

* Percentage is computed from only Districts 1 and 2.

Demographics: Washington

Grade	n	% ELL	% FRL	% SPED	% Female	% Ethnicity						Decline/ Missing
						Amer Ind	Asian/Pac Islander	Black	Hispanic	White	Multi	
3	638	6.1	29.5	15.5	49.2	0.9	16.8	6.7	7.2	56.4	11.9	-
4	673	5.6	27.0	15.5	44.9	1.0	18.1	6.7	4.5	59.0	10.7	-
5	638	5.2	27.9	14.6	45.5	1.4	15.7	7.8	7.4	64.1	3.6	-
6	667	4.5	27.0	13.0	50.5	1.6	17.1	9.0	8.4	61.2	2.5	0.1
7	623	5.3	28.4	10.4	48.8	0.3	19.4	8.2	7.5	60.7	3.7	0.2
8	661	4.8	25.9	10.7	49.6	1.4	18.8	7.9	7.7	62.0	2.1	0.2

Resulting Statistics for Each Chosen Cut Score: Oregon

Measure	Meeting score	Sensitivity	Specificity	Positive Predictive Power	Negative Predictive Power	Area Under the Curve	Overall Correct Classification
Grade 3							
Fall	26	.73	.82	.46	.94	.86	.80
Winter	30	.76	.78	.45	.93	.86	.78
Spring	34	.79	.86	.54	.95	.89	.85
Grade 4							
Fall	27	.76	.83	.49	.94	.88	.82
Winter	29	.80	.79	.47	.94	.87	.79
Spring	32	.79	.82	.50	.95	.89	.82
Grade 5							
Fall	27	.78	.81	.48	.94	.87	.80
Winter	30	.83	.78	.49	.95	.88	.79
Spring	35	.80	.84	.53	.95	.90	.83
Grade 6							
Fall	27	.84	.80	.54	.95	.90	.81
Winter	28	.88	.76	.55	.95	.91	.79
Spring	31	.85	.81	.56	.95	.92	.82
Grade 7							
Fall	25	.83	.83	.50	.96	.88	.83
Winter	25	.85	.80	.52	.95	.90	.81
Spring	27	.87	.80	.51	.96	.91	.81
Grade 8							
Fall	24	.77	.86	.69	.90	.89	.84
Winter	24	.78	.84	.70	.89	.89	.82
Spring	25	.74	.87	.71	.88	.90	.82

Resulting Statistics for Each Chosen Cut Score: Washington

Measure	Meeting score	Sensitivity	Specificity	Positive Predictive Power	Negative Predictive Power	Area Under the Curve	Overall Correct Classification
Grade 3							
Fall	31	.75	.76	.61	.86	.83	.76
Winter	35	.80	.77	.65	.88	.87	.78
Spring	39	.83	.75	.65	.89	.87	.78
Grade 4							
Fall	34	.83	.82	.72	.90	.89	.83
Winter	36	.85	.81	.72	.91	.89	.83
Spring	39	.84	.82	.73	.90	.93	.83
Grade 5							
Fall	33	.80	.82	.67	.90	.90	.82
Winter	37	.84	.88	.76	.92	.93	.86
Spring	42	.87	.80	.68	.93	.92	.82
Grade 6							
Fall	32	.81	.81	.64	.91	.90	.81
Winter	35	.88	.83	.67	.95	.93	.85
Spring	38	.90	.88	.75	.96	.95	.88
Grade 7							
Fall	29	.83	.81	.67	.91	.89	.82
Winter	29	.82	.82	.66	.92	.92	.82
Spring	34	.84	.85	.71	.93	.93	.85
Grade 8							
Fall	31	.84	.82	.65	.93	.92	.82
Winter	35	.87	.80	.64	.94	.92	.82
Spring	35	.89	.80	.64	.95	.91	.83

Student Average easyCBM[®] score by OAKS Performance Level Classification

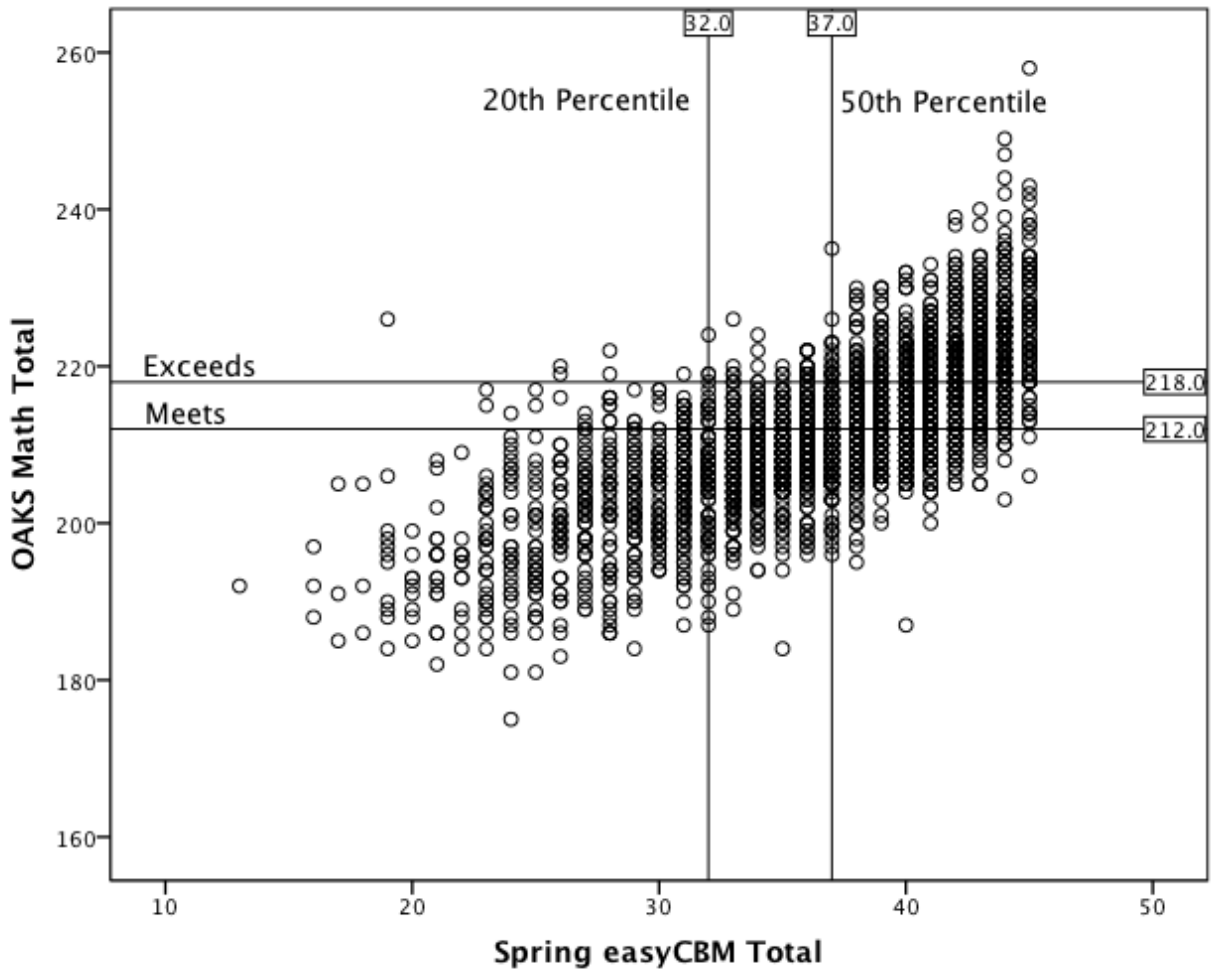
Grade	Performance level classification	Average score		
		Fall	Winter	Spring
3	Does not meet	22.76	25.47	29.21
	Meets	28.81	31.89	36.72
	Exceeds	34.38	37.02	41.07
4	Does not meet	23.23	24.59	27.19
	Meets	30.42	31.07	34.72
	Exceeds	37.41	37.05	40.43
5	Does not meet	22.95	24.58	28.31
	Meets	28.98	31.63	37.05
	Exceeds	35.92	38.15	42.10
6	Does not meet	22.18	22.01	24.11
	Meets	28.85	28.98	33.19
	Exceeds	36.44	36.39	40.59
7	Does not meet	20.40	20.25	21.69
	Meets	28.70	28.24	30.37
	Exceeds	37.48	37.15	39.56
8	Does not meet	20.48	20.46	21.34
	Meets	28.27	28.56	29.50
	Exceeds	37.20	37.73	38.03

Student Average easyCBM[®] score by MSP Performance Level Classification

Grade	Performance level classification	Average score		
		Fall	Winter	Spring
3	Basic	28.48	31.88	35.07
	Proficient	32.08	36.14	39.07
	Advanced	37.57	40.79	42.25
4	Basic	30.70	32.95	35.50
	Proficient	34.88	36.67	39.55
	Advanced	39.70	40.96	43.10
5	Basic	30.02	33.58	38.42
	Proficient	34.57	38.82	42.25
	Advanced	39.63	42.11	43.75
6	Basic	28.54	30.46	33.57
	Proficient	33.49	36.13	39.71
	Advanced	39.07	41.05	43.26
7	Basic	26.95	27.45	30.38
	Proficient	31.40	32.50	35.95
	Advanced	39.56	39.77	41.08
8	Basic	26.89	29.88	29.83
	Proficient	33.09	35.86	35.27
	Advanced	39.64	41.19	40.76

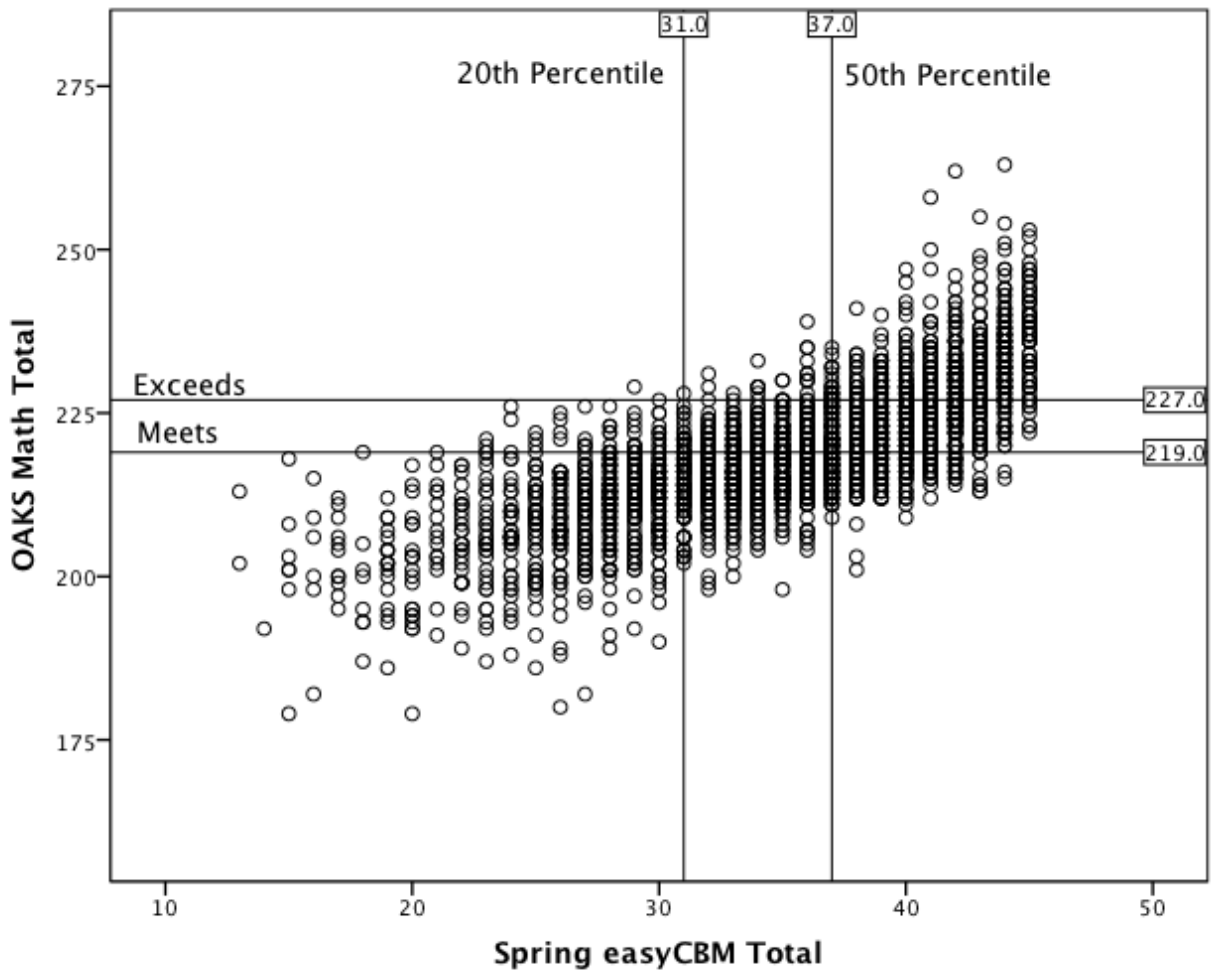
Oregon Scatterplots

Scatterplot: Grade 3 - Spring easyCBM[®] and OAKS



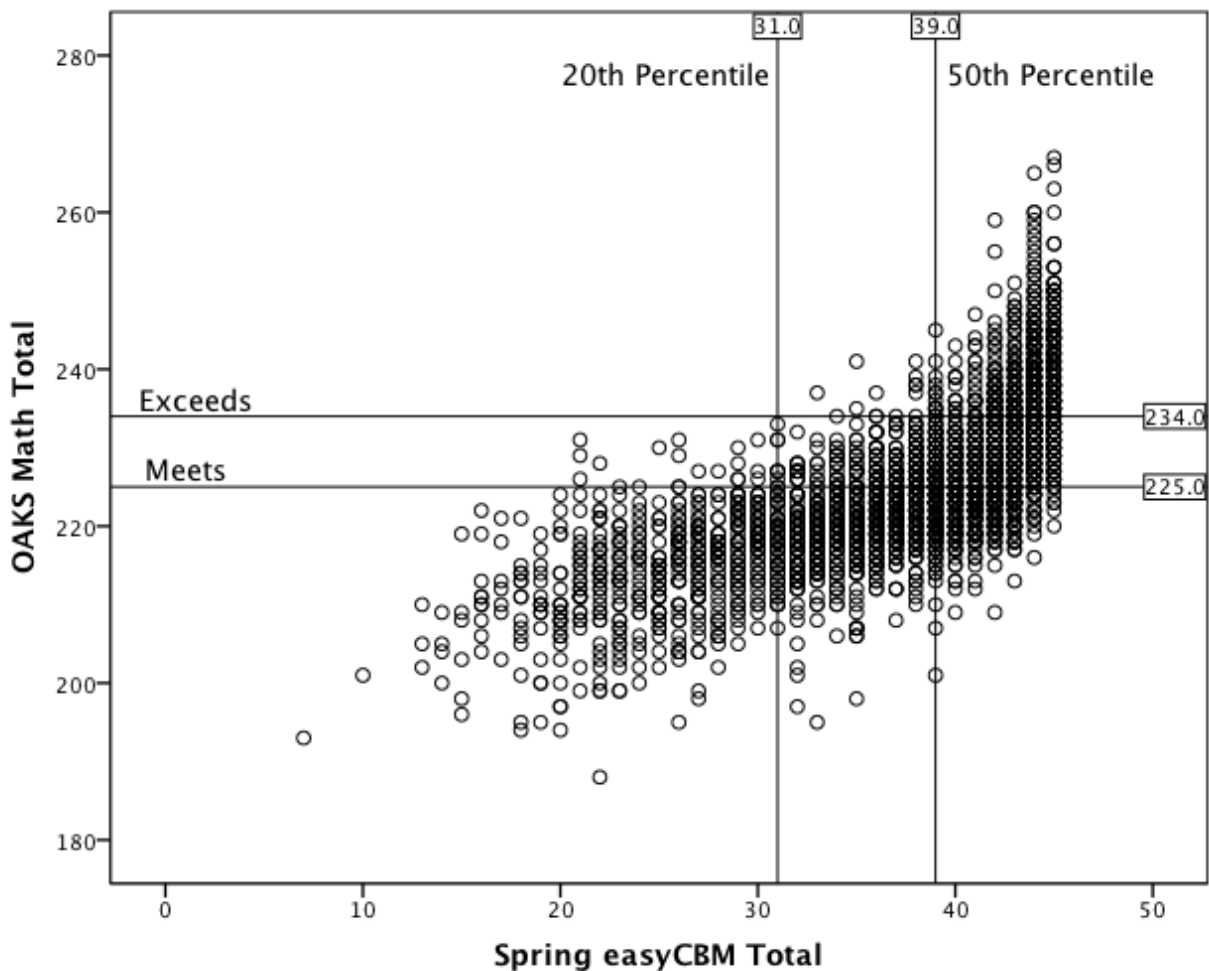
Oregon Scatterplots

Scatterplot: *Grade 4 - Spring easyCBM[®] and OAKS*



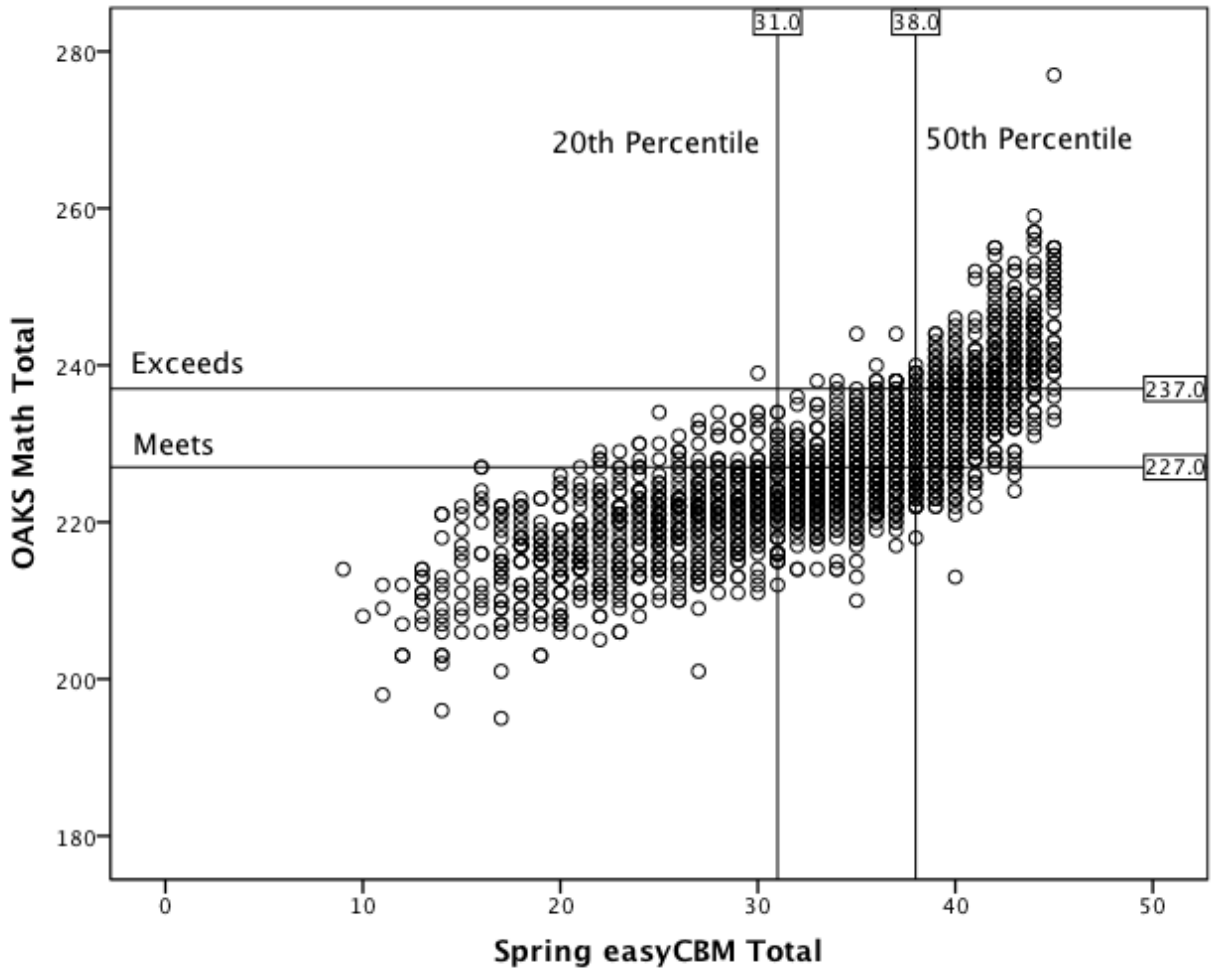
Oregon Scatterplots

Scatterplot: *Grade 5 - Spring easyCBM[®] and OAKS*



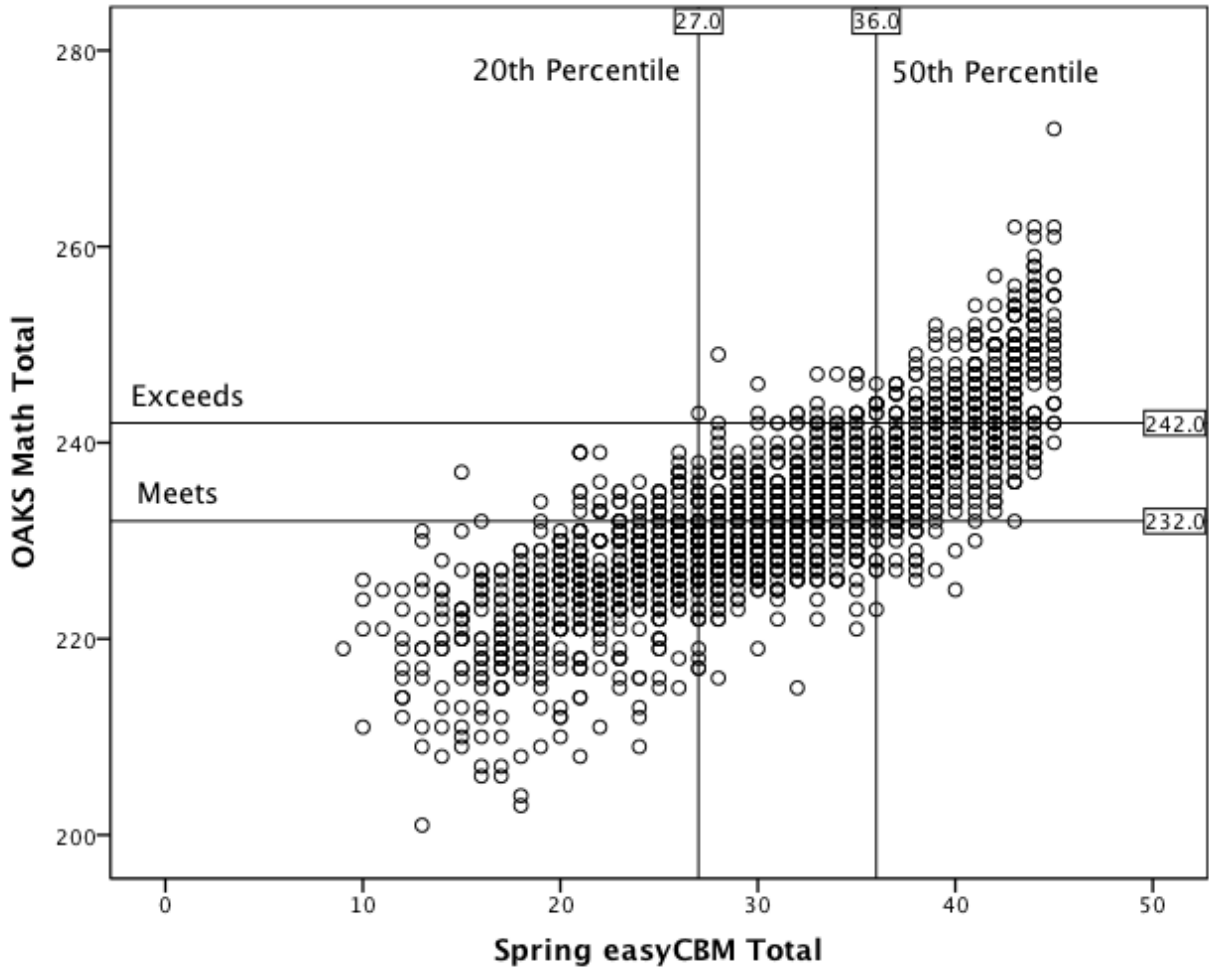
Oregon Scatterplots

Scatterplot: *Grade 6 - Spring easyCBM[®] and OAKS*



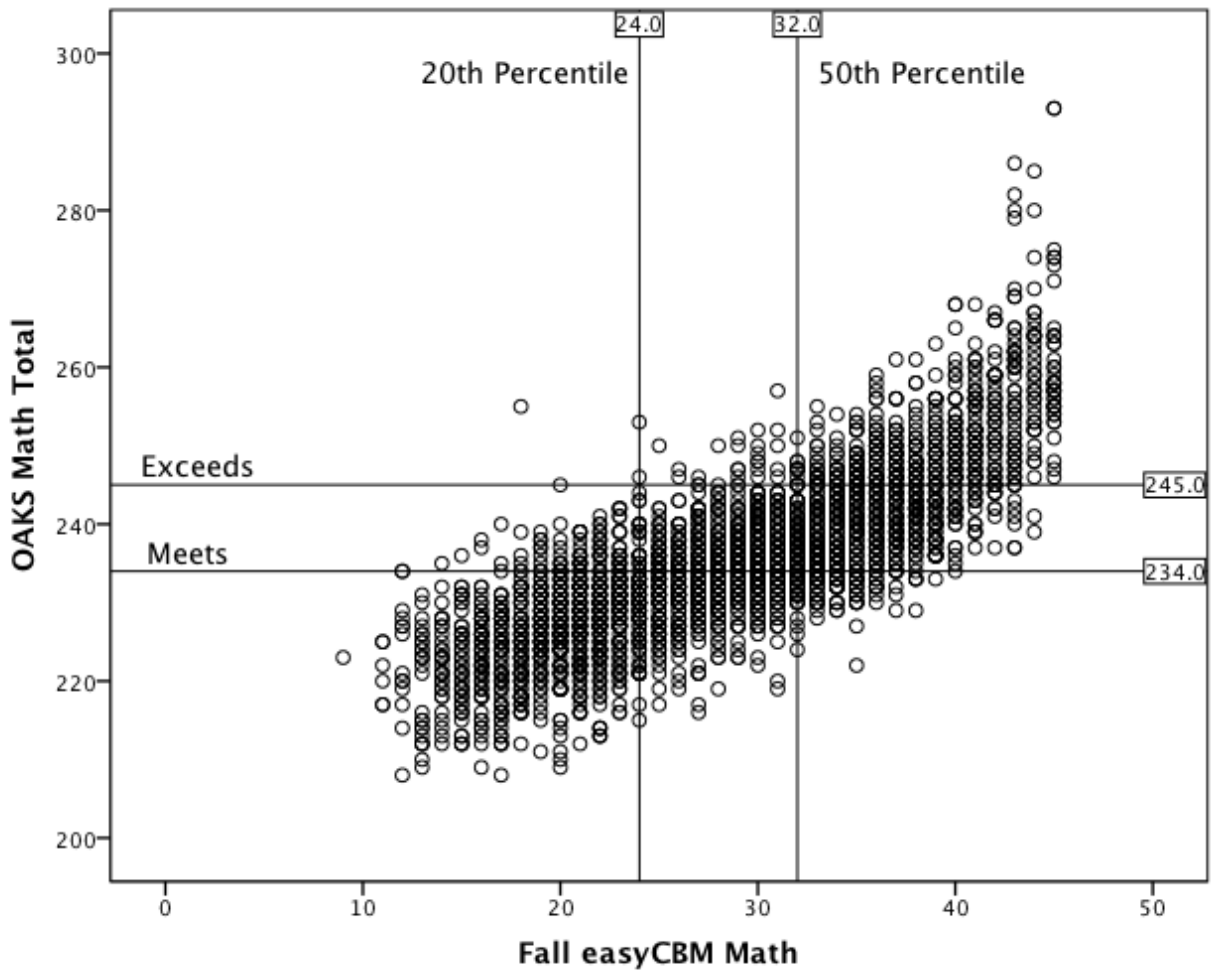
Oregon Scatterplots

Grade 7 - Spring easyCBM[®] and OAKS



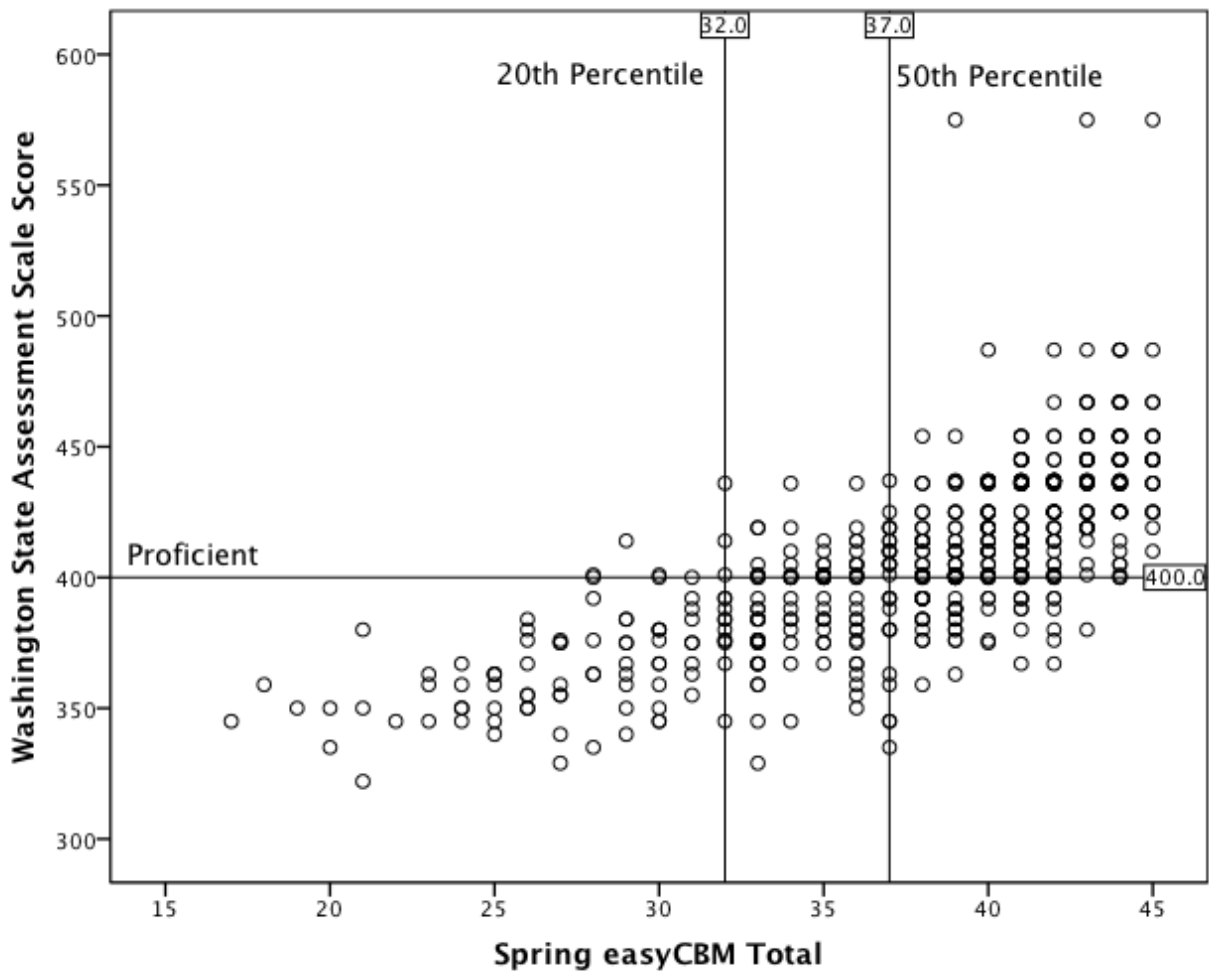
Oregon Scatterplots

Grade 8 - Fall easyCBM[®] and OAKS



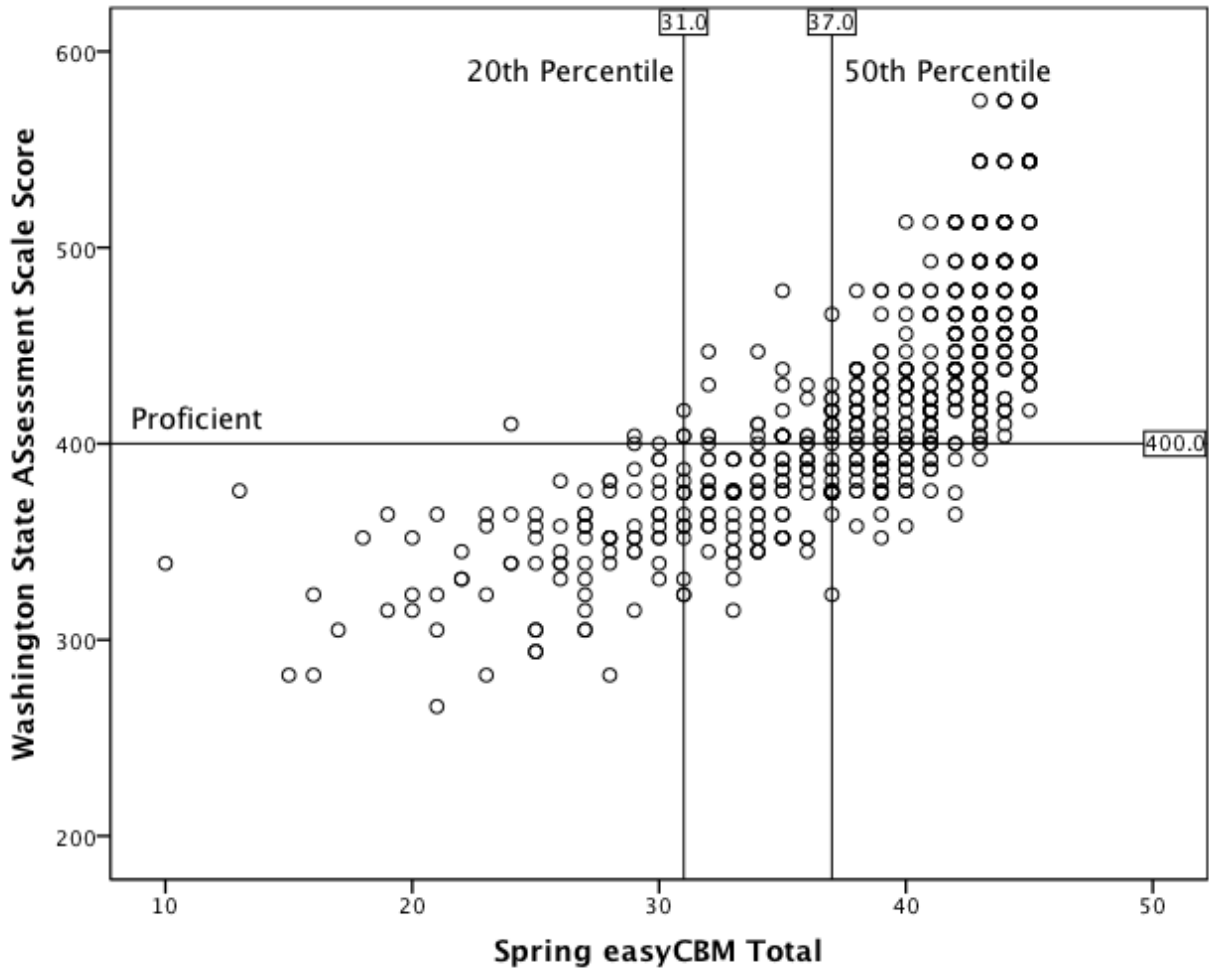
Washington Scatterplots

Grade 3 - Spring easyCBM[®] and MSP



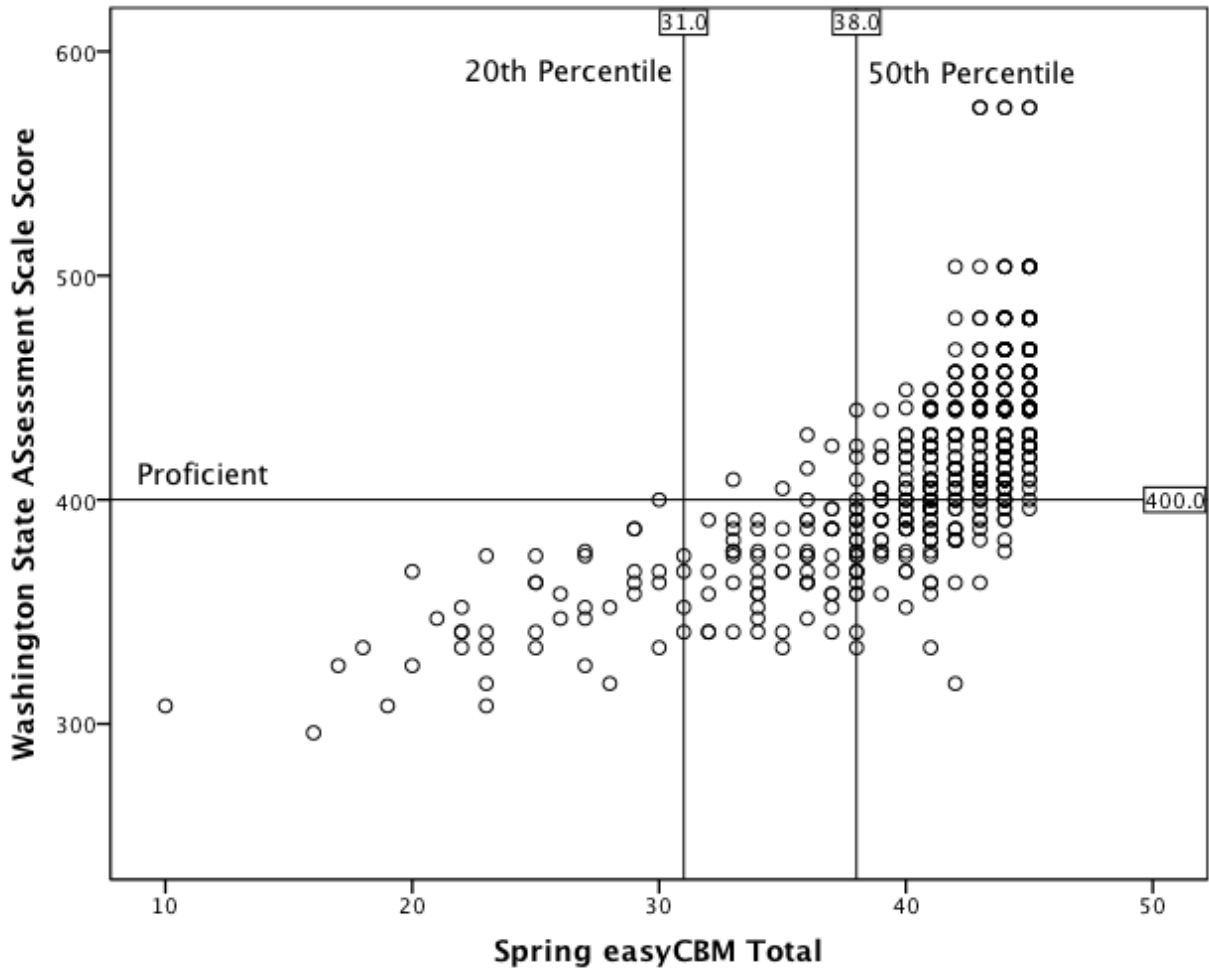
Washington Scatterplots

Grade 4 - Spring easyCBM[®] and MSP



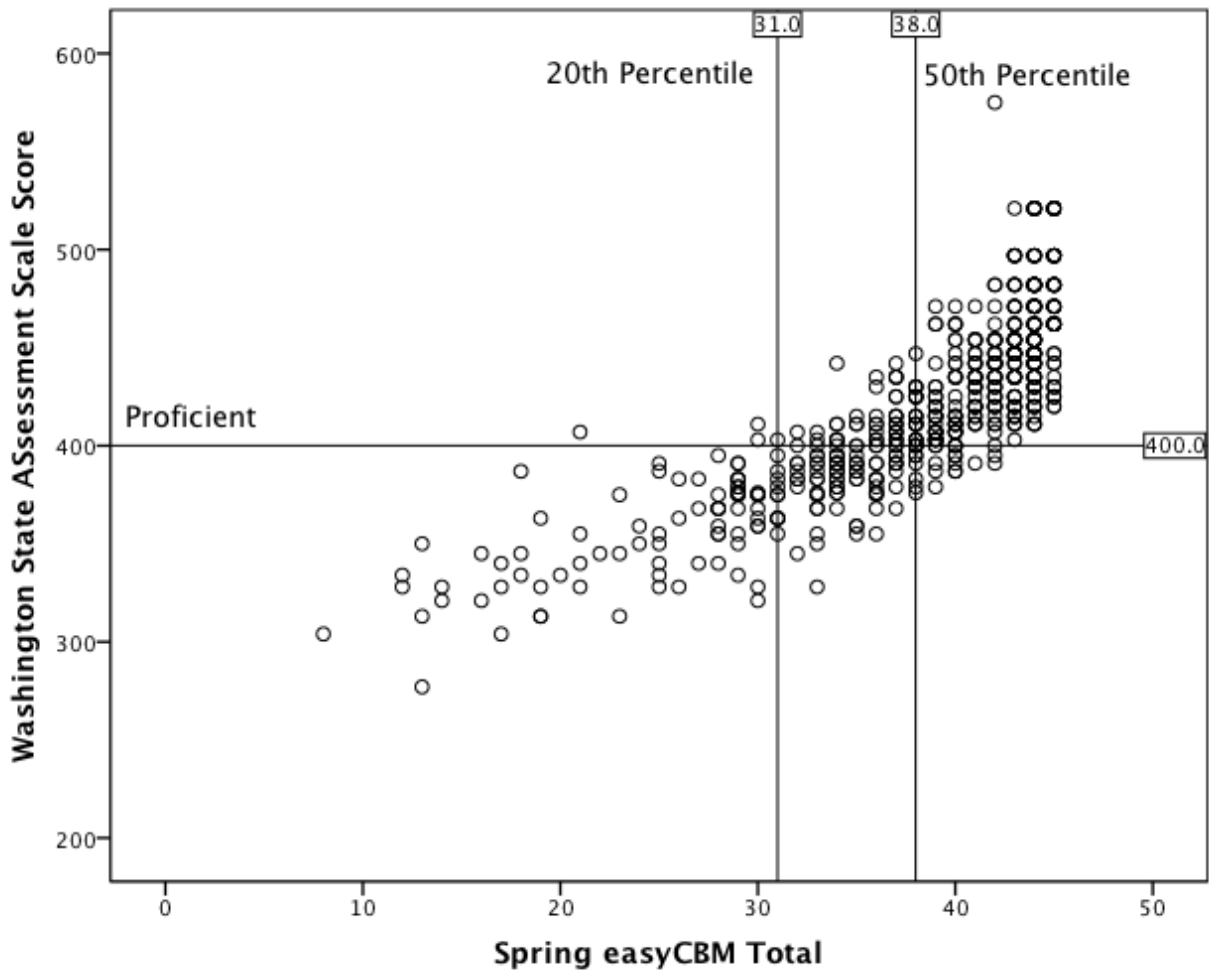
Washington Scatterplots

Grade 5 - Spring easyCBM[®] and MSP



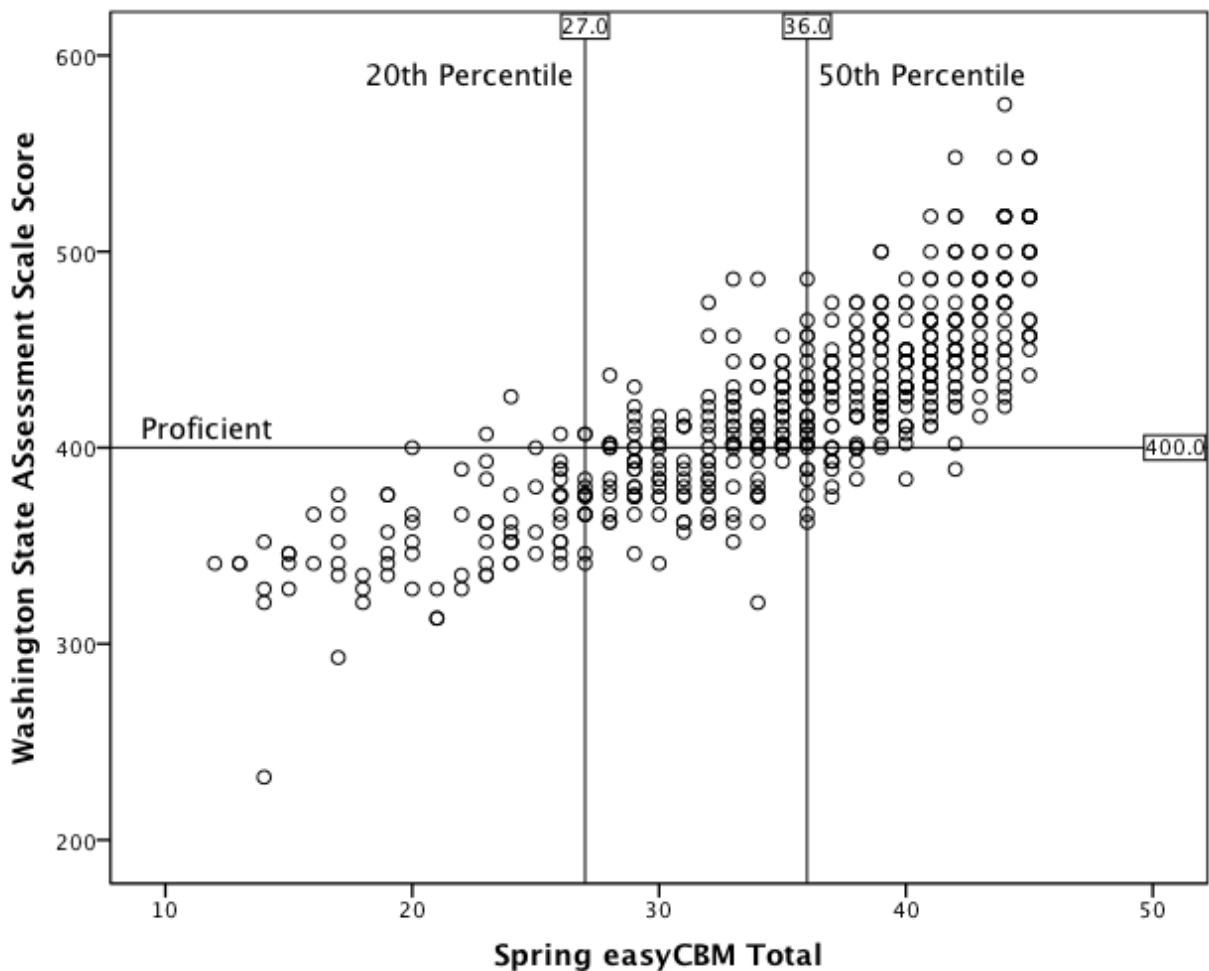
Washington Scatterplots

Grade 6 - Spring easyCBM[®] and MSP



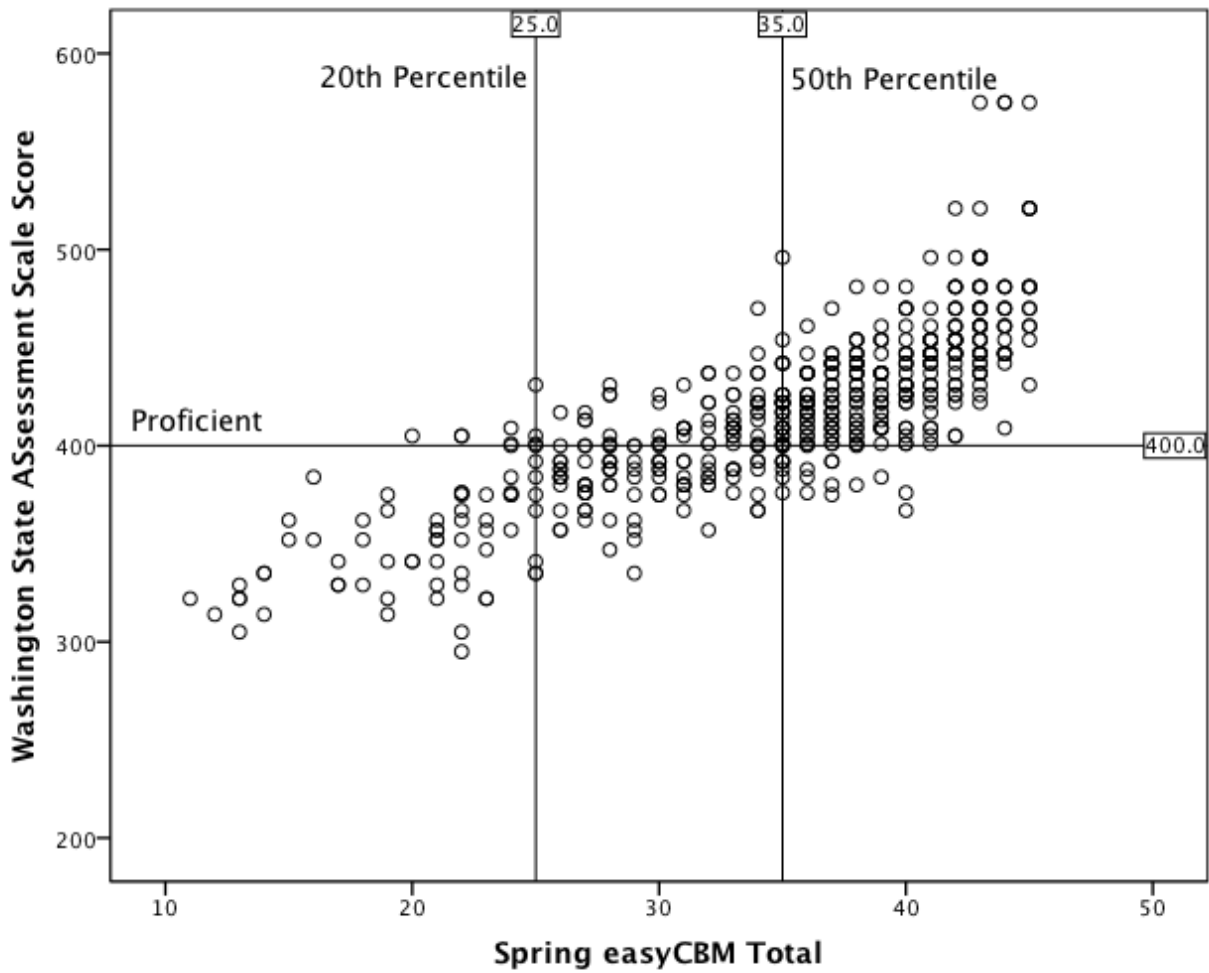
Washington Scatterplots

Grade 7 - Spring easyCBM[®] and MSP



Washington Scatterplots

Grade 8 - Spring easyCBM[®] and MSP



Demographics Information for Grade 3

EthnicCd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	40	.9	.9	.9
	Asian/Pacific Islander	283	6.6	6.7	7.7
	Black	111	2.6	2.6	10.3
	Hispanic	885	20.7	21.0	31.3
	White	2659	62.3	63.0	94.3
	Multiethnic	150	3.5	3.6	97.8
	Decline	91	2.1	2.2	100.0
	Total	4219	98.8	100.0	
Missing	999	50	1.2		
Total		4269	100.0		

ELL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3852	90.2	90.2	90.2
	Yes	417	9.8	9.8	100.0
	Total	4269	100.0	100.0	

SPED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3582	83.9	85.1	85.1
	Yes	629	14.7	14.9	100.0
	Total	4211	98.6	100.0	
Missing	999	58	1.4		
Total		4269	100.0		

Demographics Information for Grade 4

Statistics

		EthnicCd	ELL	SPED
N	Valid	4224	4281	4215
	Missing	58	1	67

EthnicCd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	48	1.1	1.1	1.1
	Asian/Pacific Islander	311	7.3	7.4	8.5
	Black	126	2.9	3.0	11.5
	Hispanic	866	20.2	20.5	32.0
	White	2608	60.9	61.7	93.7
	Multiethnic	186	4.3	4.4	98.1
	Decline	79	1.8	1.9	100.0
	Total	4224	98.6	100.0	
Missing	999	58	1.4		
Total		4282	100.0		

ELL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3952	92.3	92.3	92.3
	Yes	329	7.7	7.7	100.0
	Total	4281	100.0	100.0	
Missing	999	1	.0		
Total		4282	100.0		

Demographics Information for Grade 5

EthnicCd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	52	1.2	1.2	1.2
	Asian/Pacific Islander	309	7.1	7.2	8.4
	Black	146	3.4	3.4	11.8
	Hispanic	849	19.5	19.8	31.7
	White	2711	62.4	63.3	95.0
	Multiethnic	119	2.7	2.8	97.8
	Decline	95	2.2	2.2	100.0
	Total	4281	98.6	100.0	
Missing	999	62	1.4		
Total		4343	100.0		

ELL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4034	92.9	92.9	92.9
	Yes	309	7.1	7.1	100.0
	Total	4343	100.0	100.0	

SPED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3628	83.5	84.1	84.1
	Yes	686	15.8	15.9	100.0
	Total	4314	99.3	100.0	
Missing	999	29	.7		
Total		4343	100.0		

Demographics Information for Grade 6

	Frequency	Percent	Valid Percent	Cumulative Percent
ELL				
No	4166	93.5	93.5	93.5
Yes	288	6.5	6.5	100.0
Missing	1	.0		
Ethnicity				
American/Indian	78	1.8	1.8	1.8
Asian/Pacific Islander	304	6.8	7.1	8.9
Black	148	3.3	3.4	12.3
Hispanic	852	19.1	19.8	32.2
White	2718	61.0	63.3	95.5
Multiethnic	104	2.3	2.4	97.9
Decline/Missing	251	5.6	2.1	100.0
SPED				
No	3687	82.8	84.3	84.3
Yes	688	15.4	15.7	100.0
Missing	80	1.8		
Total	4455	100		

Grade 6 Descriptive Statistics easyCBM® Math

	Mean	Variance	Std. Deviation	N of Items
Fall	30.19	52.685	7.258	45
Winter	30.71	58.168	7.627	45
Spring	34.29	64.888	8.055	45

Demographics Information for Grade 7

	Frequency	Percent	Valid Percent	Cumulative Percent
ELL				
No	4022	94.2	94.2	94.2
Yes	246	5.8	5.8	100.0
Missing	2	.0		
Ethnicity				
American				
Indian/Alaskan Native	52	1.2	1.2	1.2
Asian/Pacific Islander	318	7.4	7.6	8.8
Black	132	3.1	3.1	11.9
Hispanic	794	18.6	18.9	30.8
White	2682	62.8	63.8	94.7
Multi-Ethnic	123	2.9	2.9	97.6
Decline/Missing	169	3.9	2.4	100.0
SPED				
No	3611	84.6	86.0	86.0
Yes	586	13.7	14.0	100.0
Missing	73	1.7		
Total	4270	100.0		

Grade 7 Descriptive Statistics easyCBM® Math

	Mean	Variance	Std. Deviation	N of Items
Fall	29.59	67.220	8.199	45
Winter	29.54	68.820	8.296	45
Spring	31.38	70.315	8.385	45

Demographics Information for Grade 8

	Frequency	Percent	Valid Percent	Cumulative Percent
ELL				
No	4188	94.9	94.9	94.9
Yes	225	5.1	5.1	100.0
Ethnicity				
American/Indian	51	1.2	1.2	1.2
Asian/Pacific Islander	299	6.8	6.9	8.1
Black	146	3.3	3.4	11.4
Hispanic	865	19.6	19.9	31.3
White	2734	62.0	62.9	94.2
Multiethnic	128	2.9	2.9	97.1
Decline/Missing	190	4.3	2.9	100.0
SPED				
No	3744	84.8	86.2	86.2
Yes	598	13.6	13.8	100.0
Missing	71	1.6		
Total	4413	100.0		

Grade 8 Descriptive Statistics easyCBM® Math

	Mean	Variance	Std. Deviation	N of Items
Fall	29.10	68.357	8.268	45
Winter	29.84	78.543	8.862	45
Spring	30.05	72.150	8.494	45

*Fall Cronbach's Alpha Estimates for All Grade 3 Students***Case Processing Summary**

		N	%
Cases	Valid	3925	91.9
	Excluded ^a	344	8.1
	Total	4269	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.822	.822	45

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.659	.199	.991	.792	4.981	.047	45
Item Variances	.179	.009	.250	.241	28.239	.006	45
Inter-Item Covariances	.017	-.003	.162	.166	-49.031	.000	45

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
29.68	41.017	6.404	45

*Fall Split-half Estimates for All Grade 3 Students***Case Processing Summary**

		N	%
Cases	Valid	3925	91.9
	Excluded ^a	344	8.1
	Total	4269	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.654
		N of Items	23 ^a
	Part 2	Value	.757
N of Items		22 ^b	
		Total N of Items	45
Correlation Between Forms			.618
Spearman-Brown Coefficient	Equal Length		.764
	Unequal Length		.764
Guttman Split-Half Coefficient			.745

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C.

b. The items are: FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.722	.199	.991	.792	4.981	.051	23 ^a
	Part 2	.594	.337	.952	.616	2.828	.036	22 ^b
	Both Parts	.659	.199	.991	.792	4.981	.047	45
Item Variances	Part 1	.152	.009	.249	.241	28.224	.008	23 ^a
	Part 2	.207	.045	.250	.204	5.500	.003	22 ^b
	Both Parts	.179	.009	.250	.241	28.239	.006	45
Inter-Item Covariances	Part 1	.012	-.003	.068	.070	-24.785	.000	23 ^a
	Part 2	.026	.001	.162	.162	216.471	.000	22 ^b
	Both Parts	.017	-.003	.162	.166	-49.031	.000	45

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.62	9.322	3.053	23 ^a
Part 2	13.06	16.412	4.051	22 ^b
Both Parts	29.68	41.017	6.404	45

*Winter Cronbach's Alpha Estimates for All Grade 3 Students***Case Processing Summary**

		N	%
Cases	Valid	2719	63.7
	Excluded ^a	1550	36.3
	Total	4269	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.849	.854	45

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.727	.256	.990	.735	3.875	.038	45
Item Variances	.162	.009	.250	.241	26.391	.006	45
Inter-Item Covariances	.018	-.003	.135	.138	-47.629	.000	45

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
32.71	42.803	6.542	45

Winter Split-half Estimates for All Grade 3 Students

Case Processing Summary

		N	%
Cases	Valid	2719	63.7
	Excluded ^a	1550	36.3
	Total	4269	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.703
		N of Items	23 ^a
	Part 2	Value	.781
		N of Items	22 ^b
	Total N of Items		45
	Correlation Between Forms		
Spearman-Brown Coefficient	Equal Length		.809
	Unequal Length		.809
Guttman Split-Half Coefficient			.794

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C.

b. The items are: WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.744	.256	.990	.735	3.875	.055	23 ^a
	Part 2	.709	.434	.935	.501	2.152	.021	22 ^b
	Both Parts	.727	.256	.990	.735	3.875	.038	45
Item Variances	Part 1	.138	.009	.250	.241	26.391	.008	23 ^a
	Part 2	.186	.061	.250	.189	4.107	.004	22 ^b
	Both Parts	.162	.009	.250	.241	26.391	.006	45
Inter-Item Covariances	Part 1	.013	-.002	.053	.055	-21.984	.000	23 ^a
	Part 2	.026	.002	.135	.133	55.683	.000	22 ^b
	Both Parts	.018	-.003	.135	.138	-47.629	.000	45

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.11	9.718	3.117	23 ^a
Part 2	15.61	16.090	4.011	22 ^b
Both Parts	32.71	42.803	6.542	45

Spring Cronbach's Alpha Estimates for All Grade 3 Students

Case Processing Summary

		N	%
Cases	Valid	3712	87.0
	Excluded ^a	557	13.0
	Total	4269	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.855	.857	45

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.818	.443	.996	.553	2.247	.024	45
Item Variances	.126	.003	.250	.246	71.577	.006	45
Inter-Item Covariances	.015	.000	.125	.126	-651.952	.000	45

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
36.81	34.484	5.872	45

*Spring Split-half Reliability Estimates for All Grade 3 Students***Case Processing Summary**

		N	%
Cases	Valid	3712	87.0
	Excluded ^a	557	13.0
	Total	4269	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.739
		N of Items	23 ^a
	Part 2	Value	.772
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.689
Spearman-Brown Coefficient	Equal Length		.816
	Unequal Length		.816
Guttman Split-Half Coefficient			.814

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C.

b. The items are: SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.818	.443	.996	.553	2.247	.031	23 ^a
	Part 2	.818	.458	.964	.506	2.106	.017	22 ^b
	Both Parts	.818	.443	.996	.553	2.247	.024	45
Item Variances	Part 1	.119	.003	.250	.246	71.577	.008	23 ^a
	Part 2	.133	.035	.248	.213	7.133	.004	22 ^b
	Both Parts	.126	.003	.250	.246	71.577	.006	45
Inter-Item Covariances	Part 1	.013	.000	.125	.126	-651.952	.000	23 ^a
	Part 2	.018	.002	.058	.056	32.576	.000	22 ^b
	Both Parts	.015	.000	.125	.126	-651.952	.000	45

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.82	9.361	3.060	23 ^a
Part 2	17.99	11.084	3.329	22 ^b
Both Parts	36.81	34.484	5.872	45

*Fall Cronbach's Alpha Estimates for Grade 3 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	374	89.7
	Excluded ^a	43	10.3
	Total	417	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.758	45

a. ELL = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.562	.187	.984	.797	5.257	.051	45
Item Variances	.197	.016	.250	.234	15.815	.005	45
Inter-Item Covariances	.013	-.025	.170	.195	-6.889	.000	45

a. ELL = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
25.28	34.675	5.889	45

a. ELL = Yes

*Fall Split-half Reliability Estimates for Grade 3 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	374	89.7
	Excluded ^a	43	10.3
	Total	417	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.592
		N of Items	23 ^a
	Part 2	Value	.678
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.516
Spearman-Brown Coefficient	Equal Length		.681
	Unequal Length		.681
Guttman Split-Half Coefficient			.673

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C.

b. The items are: FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. ELL = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.645	.187	.984	.797	5.257	.055	23 ^a
	Part 2	.475	.230	.912	.682	3.965	.033	22 ^b
	Both Parts	.562	.187	.984	.797	5.257	.051	45
Item Variances	Part 1	.177	.016	.250	.234	15.783	.008	23 ^a
	Part 2	.218	.081	.250	.170	3.103	.002	22 ^b
	Both Parts	.197	.016	.250	.234	15.815	.005	45
Inter-Item Covariances	Part 1	.011	-.025	.090	.115	-3.640	.000	23 ^a
	Part 2	.019	-.019	.170	.190	-8.756	.001	22 ^b
	Both Parts	.013	-.025	.170	.195	-6.889	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.83	9.383	3.063	23 ^a
Part 2	10.46	13.621	3.691	22 ^b
Both Parts	25.28	34.675	5.889	45

*Winter Cronbach's Alpha Estimates for All Grade 3 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	289	69.3
	Excluded ^a	128	30.7
	Total	417	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.745	.752	45

a. ELL = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.608	.163	.976	.813	6.000	.050	45
Item Variances	.190	.024	.251	.227	10.574	.005	45
Inter-Item Covariances	.012	-.027	.120	.147	-4.434	.000	45

a. ELL = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
27.36	31.467	5.610	45

a. ELL = Yes

*Winter Split-half Reliability Estimates for All Grade 3 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	289	69.3
	Excluded ^a	128	30.7
	Total	417	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.522
		N of Items	23 ^a
	Part 2	Value	.671
		N of Items	22 ^b
		Total N of Items	45
Correlation Between Forms			.533
Spearman-Brown Coefficient	Equal Length		.695
	Unequal Length		.695
Guttman Split-Half Coefficient			.677

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C.

b. The items are: WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. ELL = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.641	.163	.976	.813	6.000	.071	23 ^a
	Part 2	.573	.311	.907	.595	2.911	.028	22 ^b
	Both Parts	.608	.163	.976	.813	6.000	.050	45
Item Variances	Part 1	.163	.024	.251	.227	10.567	.006	23 ^a
	Part 2	.218	.085	.251	.166	2.951	.002	22 ^b
	Both Parts	.190	.024	.251	.227	10.574	.005	45
Inter-Item Covariances	Part 1	.007	-.027	.056	.083	-2.068	.000	23 ^a
	Part 2	.019	-.023	.120	.144	-5.122	.000	22 ^b
	Both Parts	.012	-.027	.120	.147	-4.434	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.75	7.474	2.734	23 ^a
Part 2	12.61	13.349	3.654	22 ^b
Both Parts	27.36	31.467	5.610	45

*Spring Cronbach's Alpha Estimates for All Grade 3 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	303	72.7
	Excluded ^a	114	27.3
	Total	417	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.822	45

a. ELL = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.710	.224	.987	.762	4.397	.043	45
Item Variances	.164	.013	.251	.238	19.174	.006	45
Inter-Item Covariances	.014	-.020	.105	.124	-5.282	.000	45

a. ELL = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
31.97	36.069	6.006	45

a. ELL = Yes

*Spring Split-half Reliability Estimates for All Grade 3 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	303	72.7
	Excluded ^a	114	27.3
	Total	417	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.656
		N of Items	23 ^a
	Part 2	Value	.729
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.637
Spearman-Brown Coefficient	Equal Length		.778
	Unequal Length		.778
Guttman Split-Half Coefficient			.770

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C.

b. The items are: SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. ELL = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.723	.224	.987	.762	4.397	.057	23 ^a
	Part 2	.698	.304	.924	.620	3.043	.031	22 ^b
	Both Parts	.710	.224	.987	.762	4.397	.043	45
Item Variances	Part 1	.146	.013	.251	.238	19.174	.008	23 ^a
	Part 2	.182	.070	.250	.180	3.553	.003	22 ^b
	Both Parts	.164	.013	.251	.238	19.174	.006	45
Inter-Item Covariances	Part 1	.011	-.014	.105	.119	-7.224	.000	23 ^a
	Part 2	.020	-.011	.057	.068	-5.325	.000	22 ^b
	Both Parts	.014	-.020	.105	.124	-5.282	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.62	9.017	3.003	23 ^a
Part 2	15.35	13.174	3.630	22 ^b
Both Parts	31.97	36.069	6.006	45

*Fall Cronbach's Alpha Estimates for Grade 3 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	33	82.5
	Excluded ^a	7	17.5
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.763	.762	40

a. EthnicCd = American/Indian

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.611	.212	.970	.758	4.571	.047	40
Item Variances	.198	.030	.258	.227	8.500	.004	40
Inter-Item Covariances	.015	-.122	.165	.287	-1.349	.002	40

a. EthnicCd = American/Indian

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
24.42	30.939	5.562	40

a. EthnicCd = American/Indian

*Fall Split-half Reliability Estimates for Grade 3 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	33	82.5
	Excluded ^a	7	17.5
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.550
		N of Items	18 ^a
	Part 2	Value	.684
		N of Items	22 ^b
Total N of Items		40	
Correlation Between Forms			.563
Spearman-Brown Coefficient	Equal Length		.721
	Unequal Length		.722
Guttman Split-Half Coefficient			.700

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C.

b. The items are: FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C.

c. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: FallFP1Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q8C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.653	.212	.939	.727	4.429	.044	18 ^a
	Part 2	.576	.273	.970	.697	3.556	.048	22 ^b
	Both Parts	.611	.212	.970	.758	4.571	.047	40
Item Variances	Part 1	.190	.059	.258	.199	4.387	.004	18 ^a
	Part 2	.205	.030	.258	.227	8.500	.004	22 ^b
	Both Parts	.198	.030	.258	.227	8.500	.004	40
Inter-Item Covariances	Part 1	.012	-.072	.099	.171	-1.382	.001	18 ^a
	Part 2	.018	-.090	.165	.255	-1.832	.002	22 ^b
	Both Parts	.015	-.122	.165	.287	-1.349	.002	40

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	11.76	7.127	2.670	18 ^a
Part 2	12.67	12.979	3.603	22 ^b
Both Parts	24.42	30.939	5.562	40

*Fall Cronbach's Alpha Estimates for Grade 3 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	276	97.5
	Excluded ^a	7	2.5
	Total	283	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.830	.823	45

a. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.712	.275	.996	.721	3.618	.041	45
Item Variances	.165	.004	.250	.246	69.018	.007	45
Inter-Item Covariances	.016	-.022	.167	.188	-7.638	.000	45

a. EthnicCd = Asian/Pacific Islander

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
32.05	39.492	6.284	45

a. EthnicCd = Asian/Pacific Islander

*Fall Split-half Reliability Estimates for Grade 3 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	276	97.5
	Excluded ^a	7	2.5
	Total	283	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.681
		N of Items	23 ^a
	Part 2	Value	.762
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.648
Spearman-Brown Coefficient	Equal Length		.786
	Unequal Length		.786
Guttman Split-Half Coefficient			.786

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C.

b. The items are: FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.692	.275	.975	.699	3.539	.036	23 ^a
	Part 2	.734	.330	.996	.667	3.022	.048	22 ^b
	Both Parts	.712	.275	.996	.721	3.618	.041	45
Item Variances	Part 1	.180	.025	.243	.219	9.808	.003	23 ^a
	Part 2	.150	.004	.250	.246	69.018	.010	22 ^b
	Both Parts	.165	.004	.250	.246	69.018	.007	45
Inter-Item Covariances	Part 1	.015	-.022	.070	.091	-3.187	.000	23 ^a
	Part 2	.019	-.007	.167	.173	-24.998	.001	22 ^b
	Both Parts	.016	-.022	.167	.188	-7.638	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.91	11.860	3.444	23 ^a
Part 2	16.15	12.105	3.479	22 ^b
Both Parts	32.05	39.492	6.284	45

*Fall Cronbach's Alpha Estimates for Grade 3 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	100	90.1
	Excluded ^a	11	9.9
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.851	.847	44

a. EthnicCd = Black

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.632	.160	.990	.830	6.188	.045	44
Item Variances	.190	.010	.252	.242	25.242	.005	44
Inter-Item Covariances	.022	-.056	.187	.242	-3.348	.001	44

a. EthnicCd = Black

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
27.79	49.784	7.056	44

a. EthnicCd = Black

*Fall Split-half Reliability Estimates for Grade 3 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	100	90.1
	Excluded ^a	11	9.9
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.749
		N of Items	23 ^a
	Part 2	Value	.748
		N of Items	21 ^b
Total N of Items			44
Correlation Between Forms			.702
Spearman-Brown Coefficient	Equal Length		.825
	Unequal Length		.825
Guttman Split-Half Coefficient			.820

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C.

b. The items are: FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C.

c. EthnicCd = Black

Note: For split file EthnicCd=Black, each of the following component variables has zero variance and is removed from the scale: FallFP2Q3C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.605	.160	.940	.780	5.875	.038	23 ^a
	Part 2	.660	.270	.990	.720	3.667	.053	21 ^b
	Both Parts	.632	.160	.990	.830	6.188	.045	44
Item Variances	Part 1	.204	.057	.252	.195	4.431	.003	23 ^a
	Part 2	.175	.010	.252	.242	25.242	.008	21 ^b
	Both Parts	.190	.010	.252	.242	25.242	.005	44
Inter-Item Covariances	Part 1	.023	-.056	.096	.151	-1.714	.001	23 ^a
	Part 2	.022	-.038	.187	.225	-4.902	.001	21 ^b
	Both Parts	.022	-.056	.187	.242	-3.348	.001	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	13.92	16.579	4.072	23 ^a
Part 2	13.87	12.781	3.575	21 ^b
Both Parts	27.79	49.784	7.056	44

*Fall Cronbach's Alpha Estimates for Grade 3 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	795	89.8
	Excluded ^a	90	10.2
	Total	885	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.782	.779	45

a. EthnicCd = Hispanic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.588	.187	.985	.797	5.255	.051	45
Item Variances	.193	.015	.250	.235	16.814	.005	45
Inter-Item Covariances	.014	-.016	.163	.180	-10.110	.000	45

a. EthnicCd = Hispanic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
26.48	36.864	6.072	45

a. EthnicCd = Hispanic

*Fall Split-half Reliability Estimates for Grade 3 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	795	89.8
	Excluded ^a	90	10.2
	Total	885	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.634
		N of Items	24 ^a
	Part 2	Value	.699
		N of Items	21 ^b
Total N of Items		45	
Correlation Between Forms			.559
Spearman-Brown Coefficient	Equal Length		.717
	Unequal Length		.718
Guttman Split-Half Coefficient			.715

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Hispanic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.557	.187	.941	.753	5.020	.035	24 ^a
	Part 2	.624	.274	.985	.711	3.592	.068	21 ^b
	Both Parts	.588	.187	.985	.797	5.255	.051	45
Item Variances	Part 1	.213	.056	.250	.195	4.494	.002	24 ^a
	Part 2	.170	.015	.250	.235	16.780	.008	21 ^b
	Both Parts	.193	.015	.250	.235	16.814	.005	45
Inter-Item Covariances	Part 1	.014	-.015	.081	.096	-5.592	.000	24 ^a
	Part 2	.017	-.010	.163	.174	-15.669	.001	21 ^b
	Both Parts	.014	-.016	.163	.180	-10.110	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	13.37	13.032	3.610	24 ^a
Part 2	13.11	10.654	3.264	21 ^b
Both Parts	26.48	36.864	6.072	45

*Fall Cronbach's Alpha Estimates for Grade 3 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2485	93.5
	Excluded ^a	174	6.5
	Total	2659	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.809	.809	45

a. EthnicCd = White

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.678	.197	.992	.795	5.041	.047	45
Item Variances	.172	.008	.250	.242	31.296	.006	45
Inter-Item Covariances	.015	-.005	.166	.171	-32.227	.000	45

a. EthnicCd = White

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
30.50	37.163	6.096	45

a. EthnicCd = White

*Fall Split-half Reliability Estimates for Grade 3 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2485	93.5
	Excluded ^a	174	6.5
	Total	2659	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.685
		N of Items	24 ^a
	Part 2	Value	.710
		N of Items	21 ^b
Total N of Items			45
Correlation Between Forms			.612
Spearman-Brown Coefficient	Equal Length		.759
	Unequal Length		.760
Guttman Split-Half Coefficient			.755

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = White

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.650	.197	.979	.782	4.973	.043	24 ^a
	Part 2	.710	.361	.992	.631	2.745	.053	21 ^b
	Both Parts	.678	.197	.992	.795	5.041	.047	45
Item Variances	Part 1	.187	.021	.249	.228	11.914	.003	24 ^a
	Part 2	.156	.008	.250	.242	31.296	.010	21 ^b
	Both Parts	.172	.008	.250	.242	31.296	.006	45
Inter-Item Covariances	Part 1	.016	-.005	.062	.068	-12.102	.000	24 ^a
	Part 2	.016	-.002	.166	.168	-85.680	.001	21 ^b
	Both Parts	.015	-.005	.166	.171	-32.227	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.60	13.054	3.613	24 ^a
Part 2	14.90	10.078	3.175	21 ^b
Both Parts	30.50	37.163	6.096	45

*Fall Cronbach's Alpha Estimates for Grade 3 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	137	91.3
	Excluded ^a	13	8.7
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.824	.828	44

a. EthnicCd = Multiethnic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.679	.219	.993	.774	4.533	.045	44
Item Variances	.176	.007	.252	.245	34.500	.006	44
Inter-Item Covariances	.017	-.052	.167	.219	-3.214	.000	44

a. EthnicCd = Multiethnic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
29.85	39.567	6.290	44

a. EthnicCd = Multiethnic

*Fall Split-half Reliability Estimates for Grade 3 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	137	91.3
	Excluded ^a	13	8.7
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.730
		N of Items	24 ^a
	Part 2	Value	.685
		N of Items	20 ^b
Total N of Items			44
Correlation Between Forms			.651
Spearman-Brown Coefficient	Equal Length		.789
	Unequal Length		.790
Guttman Split-Half Coefficient			.775

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C.

c. EthnicCd = Multiethnic

Note: For split file EthnicCd=Multiethnic, each of the following component variables has zero variance and is removed from the scale: FallFP2Q3C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.651	.219	.971	.752	4.433	.042	24 ^a
	Part 2	.711	.343	.993	.650	2.894	.049	20 ^b
	Both Parts	.679	.219	.993	.774	4.533	.045	44
Item Variances	Part 1	.188	.029	.252	.223	8.816	.003	24 ^a
	Part 2	.160	.007	.252	.245	34.500	.009	20 ^b
	Both Parts	.176	.007	.252	.245	34.500	.006	44
Inter-Item Covariances	Part 1	.019	-.052	.086	.138	-1.655	.001	24 ^a
	Part 2	.016	-.023	.167	.190	-7.145	.001	20 ^b
	Both Parts	.017	-.052	.167	.219	-3.214	.000	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.64	15.042	3.878	24 ^a
Part 2	14.22	9.202	3.033	20 ^b
Both Parts	29.85	39.567	6.290	44

*Fall Cronbach's Alpha Estimates for Grade 3 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	68	74.7
	Excluded ^a	23	25.3
	Total	91	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.811	.816	43

a. EthnicCd = Decline

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.625	.147	.985	.838	6.700	.052	43
Item Variances	.187	.015	.254	.239	17.254	.005	43
Inter-Item Covariances	.017	-.075	.133	.207	-1.776	.001	43

a. EthnicCd = Decline

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
26.88	38.673	6.219	43

a. EthnicCd = Decline

*Fall Split-half Reliability Estimates for Grade 3 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	68	74.7
	Excluded ^a	23	25.3
	Total	91	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.672
		N of Items	25 ^a
	Part 2	Value	.748
		N of Items	18 ^b
	Total N of Items		43
Correlation Between Forms			.579
Spearman-Brown Coefficient	Equal Length		.733
	Unequal Length		.737
Guttman Split-Half Coefficient			.731

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C, FallFP2Q11C.

b. The items are: FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C.

c. EthnicCd = Decline

Note: For split file EthnicCd=Decline, each of the following component variables has zero variance and is removed from the scale: FallFP2Q2C, FallFP2Q3C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.624	.147	.971	.824	6.600	.048	25 ^a
	Part 2	.627	.206	.985	.779	4.786	.059	18 ^b
	Both Parts	.625	.147	.985	.838	6.700	.052	43
Item Variances	Part 1	.191	.029	.254	.225	8.758	.003	25 ^a
	Part 2	.181	.015	.253	.238	17.194	.007	18 ^b
	Both Parts	.187	.015	.254	.239	17.254	.005	43
Inter-Item Covariances	Part 1	.014	-.067	.120	.187	-1.784	.001	25 ^a
	Part 2	.026	-.018	.133	.150	-7.550	.001	18 ^b
	Both Parts	.017	-.075	.133	.207	-1.776	.001	43

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.60	13.467	3.670	25 ^a
Part 2	11.28	11.070	3.327	18 ^b
Both Parts	26.88	38.673	6.219	43

*Winter Cronbach's Alpha Estimates for Grade 3 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	17	42.5
	Excluded ^a	23	57.5
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.829	.823	40

a. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: WintFP2Q1C, WintFP2Q2C, WintFP2Q7C, WintFP2Q8C, WintFP3Q2C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.618	.176	.941	.765	5.333	.042	40
Item Variances	.208	.059	.265	.206	4.500	.003	40
Inter-Item Covariances	.022	-.169	.199	.368	-1.174	.003	40

a. EthnicCd = American/Indian

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
24.71	43.346	6.584	40

a. EthnicCd = American/Indian

*Winter Split-half Reliability Estimates for Grade 3 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	17	42.5
	Excluded ^a	23	57.5
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.647
		N of Items	19 ^a
	Part 2	Value	.704
		N of Items	21 ^b
Total N of Items		40	
Correlation Between Forms			.857
Spearman-Brown Coefficient	Equal Length		.923
	Unequal Length		.923
Guttman Split-Half Coefficient			.917

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C.

b. The items are: WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C.

c. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: WintFP2Q1C, WintFP2Q2C, WintFP2Q7C, WintFP2Q8C, WintFP3Q2C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.594	.176	.941	.765	5.333	.055	19 ^a
	Part 2	.639	.176	.882	.706	5.000	.031	21 ^b
	Both Parts	.618	.176	.941	.765	5.333	.042	40
Item Variances	Part 1	.200	.059	.265	.206	4.500	.004	19 ^a
	Part 2	.214	.110	.265	.154	2.400	.003	21 ^b
	Both Parts	.208	.059	.265	.206	4.500	.003	40
Inter-Item Covariances	Part 1	.018	-.169	.158	.327	-.935	.003	19 ^a
	Part 2	.022	-.121	.176	.298	-1.455	.003	21 ^b
	Both Parts	.022	-.169	.199	.368	-1.174	.003	40

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	11.29	9.846	3.138	19 ^a
Part 2	13.41	13.632	3.692	21 ^b
Both Parts	24.71	43.346	6.584	40

*Winter Cronbach's Alpha Estimates for Grade 3 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	207	73.1
	Excluded ^a	76	26.9
	Total	283	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.807	.800	42

a. EthnicCd = Asian/Pacific Islander

Note: For split file EthnicCd=Asian/Pacific Islander, each of the following component variables has zero variance and is removed from the scale: WintFP2Q3C, WintFP2Q4C, WintFP2Q2C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.756	.348	.990	.643	2.847	.032	42
Item Variances	.153	.010	.251	.241	26.112	.007	42
Inter-Item Covariances	.014	-.028	.110	.138	-3.868	.000	42

a. EthnicCd = Asian/Pacific Islander

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
31.76	30.327	5.507	42

a. EthnicCd = Asian/Pacific Islander

*Winter Split-half Reliability Estimates for Grade 3 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	207	73.1
	Excluded ^a	76	26.9
	Total	283	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.719
		N of Items	22 ^a
	Part 2	Value	.690
		N of Items	20 ^b
Total N of Items			42
Correlation Between Forms			.546
Spearman-Brown Coefficient	Equal Length		.707
	Unequal Length		.707
Guttman Split-Half Coefficient			.697

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C.

b. The items are: WintFP2Q8C, WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C.

c. EthnicCd = Asian/Pacific Islander

Note: For split file EthnicCd=Asian/Pacific Islander, each of the following component variables has zero variance and is removed from the scale: WintFP2Q3C, WintFP2Q4C, WintFP2Q2C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.717	.348	.990	.643	2.847	.035	22 ^a
	Part 2	.799	.444	.990	.546	2.228	.027	20 ^b
	Both Parts	.756	.348	.990	.643	2.847	.032	42
Item Variances	Part 1	.170	.010	.251	.241	26.112	.006	22 ^a
	Part 2	.135	.010	.251	.241	26.078	.007	20 ^b
	Both Parts	.153	.010	.251	.241	26.112	.007	42
Inter-Item Covariances	Part 1	.018	-.025	.109	.134	-4.423	.000	22 ^a
	Part 2	.014	-.017	.110	.127	-6.575	.000	20 ^b
	Both Parts	.014	-.028	.110	.138	-3.868	.000	42

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.78	11.919	3.452	22 ^a
Part 2	15.98	7.844	2.801	20 ^b
Both Parts	31.76	30.327	5.507	42

*Winter Cronbach's Alpha Estimates for Grade 3 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	74	66.7
	Excluded ^a	37	33.3
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.876	43

a. EthnicCd = Black

Note: For split file EthnicCd=Black, each of the following component variables has zero variance and is removed from the scale: WintFP2Q1C, WintFP2Q4C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.702	.270	.986	.716	3.650	.036	43
Item Variances	.176	.014	.253	.240	18.753	.005	43
Inter-Item Covariances	.024	-.043	.139	.182	-3.241	.001	43

a. EthnicCd = Black

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
30.18	51.215	7.156	43

a. EthnicCd = Black

*Winter Split-half Reliability Estimates for Grade 3 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	74	66.7
	Excluded ^a	37	33.3
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.795
		N of Items	25 ^a
	Part 2	Value	.761
		N of Items	18 ^b
		Total N of Items	43
Correlation Between Forms			.740
Spearman-Brown Coefficient	Equal Length		.850
	Unequal Length		.853
Guttman Split-Half Coefficient			.827

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q10C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q14C.

c. EthnicCd = Black

Note: For split file EthnicCd=Black, each of the following component variables has zero variance and is removed from the scale: WintFP2Q1C, WintFP2Q4C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.674	.270	.986	.716	3.650	.039	25 ^a
	Part 2	.741	.419	.973	.554	2.323	.032	18 ^b
	Both Parts	.702	.270	.986	.716	3.650	.036	43
Item Variances	Part 1	.185	.014	.253	.240	18.753	.004	25 ^a
	Part 2	.164	.027	.253	.227	9.507	.007	18 ^b
	Both Parts	.176	.014	.253	.240	18.753	.005	43
Inter-Item Covariances	Part 1	.025	-.039	.123	.162	-3.171	.001	25 ^a
	Part 2	.025	-.031	.139	.170	-4.503	.001	18 ^b
	Both Parts	.024	-.043	.139	.182	-3.241	.001	43

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.84	19.562	4.423	25 ^a
Part 2	13.34	10.473	3.236	18 ^b
Both Parts	30.18	51.215	7.156	43

*Winter Cronbach's Alpha Estimates for Grade 3 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	636	71.9
	Excluded ^a	249	28.1
	Total	885	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.808	.813	45

a. EthnicCd = Hispanic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.647	.138	.981	.843	7.091	.047	45
Item Variances	.182	.019	.250	.231	13.475	.005	45
Inter-Item Covariances	.016	-.020	.138	.159	-6.809	.000	45

a. EthnicCd = Hispanic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
29.13	39.084	6.252	45

a. EthnicCd = Hispanic

*Winter Split-half Reliability Estimates for Grade 3 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	636	71.9
	Excluded ^a	249	28.1
	Total	885	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.703
		N of Items	27 ^a
	Part 2	Value	.672
		N of Items	18 ^b
Total N of Items		45	
Correlation Between Forms			.640
Spearman-Brown Coefficient	Equal Length		.781
	Unequal Length		.786
Guttman Split-Half Coefficient			.755

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C.

b. The items are: WintFP2Q13C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = Hispanic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.614	.138	.937	.799	6.773	.047	27 ^a
	Part 2	.697	.330	.981	.651	2.971	.046	18 ^b
	Both Parts	.647	.138	.981	.843	7.091	.047	45
Item Variances	Part 1	.192	.059	.250	.191	4.232	.003	27 ^a
	Part 2	.168	.019	.250	.231	13.471	.008	18 ^b
	Both Parts	.182	.019	.250	.231	13.475	.005	45
Inter-Item Covariances	Part 1	.015	-.020	.066	.086	-3.239	.000	27 ^a
	Part 2	.017	-.002	.138	.140	-84.594	.000	18 ^b
	Both Parts	.016	-.020	.138	.159	-6.809	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.58	16.052	4.006	27 ^a
Part 2	12.55	8.273	2.876	18 ^b
Both Parts	29.13	39.084	6.252	45

*Winter Cronbach's Alpha Estimates for Grade 3 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	1614	60.7
	Excluded ^a	1045	39.3
	Total	2659	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.838	.840	45

a. EthnicCd = White

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.753	.276	.994	.718	3.599	.036	45
Item Variances	.151	.006	.250	.245	45.075	.007	45
Inter-Item Covariances	.016	-.004	.132	.136	-30.618	.000	45

a. EthnicCd = White

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.88	37.589	6.131	45

a. EthnicCd = White

*Winter Split-half Reliability Estimates for Grade 3 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	1614	60.7
	Excluded ^a	1045	39.3
	Total	2659	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.761
		N of Items	27 ^a
	Part 2	Value	.702
		N of Items	18 ^b
	Total N of Items		45
Correlation Between Forms			.643
Spearman-Brown Coefficient	Equal Length		.783
	Unequal Length		.788
Guttman Split-Half Coefficient			.748

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C.

b. The items are: WintFP2Q13C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = White

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.732	.276	.985	.709	3.565	.038	27 ^a
	Part 2	.785	.479	.994	.515	2.076	.032	18 ^b
	Both Parts	.753	.276	.994	.718	3.599	.036	45
Item Variances	Part 1	.159	.015	.249	.235	17.003	.005	27 ^a
	Part 2	.139	.006	.250	.245	45.075	.009	18 ^b
	Both Parts	.151	.006	.250	.245	45.075	.007	45
Inter-Item Covariances	Part 1	.017	-.003	.055	.058	-20.833	.000	27 ^a
	Part 2	.016	-.002	.132	.134	-65.748	.000	18 ^b
	Both Parts	.016	-.004	.132	.136	-30.618	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	19.75	16.121	4.015	27 ^a
Part 2	14.13	7.411	2.722	18 ^b
Both Parts	33.88	37.589	6.131	45

*Winter Cronbach's Alpha Estimates for Grade 3 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	96	64.0
	Excluded ^a	54	36.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.862	43

a. EthnicCd = Multiethnic

Note: For split file EthnicCd=Multiethnic, each of the following component variables has zero variance and is removed from the scale: WintFP2Q3C, WintFP2Q4C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.783	.406	.990	.583	2.436	.028	43
Item Variances	.144	.010	.253	.242	24.253	.007	43
Inter-Item Covariances	.018	-.027	.131	.158	-4.878	.000	43

a. EthnicCd = Multiethnic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.67	38.856	6.233	43

a. EthnicCd = Multiethnic

*Winter Split-half Reliability Estimates for Grade 3 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	96	64.0
	Excluded ^a	54	36.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.840
		N of Items	27 ^a
	Part 2	Value	.657
		N of Items	16 ^b
Total N of Items		43	
Correlation Between Forms			.560
Spearman-Brown Coefficient	Equal Length		.718
	Unequal Length		.728
Guttman Split-Half Coefficient			.633

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C.

b. The items are: WintFP2Q13C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q14C.

c. EthnicCd = Multiethnic

Note: For split file EthnicCd=Multiethnic, each of the following component variables has zero variance and is removed from the scale: WintFP2Q3C, WintFP2Q4C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.782	.406	.990	.583	2.436	.026	27 ^a
	Part 2	.784	.438	.990	.552	2.262	.033	16 ^b
	Both Parts	.783	.406	.990	.583	2.436	.028	43
Item Variances	Part 1	.147	.010	.252	.242	24.211	.006	27 ^a
	Part 2	.140	.010	.253	.242	24.253	.008	16 ^b
	Both Parts	.144	.010	.253	.242	24.253	.007	43
Inter-Item Covariances	Part 1	.024	-.027	.117	.144	-4.343	.000	27 ^a
	Part 2	.015	-.018	.131	.149	-7.113	.000	16 ^b
	Both Parts	.018	-.027	.131	.158	-4.878	.000	43

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	21.12	20.721	4.552	27 ^a
Part 2	12.54	5.830	2.415	16 ^b
Both Parts	33.67	38.856	6.233	43

*Winter Cronbach's Alpha Estimates for Grade 3 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	52	57.1
	Excluded ^a	39	42.9
	Total	91	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.822	.829	43

a. EthnicCd = Decline

Note: For split file EthnicCd=Decline, each of the following component variables has zero variance and is removed from the scale: WintFP2Q2C, WintFP2Q1C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.672	.115	.962	.846	8.333	.048	43
Item Variances	.177	.038	.255	.217	6.750	.005	43
Inter-Item Covariances	.017	-.066	.145	.210	-2.207	.001	43

a. EthnicCd = Decline

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
28.88	38.575	6.211	43

a. EthnicCd = Decline

Winter Split-half Reliability Estimates for Grade 3 Students who Declined to Report Ethnicity

Case Processing Summary^b

		N	%
Cases	Valid	52	57.1
	Excluded ^a	39	42.9
	Total	91	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.684
		N of Items	29 ^a
	Part 2	Value	.740
		N of Items	14 ^b
Total N of Items			43
Correlation Between Forms			.713
Spearman-Brown Coefficient	Equal Length		.832
	Unequal Length		.847
Guttman Split-Half Coefficient			.807

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C.

b. The items are: WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q14C.

c. EthnicCd = Decline

Note: For split file EthnicCd=Decline, each of the following component variables has zero variance and is removed from the scale: WintFP2Q2C, WintFP2Q1C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.658	.115	.962	.846	8.333	.053	29 ^a
	Part 2	.699	.365	.962	.596	2.632	.040	14 ^b
	Both Parts	.672	.115	.962	.846	8.333	.048	43
Item Variances	Part 1	.177	.038	.255	.217	6.750	.004	29 ^a
	Part 2	.176	.038	.253	.216	6.720	.007	14 ^b
	Both Parts	.177	.038	.255	.217	6.750	.005	43
Inter-Item Covariances	Part 1	.012	-.063	.119	.183	-1.881	.001	29 ^a
	Part 2	.030	-.020	.145	.165	-7.111	.001	14 ^b
	Both Parts	.017	-.066	.145	.210	-2.207	.001	43

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	19.10	15.108	3.887	29 ^a
Part 2	9.79	7.896	2.810	14 ^b
Both Parts	28.88	38.575	6.211	43

*Spring Cronbach's Alpha Estimates for Grade 3 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	38	95.0
	Excluded ^a	2	5.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.868	.872	39

a. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: SprFP1Q2C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q6C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.768	.263	.974	.711	3.700	.029	39
Item Variances	.154	.026	.254	.228	9.649	.005	39
Inter-Item Covariances	.022	-.043	.158	.201	-3.700	.001	39

a. EthnicCd = American/Indian

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
29.95	38.808	6.230	39

a. EthnicCd = American/Indian

*Spring Split-half Reliability Estimates for Grade 3 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	38	95.0
	Excluded ^a	2	5.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.766
		N of Items	17 ^a
	Part 2	Value	.798
		N of Items	22 ^b
Total N of Items			39
Correlation Between Forms			.662
Spearman-Brown Coefficient	Equal Length		.797
	Unequal Length		.799
Guttman Split-Half Coefficient			.792

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C.

b. The items are: SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C.

c. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: SprFP1Q2C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q6C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.724	.263	.974	.711	3.700	.041	17 ^a
	Part 2	.801	.421	.974	.553	2.312	.020	22 ^b
	Both Parts	.768	.263	.974	.711	3.700	.029	39
Item Variances	Part 1	.166	.026	.254	.228	9.649	.004	17 ^a
	Part 2	.144	.026	.250	.224	9.514	.006	22 ^b
	Both Parts	.154	.026	.254	.228	9.649	.005	39
Inter-Item Covariances	Part 1	.027	-.043	.158	.201	-3.700	.001	17 ^a
	Part 2	.022	-.040	.132	.172	-3.321	.001	22 ^b
	Both Parts	.022	-.043	.158	.201	-3.700	.001	39

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	12.32	10.114	3.180	17 ^a
Part 2	17.63	13.320	3.650	22 ^b
Both Parts	29.95	38.808	6.230	39

*Spring Cronbach's Alpha Estimates for Grade 3 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	250	88.3
	Excluded ^a	33	11.7
	Total	283	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.827	.834	41

a. EthnicCd = Asian/Pacific Islander

Note: For split file EthnicCd=Asian/Pacific Islander, each of the following component variables has zero variance and is removed from the scale: SprFP1Q2C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.840	.520	.996	.476	1.915	.021	41
Item Variances	.114	.004	.251	.247	62.651	.006	41
Inter-Item Covariances	.012	-.010	.113	.124	-11.142	.000	41

a. EthnicCd = Asian/Pacific Islander

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
34.45	24.329	4.932	41

a. EthnicCd = Asian/Pacific Islander

*Spring Split-half Reliability Estimates for Grade 3 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	250	88.3
	Excluded ^a	33	11.7
	Total	283	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.742
		N of Items	23 ^a
	Part 2	Value	.675
		N of Items	18 ^b
	Total N of Items		41
Correlation Between Forms			.668
Spearman-Brown Coefficient	Equal Length		.801
	Unequal Length		.803
Guttman Split-Half Coefficient			.771

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C.

b. The items are: SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C.

c. EthnicCd = Asian/Pacific Islander

Note: For split file EthnicCd=Asian/Pacific Islander, each of the following component variables has zero variance and is removed from the scale: SprFP1Q2C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.820	.524	.988	.464	1.885	.022	23 ^a
	Part 2	.866	.520	.996	.476	1.915	.019	18 ^b
	Both Parts	.840	.520	.996	.476	1.915	.021	41
Item Variances	Part 1	.127	.012	.250	.239	21.038	.007	23 ^a
	Part 2	.099	.004	.251	.247	62.651	.006	18 ^b
	Both Parts	.114	.004	.251	.247	62.651	.006	41
Inter-Item Covariances	Part 1	.014	-.010	.113	.124	-11.142	.000	23 ^a
	Part 2	.010	-.006	.058	.064	-10.297	.000	18 ^b
	Both Parts	.012	-.010	.113	.124	-11.142	.000	41

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.86	10.041	3.169	23 ^a
Part 2	15.59	4.910	2.216	18 ^b
Both Parts	34.45	24.329	4.932	41

*Spring Cronbach's Alpha Estimates for Grade 3 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	103	92.8
	Excluded ^a	8	7.2
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.848	.846	42

a. EthnicCd = Black

Note: For split file EthnicCd=Black, each of the following component variables has zero variance and is removed from the scale: SprFP2Q3C, SprFP2Q1C, SprFP2Q4C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.767	.417	.990	.573	2.372	.026	42
Item Variances	.155	.010	.252	.242	25.941	.005	42
Inter-Item Covariances	.018	-.040	.120	.159	-3.026	.000	42

a. EthnicCd = Black

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
32.21	37.875	6.154	42

a. EthnicCd = Black

*Spring Split-half Reliability Estimates for Grade 3 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	103	92.8
	Excluded ^a	8	7.2
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.801
		N of Items	27 ^a
	Part 2	Value	.651
		N of Items	15 ^b
Total N of Items			42
Correlation Between Forms			.654
Spearman-Brown Coefficient	Equal Length		.791
	Unequal Length		.802
Guttman Split-Half Coefficient			.709

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C.

b. The items are: SprFP2Q13C, SprFP2Q14C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C.

c. EthnicCd = Black

Note: For split file EthnicCd=Black, each of the following component variables has zero variance and is removed from the scale: SprFP2Q3C, SprFP2Q1C, SprFP2Q4C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.761	.427	.971	.544	2.273	.025	27 ^a
	Part 2	.777	.417	.990	.573	2.372	.030	15 ^b
	Both Parts	.767	.417	.990	.573	2.372	.026	42
Item Variances	Part 1	.160	.029	.252	.223	8.820	.005	27 ^a
	Part 2	.146	.010	.251	.242	25.882	.007	15 ^b
	Both Parts	.155	.010	.252	.242	25.941	.005	42
Inter-Item Covariances	Part 1	.021	-.030	.120	.149	-4.048	.000	27 ^a
	Part 2	.016	-.040	.072	.111	-1.810	.000	15 ^b
	Both Parts	.018	-.040	.120	.159	-3.026	.000	42

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	20.55	18.877	4.345	27 ^a
Part 2	11.66	5.579	2.362	15 ^b
Both Parts	32.21	37.875	6.154	42

*Spring Cronbach's Alpha Estimates for Grade 3 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	687	77.6
	Excluded ^a	198	22.4
	Total	885	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.833	.836	45

a. EthnicCd = Hispanic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.742	.258	.994	.737	3.859	.038	45
Item Variances	.155	.006	.250	.244	43.163	.006	45
Inter-Item Covariances	.015	-.010	.099	.109	-10.415	.000	45

a. EthnicCd = Hispanic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.37	37.586	6.131	45

a. EthnicCd = Hispanic

*Spring Split-half Reliability Estimates for Grade 3 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	687	77.6
	Excluded ^a	198	22.4
	Total	885	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.783
		N of Items	30 ^a
	Part 2	Value	.577
		N of Items	15 ^b
Total N of Items			45
Correlation Between Forms			.681
Spearman-Brown Coefficient	Equal Length		.810
	Unequal Length		.825
Guttman Split-Half Coefficient			.677

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q16C.

b. The items are: SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = Hispanic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.724	.258	.971	.713	3.768	.035	30 ^a
	Part 2	.777	.384	.994	.610	2.587	.046	15 ^b
	Both Parts	.742	.258	.994	.737	3.859	.038	45
Item Variances	Part 1	.167	.028	.250	.222	8.840	.004	30 ^a
	Part 2	.131	.006	.249	.243	43.004	.011	15 ^b
	Both Parts	.155	.006	.250	.244	43.163	.006	45
Inter-Item Covariances	Part 1	.018	-.009	.099	.108	-10.726	.000	30 ^a
	Part 2	.011	-.002	.060	.063	-29.516	.000	15 ^b
	Both Parts	.015	-.010	.099	.109	-10.415	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	21.72	20.618	4.541	30 ^a
Part 2	11.65	4.238	2.059	15 ^b
Both Parts	33.37	37.586	6.131	45

*Spring Cronbach's Alpha Estimates for Grade 3 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2380	89.5
	Excluded ^a	279	10.5
	Total	2659	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.841	.842	45

a. EthnicCd = White

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.839	.472	.998	.526	2.115	.021	45
Item Variances	.115	.002	.250	.248	119.244	.006	45
Inter-Item Covariances	.012	-.002	.127	.128	-77.821	.000	45

a. EthnicCd = White

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
37.74	29.159	5.400	45

a. EthnicCd = White

*Spring Split-half Reliability Estimates for Grade 3 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2380	89.5
	Excluded ^a	279	10.5
	Total	2659	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.796
		N of Items	30 ^a
	Part 2	Value	.613
		N of Items	15 ^b
	Total N of Items		45
Correlation Between Forms			.646
Spearman-Brown Coefficient	Equal Length		.785
	Unequal Length		.801
Guttman Split-Half Coefficient			.662

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q16C.

b. The items are: SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = White

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.828	.490	.982	.491	2.002	.020	30 ^a
	Part 2	.859	.472	.998	.526	2.115	.023	15 ^b
	Both Parts	.839	.472	.998	.526	2.115	.021	45
Item Variances	Part 1	.123	.018	.250	.232	13.777	.005	30 ^a
	Part 2	.099	.002	.249	.247	118.873	.008	15 ^b
	Both Parts	.115	.002	.250	.248	119.244	.006	45
Inter-Item Covariances	Part 1	.014	.000	.127	.127	-156.065	.000	30 ^a
	Part 2	.009	.000	.051	.051	-178.782	.000	15 ^b
	Both Parts	.012	-.002	.127	.128	-77.821	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	24.85	16.044	4.006	30 ^a
Part 2	12.89	3.469	1.863	15 ^b
Both Parts	37.74	29.159	5.400	45

*Spring Cronbach's Alpha Estimates for Grade 3 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	136	90.7
	Excluded ^a	14	9.3
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.835	.858	41

a. EthnicCd = Multiethnic

Note: For split file EthnicCd=Multiethnic, each of the following component variables has zero variance and is removed from the scale: SprFP1Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q1C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.845	.522	.993	.471	1.901	.017	41
Item Variances	.116	.007	.251	.244	34.185	.006	41
Inter-Item Covariances	.013	-.018	.111	.129	-6.315	.000	41

a. EthnicCd = Multiethnic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
34.62	25.614	5.061	41

a. EthnicCd = Multiethnic

*Spring Split-half Reliability Estimates for Grade 3 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	136	90.7
	Excluded ^a	14	9.3
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.801
		N of Items	29 ^a
	Part 2	Value	.585
		N of Items	12 ^b
Total N of Items			41
Correlation Between Forms			.587
Spearman-Brown Coefficient	Equal Length		.740
	Unequal Length		.768
Guttman Split-Half Coefficient			.603

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C.

b. The items are: SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C.

c. EthnicCd = Multiethnic

Note: For split file EthnicCd=Multiethnic, each of the following component variables has zero variance and is removed from the scale: SprFP1Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q1C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.842	.522	.963	.441	1.845	.017	29 ^a
	Part 2	.851	.559	.993	.434	1.776	.018	12 ^b
	Both Parts	.845	.522	.993	.471	1.901	.017	41
Item Variances	Part 1	.117	.036	.251	.216	7.046	.005	29 ^a
	Part 2	.111	.007	.248	.241	33.778	.007	12 ^b
	Both Parts	.116	.007	.251	.244	34.185	.006	41
Inter-Item Covariances	Part 1	.014	-.013	.111	.125	-8.525	.000	29 ^a
	Part 2	.012	-.018	.073	.090	-4.127	.000	12 ^b
	Both Parts	.013	-.018	.111	.129	-6.315	.000	41

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	24.41	15.014	3.875	29 ^a
Part 2	10.21	2.880	1.697	12 ^b
Both Parts	34.62	25.614	5.061	41

*Spring Cronbach's Alpha Estimates for Grade 3 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	78	85.7
	Excluded ^a	13	14.3
	Total	91	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.854	.875	45

a. EthnicCd = Decline

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.798	.321	.987	.667	3.080	.030	45
Item Variances	.133	.013	.252	.239	19.636	.006	45
Inter-Item Covariances	.015	-.048	.149	.196	-3.126	.000	45

a. EthnicCd = Decline

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
35.92	36.228	6.019	45

a. EthnicCd = Decline

*Spring Split-half Reliability Estimates for Grade 3 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	78	85.7
	Excluded ^a	13	14.3
	Total	91	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.826
		N of Items	33 ^a
	Part 2	Value	.589
		N of Items	12 ^b
Total N of Items		45	
Correlation Between Forms			.602
Spearman-Brown Coefficient	Equal Length		.751
	Unequal Length		.787
Guttman Split-Half Coefficient			.516

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C.

b. The items are: SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = Decline

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.780	.321	.962	.641	3.000	.027	33 ^a
	Part 2	.847	.423	.987	.564	2.333	.039	12 ^b
	Both Parts	.798	.321	.987	.667	3.080	.030	45
Item Variances	Part 1	.147	.037	.252	.214	6.720	.004	33 ^a
	Part 2	.095	.013	.251	.238	19.545	.010	12 ^b
	Both Parts	.133	.013	.252	.239	19.636	.006	45
Inter-Item Covariances	Part 1	.019	-.048	.149	.196	-3.126	.000	33 ^a
	Part 2	.010	-.009	.062	.071	-6.491	.000	12 ^b
	Both Parts	.015	-.048	.149	.196	-3.126	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	25.76	24.394	4.939	33 ^a
Part 2	10.17	2.478	1.574	12 ^b
Both Parts	35.92	36.228	6.019	45

*Fall Cronbach's Alpha Estimates for Grade 3 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	561	89.2
	Excluded ^a	68	10.8
	Total	629	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.823	.823	45

a. SPED = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.574	.205	.977	.772	4.765	.046	45
Item Variances	.200	.023	.250	.228	11.043	.005	45
Inter-Item Covariances	.019	-.018	.165	.183	-9.133	.000	45

a. SPED = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
25.85	46.004	6.783	45

a. SPED = Yes

*Fall Split-half Reliability Estimates for Grade 3 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	561	89.2
	Excluded ^a	68	10.8
	Total	629	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.688
		N of Items	23 ^a
	Part 2	Value	.735
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.630
Spearman-Brown Coefficient	Equal Length		.773
	Unequal Length		.773
Guttman Split-Half Coefficient			.767

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C.

b. The items are: FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. SPED = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.650	.205	.977	.772	4.765	.052	23 ^a
	Part 2	.496	.289	.909	.620	3.148	.030	22 ^b
	Both Parts	.574	.205	.977	.772	4.765	.046	45
Item Variances	Part 1	.179	.023	.250	.228	11.043	.007	23 ^a
	Part 2	.222	.083	.250	.167	3.018	.001	22 ^b
	Both Parts	.200	.023	.250	.228	11.043	.005	45
Inter-Item Covariances	Part 1	.016	-.014	.092	.105	-6.710	.000	23 ^a
	Part 2	.025	-.014	.165	.179	-11.910	.001	22 ^b
	Both Parts	.019	-.018	.165	.183	-9.133	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.94	12.003	3.465	23 ^a
Part 2	10.91	16.347	4.043	22 ^b
Both Parts	25.85	46.004	6.783	45

*Winter Cronbach's Alpha Estimates for Grade 3 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	388	61.7
	Excluded ^a	241	38.3
	Total	629	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.858	.858	45

a. SPED = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.635	.201	.985	.784	4.897	.041	45
Item Variances	.193	.015	.251	.235	16.421	.005	45
Inter-Item Covariances	.023	-.023	.146	.168	-6.455	.000	45

a. SPED = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
28.58	53.712	7.329	45

a. SPED = Yes

Winter Split-half Reliability Estimates for Grade 3 SPED Students

Case Processing Summary^b

		N	%
Cases	Valid	388	61.7
	Excluded ^a	241	38.3
	Total	629	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.719
		N of Items	23 ^a
	Part 2	Value	.789
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.704
Spearman-Brown Coefficient	Equal Length		.826
	Unequal Length		.826
Guttman Split-Half Coefficient			.812

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C.

b. The items are: WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. SPED = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.668	.201	.985	.784	4.897	.060	23 ^a
	Part 2	.600	.384	.876	.492	2.282	.020	22 ^b
	Both Parts	.635	.201	.985	.784	4.897	.041	45
Item Variances	Part 1	.165	.015	.250	.235	16.385	.006	23 ^a
	Part 2	.221	.109	.251	.142	2.306	.002	22 ^b
	Both Parts	.193	.015	.251	.235	16.421	.005	45
Inter-Item Covariances	Part 1	.017	-.013	.077	.090	-5.982	.000	23 ^a
	Part 2	.032	-.004	.146	.150	-35.980	.000	22 ^b
	Both Parts	.023	-.023	.146	.168	-6.455	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.37	12.151	3.486	23 ^a
Part 2	13.21	19.747	4.444	22 ^b
Both Parts	28.58	53.712	7.329	45

*Spring Cronbach's Alpha Estimates for Grade 3 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	548	87.1
	Excluded ^a	81	12.9
	Total	629	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.871	.867	45

a. SPED = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.734	.305	.991	.686	3.251	.033	45
Item Variances	.163	.009	.250	.241	27.643	.006	45
Inter-Item Covariances	.021	-.005	.120	.125	-22.496	.000	45

a. SPED = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.05	49.390	7.028	45

a. SPED = Yes

*Spring Split-half Reliability Estimates for Grade 3 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	548	87.1
	Excluded ^a	81	12.9
	Total	629	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.735
		N of Items	23 ^a
	Part 2	Value	.803
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.761
Spearman-Brown Coefficient	Equal Length		.864
	Unequal Length		.864
Guttman Split-Half Coefficient			.854

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C.

b. The items are: SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. SPED = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.746	.305	.991	.686	3.251	.047	23 ^a
	Part 2	.723	.420	.940	.520	2.239	.021	22 ^b
	Both Parts	.734	.305	.991	.686	3.251	.033	45
Item Variances	Part 1	.145	.009	.250	.241	27.643	.008	23 ^a
	Part 2	.181	.057	.250	.194	4.415	.003	22 ^b
	Both Parts	.163	.009	.250	.241	27.643	.006	45
Inter-Item Covariances	Part 1	.016	-.005	.120	.125	-24.727	.000	23 ^a
	Part 2	.028	-.004	.079	.083	-19.892	.000	22 ^b
	Both Parts	.021	-.005	.120	.125	-22.496	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.15	11.255	3.355	23 ^a
Part 2	15.90	17.052	4.129	22 ^b
Both Parts	33.05	49.390	7.028	45

*Fall Cronbach's Alpha Estimates for All Grade 4 Students***Case Processing Summary**

		N	%
Cases	Valid	3828	89.4
	Excluded ^a	454	10.6
	Total	4282	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.865	.862	45

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.699	.211	.992	.781	4.710	.039	45
Item Variances	.172	.008	.250	.242	30.157	.007	45
Inter-Item Covariances	.022	-.004	.168	.173	-37.845	.000	45

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
31.47	50.353	7.096	45

*Fall Split-half Reliability Estimates for All Grade 4 Students***Case Processing Summary**

		N	%
Cases	Valid	3828	89.4
	Excluded ^a	454	10.6
	Total	4282	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.777
		N of Items	23 ^a
	Part 2	Value	.763
N of Items		22 ^b	
		Total N of Items	45
Correlation Between Forms			.727
Spearman-Brown Coefficient	Equal Length		.842
	Unequal Length		.842
Guttman Split-Half Coefficient			.839

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.743	.211	.992	.781	4.710	.046	23 ^a
	Part 2	.653	.318	.951	.632	2.985	.029	22 ^b
	Both Parts	.699	.211	.992	.781	4.710	.039	45
Item Variances	Part 1	.146	.008	.250	.242	30.157	.008	23 ^a
	Part 2	.199	.047	.250	.203	5.322	.004	22 ^b
	Both Parts	.172	.008	.250	.242	30.157	.007	45
Inter-Item Covariances	Part 1	.019	-.001	.154	.155	-138.389	.001	23 ^a
	Part 2	.025	-.001	.168	.169	-143.904	.000	22 ^b
	Both Parts	.022	-.004	.168	.173	-37.845	.000	45

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.10	13.124	3.623	23 ^a
Part 2	14.37	16.104	4.013	22 ^b
Both Parts	31.47	50.353	7.096	45

*Winter Cronbach's Alpha Estimates for All Grade 4 Students***Case Processing Summary**

		N	%
Cases	Valid	2819	65.8
	Excluded ^a	1463	34.2
	Total	4282	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.860	45

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.716	.274	.979	.705	3.575	.043	45
Item Variances	.162	.020	.250	.230	12.200	.006	45
Inter-Item Covariances	.019	-.004	.113	.117	-25.890	.000	45

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
32.21	44.866	6.698	45

*Winter Split-half Reliability Estimates for All Grade 4 Students***Case Processing Summary**

		N	%
Cases	Valid	2819	65.8
	Excluded ^a	1463	34.2
	Total	4282	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.723
		N of Items	23 ^a
	Part 2	Value	.790
		N of Items	22 ^b
	Total N of Items		45
	Correlation Between Forms		
Spearman-Brown Coefficient	Equal Length		.814
	Unequal Length		.814
Guttman Split-Half Coefficient			.805

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.732	.274	.979	.705	3.575	.054	23 ^a
	Part 2	.699	.285	.975	.690	3.423	.033	22 ^b
	Both Parts	.716	.274	.979	.705	3.575	.043	45
Item Variances	Part 1	.145	.020	.250	.229	12.185	.007	23 ^a
	Part 2	.179	.024	.250	.226	10.324	.005	22 ^b
	Both Parts	.162	.020	.250	.230	12.200	.006	45
Inter-Item Covariances	Part 1	.015	-.004	.077	.081	-17.750	.000	23 ^a
	Part 2	.026	-.002	.099	.101	-54.991	.000	22 ^b
	Both Parts	.019	-.004	.113	.117	-25.890	.000	45

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.83	10.794	3.285	23 ^a
Part 2	15.38	16.015	4.002	22 ^b
Both Parts	32.21	44.866	6.698	45

*Spring Cronbach's Alpha Estimates for All Grade 4 Students***Case Processing Summary**

		N	%
Cases	Valid	3638	85.0
	Excluded ^a	644	15.0
	Total	4282	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.874	.879	45

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.785	.315	.983	.668	3.124	.026	45
Item Variances	.144	.016	.249	.233	15.110	.006	45
Inter-Item Covariances	.019	.000	.086	.086	-246.786	.000	45

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
35.34	44.317	6.657	45

*Spring Split-half Reliability Estimates for All Grade 4 Students***Case Processing Summary**

		N	%
Cases	Valid	3638	85.0
	Excluded ^a	644	15.0
	Total	4282	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.762
		N of Items	23 ^a
	Part 2	Value	.799
		N of Items	22 ^b
	Total N of Items		45
	Correlation Between Forms		
Spearman-Brown Coefficient	Equal Length		.849
	Unequal Length		.849
Guttman Split-Half Coefficient			.845

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.784	.315	.983	.668	3.124	.037	23 ^a
	Part 2	.787	.557	.964	.407	1.731	.015	22 ^b
	Both Parts	.785	.315	.983	.668	3.124	.026	45
Item Variances	Part 1	.134	.016	.249	.233	15.110	.007	23 ^a
	Part 2	.153	.034	.247	.212	7.161	.005	22 ^b
	Both Parts	.144	.016	.249	.233	15.110	.006	45
Inter-Item Covariances	Part 1	.016	.000	.082	.083	-236.546	.000	23 ^a
	Part 2	.023	.003	.082	.079	29.036	.000	22 ^b
	Both Parts	.019	.000	.086	.086	-246.786	.000	45

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.03	11.369	3.372	23 ^a
Part 2	17.31	14.214	3.770	22 ^b
Both Parts	35.34	44.317	6.657	45

*Fall Cronbach's Alpha Estimates for Grade 4 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	284	86.3
	Excluded ^a	45	13.7
	Total	329	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.769	.761	45

a. ELL = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.553	.165	.979	.813	5.915	.056	45
Item Variances	.193	.021	.251	.230	12.079	.005	45
Inter-Item Covariances	.013	-.031	.099	.130	-3.175	.000	45

a. ELL = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
24.90	34.961	5.913	45

a. ELL = Yes

*Fall Split-half Reliability Estimates for Grade 4 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	284	86.3
	Excluded ^a	45	13.7
	Total	329	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.627
		N of Items	23 ^a
	Part 2	Value	.660
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.547
Spearman-Brown Coefficient	Equal Length		.707
	Unequal Length		.707
Guttman Split-Half Coefficient			.701

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. ELL = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.612	.165	.979	.813	5.915	.076	23 ^a
	Part 2	.492	.201	.884	.683	4.404	.030	22 ^b
	Both Parts	.553	.165	.979	.813	5.915	.056	45
Item Variances	Part 1	.165	.021	.250	.230	12.067	.006	23 ^a
	Part 2	.222	.103	.251	.148	2.432	.001	22 ^b
	Both Parts	.193	.021	.251	.230	12.079	.005	45
Inter-Item Covariances	Part 1	.011	-.019	.091	.111	-4.763	.000	23 ^a
	Part 2	.018	-.019	.099	.118	-5.147	.000	22 ^b
	Both Parts	.013	-.031	.099	.130	-3.175	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.07	9.503	3.083	23 ^a
Part 2	10.82	13.206	3.634	22 ^b
Both Parts	24.90	34.961	5.913	45

*Winter Cronbach's Alpha Estimates for Grade 4 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	219	66.6
	Excluded ^a	110	33.4
	Total	329	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.726	.733	45

a. ELL = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.573	.119	.936	.817	7.885	.058	45
Item Variances	.189	.060	.251	.191	4.171	.004	45
Inter-Item Covariances	.010	-.034	.136	.170	-3.943	.000	45

a. ELL = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
25.78	29.254	5.409	45

a. ELL = Yes

*Winter Split-half Reliability Estimates for Grade 4 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	219	66.6
	Excluded ^a	110	33.4
	Total	329	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.592
		N of Items	23 ^a
	Part 2	Value	.627
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.436
Spearman-Brown Coefficient	Equal Length		.607
	Unequal Length		.607
Guttman Split-Half Coefficient			.604

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. ELL = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.619	.119	.932	.813	7.846	.071	23 ^a
	Part 2	.525	.169	.936	.767	5.541	.043	22 ^b
	Both Parts	.573	.119	.936	.817	7.885	.058	45
Item Variances	Part 1	.169	.064	.251	.187	3.912	.005	23 ^a
	Part 2	.209	.060	.251	.191	4.171	.003	22 ^b
	Both Parts	.189	.060	.251	.191	4.171	.004	45
Inter-Item Covariances	Part 1	.010	-.021	.072	.093	-3.439	.000	23 ^a
	Part 2	.015	-.034	.136	.170	-3.943	.001	22 ^b
	Both Parts	.010	-.034	.136	.170	-3.943	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.24	8.953	2.992	23 ^a
Part 2	11.54	11.469	3.387	22 ^b
Both Parts	25.78	29.254	5.409	45

*Spring Cronbach's Alpha Estimates for Grade 4 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	229	69.6
	Excluded ^a	100	30.4
	Total	329	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.845	.849	45

a. ELL = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.654	.223	.956	.734	4.294	.039	45
Item Variances	.189	.042	.251	.209	5.981	.004	45
Inter-Item Covariances	.020	-.021	.100	.121	-4.651	.000	45

a. ELL = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
29.45	48.959	6.997	45

a. ELL = Yes

*Spring Split-half Reliability Estimates for Grade 4 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	229	69.6
	Excluded ^a	100	30.4
	Total	329	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.689
		N of Items	23 ^a
	Part 2	Value	.768
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.722
Spearman-Brown Coefficient	Equal Length		.839
	Unequal Length		.839
Guttman Split-Half Coefficient			.828

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. ELL = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.673	.223	.956	.734	4.294	.054	23 ^a
	Part 2	.635	.367	.904	.537	2.464	.024	22 ^b
	Both Parts	.654	.223	.956	.734	4.294	.039	45
Item Variances	Part 1	.169	.042	.250	.208	5.967	.006	23 ^a
	Part 2	.210	.087	.251	.164	2.876	.002	22 ^b
	Both Parts	.189	.042	.251	.209	5.981	.004	45
Inter-Item Covariances	Part 1	.015	-.015	.089	.104	-5.785	.000	23 ^a
	Part 2	.027	-.017	.100	.116	-5.943	.000	22 ^b
	Both Parts	.020	-.021	.100	.121	-4.651	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.48	11.400	3.376	23 ^a
Part 2	13.97	17.284	4.157	22 ^b
Both Parts	29.45	48.959	6.997	45

*Fall Cronbach's Alpha Estimates for Grade 4 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	43	89.6
	Excluded ^a	5	10.4
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.864	44

a. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: FallFP2Q1C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.692	.116	.977	.860	8.400	.046	44
Item Variances	.173	.023	.256	.233	11.000	.007	44
Inter-Item Covariances	.021	-.080	.196	.276	-2.441	.001	44

a. EthnicCd = American/Indian

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
30.44	47.252	6.874	44

a. EthnicCd = American/Indian

*Fall Split-half Reliability Estimates for Grade 4 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	43	89.6
	Excluded ^a	5	10.4
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.799
		N of Items	22 ^a
	Part 2	Value	.707
		N of Items	22 ^b
Total N of Items			44
Correlation Between Forms			.729
Spearman-Brown Coefficient	Equal Length		.844
	Unequal Length		.844
Guttman Split-Half Coefficient			.841

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C.

b. The items are: FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C.

c. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: FallFP2Q1C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.708	.233	.977	.744	4.200	.051	22 ^a
	Part 2	.675	.116	.977	.860	8.400	.042	22 ^b
	Both Parts	.692	.116	.977	.860	8.400	.046	44
Item Variances	Part 1	.162	.023	.256	.233	11.000	.009	22 ^a
	Part 2	.183	.023	.256	.233	11.000	.005	22 ^b
	Both Parts	.173	.023	.256	.233	11.000	.007	44
Inter-Item Covariances	Part 1	.025	-.049	.196	.245	-4.023	.001	22 ^a
	Part 2	.018	-.063	.161	.224	-2.544	.001	22 ^b
	Both Parts	.021	-.080	.196	.276	-2.441	.001	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.58	14.963	3.868	22 ^a
Part 2	14.86	12.409	3.523	22 ^b
Both Parts	30.44	47.252	6.874	44

*Fall Split-half Reliability Estimates for Grade 4 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	283	91.0
	Excluded ^a	28	9.0
	Total	311	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.868	.856	45

a. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.742	.279	.996	.717	3.570	.035	45
Item Variances	.158	.004	.251	.247	70.894	.007	45
Inter-Item Covariances	.020	-.014	.149	.162	-10.880	.000	45

a. EthnicCd = Asian/Pacific Islander

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.40	46.894	6.848	45

a. EthnicCd = Asian/Pacific Islander

*Fall Split-half Reliability Estimates for Grade 4 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	283	91.0
	Excluded ^a	28	9.0
	Total	311	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.794
		N of Items	23 ^a
	Part 2	Value	.753
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.719
Spearman-Brown Coefficient	Equal Length		.837
	Unequal Length		.837
Guttman Split-Half Coefficient			.837

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.773	.279	.979	.700	3.506	.034	23 ^a
	Part 2	.710	.385	.996	.611	2.587	.035	22 ^b
	Both Parts	.742	.279	.996	.717	3.570	.035	45
Item Variances	Part 1	.143	.021	.250	.229	12.004	.007	23 ^a
	Part 2	.173	.004	.251	.247	70.894	.007	22 ^b
	Both Parts	.158	.004	.251	.247	70.894	.007	45
Inter-Item Covariances	Part 1	.021	-.010	.141	.151	-13.571	.001	23 ^a
	Part 2	.021	-.007	.149	.156	-21.860	.000	22 ^b
	Both Parts	.020	-.014	.149	.162	-10.880	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.78	13.725	3.705	23 ^a
Part 2	15.62	13.548	3.681	22 ^b
Both Parts	33.40	46.894	6.848	45

*Fall Cronbach's Alpha Estimates for Grade 4 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	110	87.3
	Excluded ^a	16	12.7
	Total	126	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.820	.816	45

a. EthnicCd = Black

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.641	.209	.991	.782	4.739	.049	45
Item Variances	.183	.009	.252	.243	27.752	.006	45
Inter-Item Covariances	.017	-.066	.163	.229	-2.447	.001	45

a. EthnicCd = Black

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
28.83	41.557	6.446	45

a. EthnicCd = Black

*Fall Split-half Reliability Estimates for Grade 4 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	110	87.3
	Excluded ^a	16	12.7
	Total	126	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.732
		N of Items	23 ^a
	Part 2	Value	.663
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.668
Spearman-Brown Coefficient	Equal Length		.801
	Unequal Length		.801
Guttman Split-Half Coefficient			.800

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Black

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.666	.209	.991	.782	4.739	.055	23 ^a
	Part 2	.614	.309	.991	.682	3.206	.045	22 ^b
	Both Parts	.641	.209	.991	.782	4.739	.049	45
Item Variances	Part 1	.172	.009	.252	.243	27.752	.007	23 ^a
	Part 2	.196	.009	.252	.243	27.743	.005	22 ^b
	Both Parts	.183	.009	.252	.243	27.752	.006	45
Inter-Item Covariances	Part 1	.018	-.026	.163	.188	-6.290	.001	23 ^a
	Part 2	.016	-.066	.123	.189	-1.849	.001	22 ^b
	Both Parts	.017	-.066	.163	.229	-2.447	.001	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.33	13.176	3.630	23 ^a
Part 2	13.50	11.757	3.429	22 ^b
Both Parts	28.83	41.557	6.446	45

*Fall Cronbach's Alpha Estimates for Grade 4 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	755	87.2
	Excluded ^a	111	12.8
	Total	866	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.808	.804	45

a. EthnicCd = Hispanic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.605	.115	.981	.866	8.517	.055	45
Item Variances	.186	.018	.250	.232	13.733	.005	45
Inter-Item Covariances	.016	-.021	.141	.163	-6.678	.000	45

a. EthnicCd = Hispanic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
27.21	39.843	6.312	45

a. EthnicCd = Hispanic

*Fall Split-half Reliability Estimates for Grade 4 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	755	87.2
	Excluded ^a	111	12.8
	Total	866	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.669
		N of Items	23 ^a
	Part 2	Value	.694
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.662
Spearman-Brown Coefficient	Equal Length		.797
	Unequal Length		.797
Guttman Split-Half Coefficient			.794

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Hispanic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.638	.115	.968	.853	8.402	.067	23 ^a
	Part 2	.570	.297	.981	.685	3.308	.043	22 ^b
	Both Parts	.605	.115	.981	.866	8.517	.055	45
Item Variances	Part 1	.168	.031	.250	.219	8.109	.007	23 ^a
	Part 2	.205	.018	.250	.232	13.733	.004	22 ^b
	Both Parts	.186	.018	.250	.232	13.733	.005	45
Inter-Item Covariances	Part 1	.014	-.009	.117	.126	-12.759	.000	23 ^a
	Part 2	.019	-.017	.141	.158	-8.290	.000	22 ^b
	Both Parts	.016	-.021	.141	.163	-6.678	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.66	10.711	3.273	23 ^a
Part 2	12.54	13.312	3.649	22 ^b
Both Parts	27.21	39.843	6.312	45

*Fall Cronbach's Alpha Estimates for Grade 4 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2373	91.0
	Excluded ^a	235	9.0
	Total	2608	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.852	45

a. EthnicCd = White

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.727	.230	.995	.765	4.324	.036	45
Item Variances	.163	.005	.250	.245	49.686	.007	45
Inter-Item Covariances	.019	-.002	.158	.160	-72.163	.000	45

a. EthnicCd = White

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
32.72	45.267	6.728	45

a. EthnicCd = White

*Fall Split-half Reliability Estimates for Grade 4 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2373	91.0
	Excluded ^a	235	9.0
	Total	2608	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.769
		N of Items	23 ^a
	Part 2	Value	.745
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.709
Spearman-Brown Coefficient	Equal Length		.830
	Unequal Length		.830
Guttman Split-Half Coefficient			.830

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = White

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.754	.230	.979	.749	4.256	.040	23 ^a
	Part 2	.699	.311	.995	.684	3.204	.033	22 ^b
	Both Parts	.727	.230	.995	.765	4.324	.036	45
Item Variances	Part 1	.148	.020	.250	.230	12.362	.008	23 ^a
	Part 2	.179	.005	.250	.245	49.678	.006	22 ^b
	Both Parts	.163	.005	.250	.245	49.686	.007	45
Inter-Item Covariances	Part 1	.019	-.002	.154	.155	-85.830	.000	23 ^a
	Part 2	.021	-.001	.158	.159	-126.409	.000	22 ^b
	Both Parts	.019	-.002	.158	.160	-72.163	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.34	12.822	3.581	23 ^a
Part 2	15.38	13.666	3.697	22 ^b
Both Parts	32.72	45.267	6.728	45

*Fall Cronbach's Alpha Estimates for Grade 4 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	170	91.4
	Excluded ^a	16	8.6
	Total	186	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.889	.885	45

a. EthnicCd = Multiethnic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.733	.229	.988	.759	4.308	.036	45
Item Variances	.161	.012	.251	.239	21.476	.007	45
Inter-Item Covariances	.024	-.024	.154	.178	-6.314	.001	45

a. EthnicCd = Multiethnic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
32.98	55.627	7.458	45

a. EthnicCd = Multiethnic

*Fall Split-half Reliability Estimates for Grade 4 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	170	91.4
	Excluded ^a	16	8.6
	Total	186	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.825
		N of Items	23 ^a
	Part 2	Value	.787
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.760
Spearman-Brown Coefficient	Equal Length		.864
	Unequal Length		.864
Guttman Split-Half Coefficient			.864

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Multiethnic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.761	.229	.976	.747	4.256	.038	23 ^a
	Part 2	.703	.300	.988	.688	3.294	.035	22 ^b
	Both Parts	.733	.229	.988	.759	4.308	.036	45
Item Variances	Part 1	.146	.023	.250	.227	10.807	.008	23 ^a
	Part 2	.177	.012	.251	.239	21.476	.006	22 ^b
	Both Parts	.161	.012	.251	.239	21.476	.007	45
Inter-Item Covariances	Part 1	.025	-.010	.145	.155	-14.537	.001	23 ^a
	Part 2	.025	-.024	.154	.178	-6.314	.001	22 ^b
	Both Parts	.024	-.024	.154	.178	-6.314	.001	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.51	15.967	3.996	23 ^a
Part 2	15.48	15.636	3.954	22 ^b
Both Parts	32.98	55.627	7.458	45

*Fall Cronbach's Alpha Estimates for Grade 4 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	57	72.2
	Excluded ^a	22	27.8
	Total	79	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.840	43

a. EthnicCd = Decline

Note: For split file EthnicCd=Decline, each of the following component variables has zero variance and is removed from the scale: FallFP2Q3C, FallFP2Q1C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.664	.228	.982	.754	4.308	.043	43
Item Variances	.185	.018	.254	.237	14.500	.006	43
Inter-Item Covariances	.020	-.061	.191	.252	-3.123	.001	43

a. EthnicCd = Decline

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
28.56	43.858	6.623	43

a. EthnicCd = Decline

*Fall Split-half Reliability Estimates for Grade 4 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	57	72.2
	Excluded ^a	22	27.8
	Total	79	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.727
		N of Items	22 ^a
	Part 2	Value	.710
		N of Items	21 ^b
Total N of Items		43	
Correlation Between Forms			.744
Spearman-Brown Coefficient	Equal Length		.853
	Unequal Length		.853
Guttman Split-Half Coefficient			.853

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C.

b. The items are: FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C.

c. EthnicCd = Decline

Note: For split file EthnicCd=Decline, each of the following component variables has zero variance and is removed from the scale: FallFP2Q3C, FallFP2Q1C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.681	.228	.982	.754	4.308	.054	22 ^a
	Part 2	.647	.368	.947	.579	2.571	.032	21 ^b
	Both Parts	.664	.228	.982	.754	4.308	.043	43
Item Variances	Part 1	.169	.018	.254	.237	14.500	.008	22 ^a
	Part 2	.201	.051	.254	.204	5.012	.005	21 ^b
	Both Parts	.185	.018	.254	.237	14.500	.006	43
Inter-Item Covariances	Part 1	.018	-.061	.191	.252	-3.123	.001	22 ^a
	Part 2	.021	-.048	.157	.205	-3.281	.001	21 ^b
	Both Parts	.020	-.061	.191	.252	-3.123	.001	43

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.98	12.125	3.482	22 ^a
Part 2	13.58	13.034	3.610	21 ^b
Both Parts	28.56	43.858	6.623	43

*Winter Cronbach's Alpha Estimates for Grade 4 Native American Students***Case Processing Summary^b**

		N	%
Cases	Valid	23	47.9
	Excluded ^a	25	52.1
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.884	.885	42

a. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: WintFP1Q2C, WintFP2Q7C, WintFP2Q9C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.682	.261	.957	.696	3.667	.036	42
Item Variances	.190	.043	.261	.217	6.000	.005	42
Inter-Item Covariances	.029	-.132	.192	.324	-1.448	.002	42

a. EthnicCd = American/Indian

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
28.65	58.510	7.649	42

a. EthnicCd = American/Indian

*Winter Split-half Reliability Estimates for Grade 4 Native American Students***Case Processing Summary^b**

		N	%
Cases	Valid	23	47.9
	Excluded ^a	25	52.1
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.761
		N of Items	20 ^a
	Part 2	Value	.853
		N of Items	22 ^b
Total N of Items		42	
Correlation Between Forms			.621
Spearman-Brown Coefficient	Equal Length		.766
	Unequal Length		.766
Guttman Split-Half Coefficient			.744

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C.

b. The items are: WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C.

c. EthnicCd = American/Indian

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.680	.261	.957	.696	3.667	.049	20 ^a
	Part 2	.684	.348	.957	.609	2.750	.025	22 ^b
	Both Parts	.682	.261	.957	.696	3.667	.036	42
Item Variances	Part 1	.178	.043	.261	.217	6.000	.006	20 ^a
	Part 2	.201	.043	.261	.217	6.000	.004	22 ^b
	Both Parts	.190	.043	.261	.217	6.000	.005	42
Inter-Item Covariances	Part 1	.025	-.087	.146	.233	-1.682	.002	20 ^a
	Part 2	.042	-.081	.176	.257	-2.171	.002	22 ^b
	Both Parts	.029	-.132	.192	.324	-1.448	.002	42

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	13.61	12.885	3.590	20 ^a
Part 2	15.04	23.862	4.885	22 ^b
Both Parts	28.65	58.510	7.649	42

*Winter Cronbach's Alpha Estimates for Grade 4 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	242	77.8
	Excluded ^a	69	22.2
	Total	311	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.865	.858	45

a. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.769	.393	.992	.599	2.526	.035	45
Item Variances	.144	.008	.251	.243	30.469	.008	45
Inter-Item Covariances	.018	-.013	.177	.190	-13.778	.000	45

a. EthnicCd = Asian/Pacific Islander

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
34.62	41.756	6.462	45

a. EthnicCd = Asian/Pacific Islander

*Winter Split-half Reliability Estimates for Grade 4 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	242	77.8
	Excluded ^a	69	22.2
	Total	311	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.757
		N of Items	23 ^a
	Part 2	Value	.791
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.692
Spearman-Brown Coefficient	Equal Length		.818
	Unequal Length		.818
Guttman Split-Half Coefficient			.817

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.733	.393	.992	.599	2.526	.040	23 ^a
	Part 2	.807	.421	.992	.570	2.353	.029	22 ^b
	Both Parts	.769	.393	.992	.599	2.526	.035	45
Item Variances	Part 1	.158	.008	.251	.243	30.469	.008	23 ^a
	Part 2	.128	.008	.250	.242	30.427	.008	22 ^b
	Both Parts	.144	.008	.251	.243	30.469	.008	45
Inter-Item Covariances	Part 1	.019	-.013	.111	.124	-8.646	.000	23 ^a
	Part 2	.019	-.004	.079	.083	-22.585	.000	22 ^b
	Both Parts	.018	-.013	.177	.190	-13.778	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.86	13.192	3.632	23 ^a
Part 2	17.76	11.505	3.392	22 ^b
Both Parts	34.62	41.756	6.462	45

*Winter Cronbach's Alpha Estimates for Grade 4 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	80	63.5
	Excluded ^a	46	36.5
	Total	126	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.824	.822	44

a. EthnicCd = Black

Note: For split file EthnicCd=Black, each of the following component variables has zero variance and is removed from the scale: WintFP2Q3C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.700	.262	.988	.725	3.762	.049	44
Item Variances	.164	.012	.253	.241	20.241	.007	44
Inter-Item Covariances	.016	-.042	.138	.180	-3.314	.001	44

a. EthnicCd = Black

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
30.79	36.954	6.079	44

a. EthnicCd = Black

*Winter Split-half Reliability Estimates for Grade 4 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	80	63.5
	Excluded ^a	46	36.5
	Total	126	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.675
		N of Items	22 ^a
	Part 2	Value	.753
		N of Items	22 ^b
Total N of Items		44	
Correlation Between Forms			.628
Spearman-Brown Coefficient	Equal Length		.772
	Unequal Length		.772
Guttman Split-Half Coefficient			.772

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C.

b. The items are: WintFP2Q9C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C.

c. EthnicCd = Black

Note: For split file EthnicCd=Black, each of the following component variables has zero variance and is removed from the scale: WintFP2Q3C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.637	.262	.975	.712	3.714	.057	22 ^a
	Part 2	.762	.312	.988	.675	3.160	.036	22 ^b
	Both Parts	.700	.262	.988	.725	3.762	.049	44
Item Variances	Part 1	.180	.025	.253	.228	10.250	.006	22 ^a
	Part 2	.148	.012	.253	.240	20.203	.007	22 ^b
	Both Parts	.164	.012	.253	.241	20.241	.007	44
Inter-Item Covariances	Part 1	.015	-.042	.135	.177	-3.235	.001	22 ^a
	Part 2	.018	-.038	.106	.144	-2.760	.001	22 ^b
	Both Parts	.016	-.042	.138	.180	-3.314	.001	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.01	11.101	3.332	22 ^a
Part 2	16.77	11.594	3.405	22 ^b
Both Parts	30.79	36.954	6.079	44

*Winter Cronbach's Alpha Estimates for Grade 4 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	637	73.6
	Excluded ^a	229	26.4
	Total	866	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.811	45

a. EthnicCd = Hispanic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.634	.157	.962	.805	6.130	.056	45
Item Variances	.178	.036	.250	.214	6.895	.005	45
Inter-Item Covariances	.015	-.022	.126	.148	-5.763	.000	45

a. EthnicCd = Hispanic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
28.51	37.477	6.122	45

a. EthnicCd = Hispanic

*Winter Split-half Reliability Estimates for Grade 4 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	637	73.6
	Excluded ^a	229	26.4
	Total	866	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.619
		N of Items	23 ^a
	Part 2	Value	.755
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.581
Spearman-Brown Coefficient	Equal Length		.735
	Unequal Length		.735
Guttman Split-Half Coefficient			.732

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = Hispanic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.577	.157	.950	.793	6.050	.060	23 ^a
	Part 2	.693	.192	.962	.771	5.025	.047	22 ^b
	Both Parts	.634	.157	.962	.805	6.130	.056	45
Item Variances	Part 1	.187	.048	.250	.203	5.240	.005	23 ^a
	Part 2	.168	.036	.250	.214	6.892	.006	22 ^b
	Both Parts	.178	.036	.250	.214	6.895	.005	45
Inter-Item Covariances	Part 1	.012	-.022	.072	.094	-3.311	.000	23 ^a
	Part 2	.021	-.014	.126	.140	-9.105	.001	22 ^b
	Both Parts	.015	-.022	.126	.148	-5.763	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	13.28	10.527	3.245	23 ^a
Part 2	15.24	13.229	3.637	22 ^b
Both Parts	28.51	37.477	6.122	45

*Winter Cronbach's Alpha Estimates for Grade 4 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	1643	63.0
	Excluded ^a	965	37.0
	Total	2608	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.848	.852	45

a. EthnicCd = White

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.739	.259	.987	.728	3.808	.041	45
Item Variances	.153	.013	.250	.238	19.812	.007	45
Inter-Item Covariances	.017	-.006	.117	.123	-20.557	.000	45

a. EthnicCd = White

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.26	40.219	6.342	45

a. EthnicCd = White

*Winter Split-half Reliability Estimates for Grade 4 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	1643	63.0
	Excluded ^a	965	37.0
	Total	2608	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.734
		N of Items	23 ^a
	Part 2	Value	.767
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.668
Spearman-Brown Coefficient	Equal Length		.801
	Unequal Length		.801
Guttman Split-Half Coefficient			.799

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = White

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.692	.259	.976	.717	3.765	.044	23 ^a
	Part 2	.788	.292	.987	.695	3.379	.035	22 ^b
	Both Parts	.739	.259	.987	.728	3.808	.041	45
Item Variances	Part 1	.171	.023	.250	.227	10.788	.006	23 ^a
	Part 2	.133	.013	.249	.236	19.719	.007	22 ^b
	Both Parts	.153	.013	.250	.238	19.812	.007	45
Inter-Item Covariances	Part 1	.018	-.006	.073	.079	-12.832	.000	23 ^a
	Part 2	.017	.000	.093	.094	-124.169	.000	22 ^b
	Both Parts	.017	-.006	.117	.123	-20.557	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.92	13.216	3.635	23 ^a
Part 2	17.34	10.942	3.308	22 ^b
Both Parts	33.26	40.219	6.342	45

*Winter Cronbach's Alpha Estimates for Grade 4 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	122	65.6
	Excluded ^a	64	34.4
	Total	186	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.871	.878	45

a. EthnicCd = Multiethnic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.775	.352	.992	.639	2.814	.031	45
Item Variances	.146	.008	.252	.244	30.752	.007	45
Inter-Item Covariances	.019	-.038	.193	.231	-5.099	.000	45

a. EthnicCd = Multiethnic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
34.86	44.187	6.647	45

a. EthnicCd = Multiethnic

*Winter Split-half Reliability Estimates for Grade 4 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	122	65.6
	Excluded ^a	64	34.4
	Total	186	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.737
		N of Items	23 ^a
	Part 2	Value	.807
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.765
Spearman-Brown Coefficient	Equal Length		.867
	Unequal Length		.867
Guttman Split-Half Coefficient			.867

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = Multiethnic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.733	.352	.992	.639	2.814	.037	23 ^a
	Part 2	.818	.434	.975	.541	2.245	.022	22 ^b
	Both Parts	.775	.352	.992	.639	2.814	.031	45
Item Variances	Part 1	.162	.008	.252	.244	30.752	.007	23 ^a
	Part 2	.129	.024	.250	.225	10.322	.006	22 ^b
	Both Parts	.146	.008	.252	.244	30.752	.007	45
Inter-Item Covariances	Part 1	.018	-.038	.113	.151	-3.000	.001	23 ^a
	Part 2	.021	-.024	.085	.110	-3.488	.000	22 ^b
	Both Parts	.019	-.038	.193	.231	-5.099	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.86	12.633	3.554	23 ^a
Part 2	18.00	12.397	3.521	22 ^b
Both Parts	34.86	44.187	6.647	45

*Winter Cronbach's Alpha Estimates for Grade 4 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	44	55.7
	Excluded ^a	35	44.3
	Total	79	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.813	.812	43

a. EthnicCd = Decline

Note: For split file EthnicCd=Decline, each of the following component variables has zero variance and is removed from the scale: WintFP3Q2C, WintFP2Q7C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.668	.205	.977	.773	4.778	.052	43
Item Variances	.175	.023	.256	.233	11.256	.007	43
Inter-Item Covariances	.016	-.077	.132	.209	-1.705	.001	43

a. EthnicCd = Decline

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
28.73	36.715	6.059	43

a. EthnicCd = Decline

*Winter Split-half Reliability Estimates for Grade 4 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	44	55.7
	Excluded ^a	35	44.3
	Total	79	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.673
		N of Items	23 ^a
	Part 2	Value	.761
		N of Items	20 ^b
Total N of Items			43
Correlation Between Forms			.550
Spearman-Brown Coefficient	Equal Length		.710
	Unequal Length		.711
Guttman Split-Half Coefficient			.709

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C.

c. EthnicCd = Decline

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.619	.227	.977	.750	4.300	.051	23 ^a
	Part 2	.725	.205	.977	.773	4.778	.048	20 ^b
	Both Parts	.668	.205	.977	.773	4.778	.052	43
Item Variances	Part 1	.191	.023	.255	.233	11.233	.006	23 ^a
	Part 2	.157	.023	.256	.233	11.256	.008	20 ^b
	Both Parts	.175	.023	.256	.233	11.256	.007	43
Inter-Item Covariances	Part 1	.016	-.077	.117	.195	-1.521	.001	23 ^a
	Part 2	.022	-.056	.118	.174	-2.113	.001	20 ^b
	Both Parts	.016	-.077	.132	.209	-1.705	.001	43

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.23	12.366	3.516	23 ^a
Part 2	14.50	11.326	3.365	20 ^b
Both Parts	28.73	36.715	6.059	43

*Spring Cronbach's Alpha Estimates for Grade 4 Native American Students***Case Processing Summary^b**

		N	%
Cases	Valid	46	95.8
	Excluded ^a	2	4.2
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.870	.873	44

a. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: SprFP2Q3C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.769	.348	.978	.630	2.812	.025	44
Item Variances	.157	.022	.256	.234	11.756	.005	44
Inter-Item Covariances	.021	-.047	.135	.182	-2.847	.001	44

a. EthnicCd = American/Indian

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.85	46.087	6.789	44

a. EthnicCd = American/Indian

*Spring Split-half Reliability Estimates for Grade 4 Native American Students***Case Processing Summary^b**

		N	%
Cases	Valid	46	95.8
	Excluded ^a	2	4.2
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.819
		N of Items	22 ^a
	Part 2	Value	.709
		N of Items	22 ^b
Total N of Items			44
Correlation Between Forms			.759
Spearman-Brown Coefficient	Equal Length		.863
	Unequal Length		.863
Guttman Split-Half Coefficient			.855

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C.

b. The items are: SprFP2Q8C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C.

c. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: SprFP2Q3C.

Summary Item Statistics^e

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.764	.348	.978	.630	2.812	.032	22 ^a
	Part 2	.775	.435	.935	.500	2.150	.019	22 ^b
	Both Parts	.769	.348	.978	.630	2.812	.025	44
Item Variances	Part 1	.154	.022	.251	.229	11.556	.006	22 ^a
	Part 2	.160	.062	.256	.193	4.101	.004	22 ^b
	Both Parts	.157	.022	.256	.234	11.756	.005	44
Inter-Item Covariances	Part 1	.026	-.038	.135	.172	-3.577	.001	22 ^a
	Part 2	.016	-.047	.107	.155	-2.265	.001	22 ^b
	Both Parts	.021	-.047	.135	.182	-2.847	.001	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.80	15.494	3.936	22 ^a
Part 2	17.04	10.887	3.300	22 ^b
Both Parts	33.85	46.087	6.789	44

*Spring Cronbach's Alpha Estimates for Grade 4 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	259	83.3
	Excluded ^a	52	16.7
	Total	311	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.879	.878	45

a. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.824	.425	.996	.571	2.345	.019	45
Item Variances	.127	.004	.251	.247	64.922	.006	45
Inter-Item Covariances	.018	-.006	.107	.114	-17.636	.000	45

a. EthnicCd = Asian/Pacific Islander

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
37.06	40.528	6.366	45

a. EthnicCd = Asian/Pacific Islander

*Spring Split-half Reliability Estimates for Grade 4 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	259	83.3
	Excluded ^a	52	16.7
	Total	311	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.777
		N of Items	23 ^a
	Part 2	Value	.802
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.747
Spearman-Brown Coefficient	Equal Length		.855
	Unequal Length		.855
Guttman Split-Half Coefficient			.855

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.811	.425	.996	.571	2.345	.025	23 ^a
	Part 2	.836	.602	.996	.394	1.654	.014	22 ^b
	Both Parts	.824	.425	.996	.571	2.345	.019	45
Item Variances	Part 1	.129	.004	.251	.247	64.922	.007	23 ^a
	Part 2	.124	.004	.240	.237	62.279	.006	22 ^b
	Both Parts	.127	.004	.251	.247	64.922	.006	45
Inter-Item Covariances	Part 1	.017	-.006	.101	.107	-16.631	.000	23 ^a
	Part 2	.019	-.004	.073	.077	-18.715	.000	22 ^b
	Both Parts	.018	-.006	.107	.114	-17.636	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.66	11.581	3.403	23 ^a
Part 2	18.39	11.619	3.409	22 ^b
Both Parts	37.06	40.528	6.366	45

*Spring Cronbach's Alpha Estimates for Grade 4 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	117	92.9
	Excluded ^a	9	7.1
	Total	126	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.867	.871	44

a. EthnicCd = Black

Note: For split file EthnicCd=Black, each of the following component variables has zero variance and is removed from the scale: SprFP1Q1C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.740	.308	.991	.684	3.222	.031	44
Item Variances	.163	.009	.252	.243	29.448	.006	44
Inter-Item Covariances	.021	-.024	.101	.125	-4.205	.000	44

a. EthnicCd = Black

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
32.57	47.005	6.856	44

a. EthnicCd = Black

*Spring Split-half Reliability Estimates for Grade 4 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	117	92.9
	Excluded ^a	9	7.1
	Total	126	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.757
		N of Items	22 ^a
	Part 2	Value	.778
		N of Items	22 ^b
Total N of Items			44
Correlation Between Forms			.753
Spearman-Brown Coefficient	Equal Length		.859
	Unequal Length		.859
Guttman Split-Half Coefficient			.859

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C.

b. The items are: SprFP2Q8C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C.

c. EthnicCd = Black

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.728	.308	.991	.684	3.222	.040	22 ^a
	Part 2	.753	.427	.974	.547	2.280	.024	22 ^b
	Both Parts	.740	.308	.991	.684	3.222	.031	44
Item Variances	Part 1	.161	.009	.251	.242	29.328	.006	22 ^a
	Part 2	.165	.025	.252	.226	9.988	.005	22 ^b
	Both Parts	.163	.009	.252	.243	29.448	.006	44
Inter-Item Covariances	Part 1	.020	-.017	.072	.088	-4.324	.000	22 ^a
	Part 2	.023	-.024	.076	.100	-3.147	.000	22 ^b
	Both Parts	.021	-.024	.101	.125	-4.205	.000	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.01	12.784	3.576	22 ^a
Part 2	16.56	14.041	3.747	22 ^b
Both Parts	32.57	47.005	6.856	44

*Spring Cronbach's Alpha Estimates for Grade 4 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	656	75.8
	Excluded ^a	210	24.2
	Total	866	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.841	.848	45

a. EthnicCd = Hispanic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.708	.232	.970	.738	4.184	.036	45
Item Variances	.171	.030	.250	.220	8.447	.005	45
Inter-Item Covariances	.018	-.008	.082	.091	-9.798	.000	45

a. EthnicCd = Hispanic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
31.88	43.275	6.578	45

a. EthnicCd = Hispanic

*Spring Split-half Reliability Estimates for Grade 4 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	656	75.8
	Excluded ^a	210	24.2
	Total	866	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.689
		N of Items	23 ^a
	Part 2	Value	.775
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.665
Spearman-Brown Coefficient	Equal Length		.799
	Unequal Length		.799
Guttman Split-Half Coefficient			.795

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = Hispanic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.690	.232	.965	.733	4.164	.046	23 ^a
	Part 2	.728	.416	.970	.553	2.330	.027	22 ^b
	Both Parts	.708	.232	.970	.738	4.184	.036	45
Item Variances	Part 1	.170	.034	.250	.216	7.380	.006	23 ^a
	Part 2	.172	.030	.249	.219	8.413	.005	22 ^b
	Both Parts	.171	.030	.250	.220	8.447	.005	45
Inter-Item Covariances	Part 1	.015	-.008	.080	.088	-10.027	.000	23 ^a
	Part 2	.023	.000	.082	.082	-384.261	.000	22 ^b
	Both Parts	.018	-.008	.082	.091	-9.798	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.87	11.484	3.389	23 ^a
Part 2	16.01	14.580	3.818	22 ^b
Both Parts	31.88	43.275	6.578	45

*Spring Cronbach's Alpha Estimates for Grade 4 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2281	87.5
	Excluded ^a	327	12.5
	Total	2608	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.862	.867	45

a. EthnicCd = White

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.806	.325	.986	.661	3.034	.024	45
Item Variances	.133	.014	.246	.232	17.253	.006	45
Inter-Item Covariances	.016	.000	.086	.087	-92.307	.000	45

a. EthnicCd = White

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
36.28	37.980	6.163	45

a. EthnicCd = White

*Spring Split-half Reliability Estimates for Grade 4 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2281	87.5
	Excluded ^a	327	12.5
	Total	2608	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.755
		N of Items	23 ^a
	Part 2	Value	.775
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.714
Spearman-Brown Coefficient	Equal Length		.833
	Unequal Length		.833
Guttman Split-Half Coefficient			.833

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = White

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.788	.325	.983	.658	3.027	.033	23 ^a
	Part 2	.825	.584	.986	.401	1.686	.016	22 ^b
	Both Parts	.806	.325	.986	.661	3.034	.024	45
Item Variances	Part 1	.136	.016	.246	.230	15.016	.007	23 ^a
	Part 2	.129	.014	.243	.229	17.034	.006	22 ^b
	Both Parts	.133	.014	.246	.232	17.253	.006	45
Inter-Item Covariances	Part 1	.016	.000	.084	.084	-1203.720	.000	23 ^a
	Part 2	.017	.001	.083	.083	117.594	.000	22 ^b
	Both Parts	.016	.000	.086	.087	-92.307	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.13	11.247	3.354	23 ^a
Part 2	18.15	10.907	3.303	22 ^b
Both Parts	36.28	37.980	6.163	45

*Spring Cronbach's Alpha Estimates for Grade 4 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	168	90.3
	Excluded ^a	18	9.7
	Total	186	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.904	.907	45

a. EthnicCd = Multiethnic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.813	.387	.994	.607	2.569	.020	45
Item Variances	.134	.006	.250	.244	41.958	.006	45
Inter-Item Covariances	.023	-.015	.116	.131	-7.767	.000	45

a. EthnicCd = Multiethnic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
36.59	51.705	7.191	45

a. EthnicCd = Multiethnic

*Spring Split-half Reliability Estimates for Grade 4 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	168	90.3
	Excluded ^a	18	9.7
	Total	186	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.823
		N of Items	23 ^a
	Part 2	Value	.835
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.792
Spearman-Brown Coefficient	Equal Length		.884
	Unequal Length		.884
Guttman Split-Half Coefficient			.884

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = Multiethnic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.799	.387	.976	.589	2.523	.024	23 ^a
	Part 2	.828	.583	.994	.411	1.704	.015	22 ^b
	Both Parts	.813	.387	.994	.607	2.569	.020	45
Item Variances	Part 1	.138	.023	.250	.226	10.681	.006	23 ^a
	Part 2	.129	.006	.245	.239	41.078	.005	22 ^b
	Both Parts	.134	.006	.250	.244	41.958	.006	45
Inter-Item Covariances	Part 1	.023	-.009	.098	.106	-11.404	.000	23 ^a
	Part 2	.024	-.003	.116	.119	-38.833	.000	22 ^b
	Both Parts	.023	-.015	.116	.131	-7.767	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.37	14.941	3.865	23 ^a
Part 2	18.22	13.921	3.731	22 ^b
Both Parts	36.59	51.705	7.191	45

*Spring Cronbach's Alpha Estimates for Grade 4 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	64	81.0
	Excluded ^a	15	19.0
	Total	79	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.865	44

a. EthnicCd = Decline

Note: For split file EthnicCd=Decline, each of the following component variables has zero variance and is removed from the scale: SprFP2Q3C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.768	.234	.984	.750	4.200	.032	44
Item Variances	.149	.016	.254	.238	16.238	.006	44
Inter-Item Covariances	.018	-.052	.103	.155	-2.000	.000	44

a. EthnicCd = Decline

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.81	40.853	6.392	44

a. EthnicCd = Decline

*Spring Split-half Reliability Estimates for Grade 4 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	64	81.0
	Excluded ^a	15	19.0
	Total	79	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.725
		N of Items	23 ^a
	Part 2	Value	.778
		N of Items	21 ^b
Total N of Items			44
Correlation Between Forms			.755
Spearman-Brown Coefficient	Equal Length		.861
	Unequal Length		.861
Guttman Split-Half Coefficient			.860

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C.

c. EthnicCd = Decline

Note: For split file EthnicCd=Decline, each of the following component variables has zero variance and is removed from the scale: SprFP2Q3C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.752	.234	.984	.750	4.200	.044	23 ^a
	Part 2	.786	.516	.969	.453	1.879	.019	21 ^b
	Both Parts	.768	.234	.984	.750	4.200	.032	44
Item Variances	Part 1	.146	.016	.254	.238	16.238	.006	23 ^a
	Part 2	.152	.031	.254	.223	8.250	.005	21 ^b
	Both Parts	.149	.016	.254	.238	16.238	.006	44
Inter-Item Covariances	Part 1	.015	-.052	.083	.135	-1.615	.000	23 ^a
	Part 2	.022	-.041	.091	.132	-2.217	.000	21 ^b
	Both Parts	.018	-.052	.103	.155	-2.000	.000	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.30	10.974	3.313	23 ^a
Part 2	16.52	12.317	3.510	21 ^b
Both Parts	33.81	40.853	6.392	44

*Fall Cronbach's Alpha Estimates for Grade 4 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	553	85.5
	Excluded ^a	94	14.5
	Total	647	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.858	45

a. SPED = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.591	.206	.975	.769	4.728	.042	45
Item Variances	.201	.025	.250	.226	10.129	.004	45
Inter-Item Covariances	.024	-.015	.146	.161	-9.664	.000	45

a. SPED = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
26.59	56.941	7.546	45

a. SPED = Yes

*Fall Split-half Reliability Estimates for Grade 4 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	553	85.5
	Excluded ^a	94	14.5
	Total	647	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.763
		N of Items	23 ^a
	Part 2	Value	.757
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.725
Spearman-Brown Coefficient	Equal Length		.840
	Unequal Length		.840
Guttman Split-Half Coefficient			.838

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. SPED = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.652	.206	.975	.769	4.728	.053	23 ^a
	Part 2	.527	.306	.839	.533	2.746	.023	22 ^b
	Both Parts	.591	.206	.975	.769	4.728	.042	45
Item Variances	Part 1	.176	.025	.250	.226	10.124	.006	23 ^a
	Part 2	.228	.135	.250	.115	1.851	.001	22 ^b
	Both Parts	.201	.025	.250	.226	10.129	.004	45
Inter-Item Covariances	Part 1	.022	-.008	.130	.138	-16.180	.000	23 ^a
	Part 2	.028	-.015	.146	.160	-9.927	.000	22 ^b
	Both Parts	.024	-.015	.146	.161	-9.664	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.00	14.996	3.873	23 ^a
Part 2	11.59	18.082	4.252	22 ^b
Both Parts	26.59	56.941	7.546	45

*Winter Cronbach's Alpha Estimates for All Grade 4 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	388	60.0
	Excluded ^a	259	40.0
Total		647	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.846	.849	45

a. SPED = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.611	.183	.936	.753	5.113	.044	45
Item Variances	.195	.060	.251	.190	4.147	.004	45
Inter-Item Covariances	.021	-.024	.107	.131	-4.551	.000	45

a. SPED = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
27.51	50.804	7.128	45

a. SPED = Yes

*Winter Split-half Reliability Estimates for Grade 4 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	388	60.0
	Excluded ^a	259	40.0
	Total	647	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.733
		N of Items	23 ^a
	Part 2	Value	.756
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.668
Spearman-Brown Coefficient	Equal Length		.801
	Unequal Length		.801
Guttman Split-Half Coefficient			.799

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. SPED = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.635	.183	.923	.740	5.042	.056	23 ^a
	Part 2	.586	.255	.936	.680	3.667	.033	22 ^b
	Both Parts	.611	.183	.936	.753	5.113	.044	45
Item Variances	Part 1	.178	.072	.250	.179	3.498	.004	23 ^a
	Part 2	.212	.060	.251	.190	4.147	.003	22 ^b
	Both Parts	.195	.060	.251	.190	4.147	.004	45
Inter-Item Covariances	Part 1	.019	-.017	.076	.093	-4.608	.000	23 ^a
	Part 2	.026	-.012	.107	.119	-8.962	.000	22 ^b
	Both Parts	.021	-.024	.107	.131	-4.551	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.61	13.742	3.707	23 ^a
Part 2	12.89	16.772	4.095	22 ^b
Both Parts	27.51	50.804	7.128	45

*Spring Cronbach's Alpha Estimates for Grade 4 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	564	87.2
	Excluded ^a	83	12.8
	Total	647	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.881	.885	45

a. SPED = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.693	.280	.963	.683	3.437	.030	45
Item Variances	.184	.036	.250	.215	6.974	.004	45
Inter-Item Covariances	.026	-.006	.092	.098	-16.025	.000	45

a. SPED = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
31.18	59.650	7.723	45

a. SPED = Yes

*Spring Split-half Reliability Estimates for Grade 4 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	564	87.2
	Excluded ^a	83	12.8
	Total	647	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.771
		N of Items	23 ^a
	Part 2	Value	.809
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.757
Spearman-Brown Coefficient	Equal Length		.862
	Unequal Length		.862
Guttman Split-Half Coefficient			.857

a. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. SPED = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.703	.280	.963	.683	3.437	.042	23 ^a
	Part 2	.682	.413	.883	.470	2.137	.018	22 ^b
	Both Parts	.693	.280	.963	.683	3.437	.030	45
Item Variances	Part 1	.169	.036	.250	.214	6.961	.005	23 ^a
	Part 2	.200	.104	.250	.147	2.419	.002	22 ^b
	Both Parts	.184	.036	.250	.215	6.974	.004	45
Inter-Item Covariances	Part 1	.022	-.006	.092	.098	-16.025	.000	23 ^a
	Part 2	.032	-.003	.083	.085	-32.724	.000	22 ^b
	Both Parts	.026	-.006	.092	.098	-16.025	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.18	14.784	3.845	23 ^a
Part 2	15.00	19.300	4.393	22 ^b
Both Parts	31.18	59.650	7.723	45

*Fall Cronbach's Alpha Estimates for All Grade 5 Students***Case Processing Summary**

		N	%
Cases	Valid	4026	92.7
	Excluded ^a	317	7.3
	Total	4343	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.851	.851	45

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.683	.239	.945	.707	3.960	.031	45
Item Variances	.186	.052	.250	.198	4.839	.004	45
Inter-Item Covariances	.021	-.002	.133	.135	-64.671	.000	45

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.75	49.869	7.062	45

*Fall Split-half Reliability Estimates for All Grade 5 Students***Case Processing Summary**

		N	%
Cases	Valid	4026	92.7
	Excluded ^a	317	7.3
	Total	4343	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.726
		N of Items	23 ^a
	Part 2	Value	.766
N of Items		22 ^b	
		Total N of Items	45
Correlation Between Forms			.705
Spearman-Brown Coefficient	Equal Length		.827
	Unequal Length		.827
Guttman Split-Half Coefficient			.820

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.705	.239	.945	.707	3.960	.046	23 ^a
	Part 2	.661	.486	.890	.403	1.829	.016	22 ^b
	Both Parts	.683	.239	.945	.707	3.960	.031	45
Item Variances	Part 1	.164	.052	.249	.197	4.811	.005	23 ^a
	Part 2	.209	.098	.250	.152	2.547	.002	22 ^b
	Both Parts	.186	.052	.250	.198	4.839	.004	45
Inter-Item Covariances	Part 1	.017	-.002	.133	.135	-64.671	.000	23 ^a
	Part 2	.027	.004	.075	.071	18.417	.000	22 ^b
	Both Parts	.021	-.002	.133	.135	-64.671	.000	45

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.22	12.339	3.513	23 ^a
Part 2	14.54	17.072	4.132	22 ^b
Both Parts	30.75	49.869	7.062	45

*Winter Cronbach's Alpha Estimates for All Grade 5 Students***Case Processing Summary**

		N	%
Cases	Valid	2929	67.4
	Excluded ^a	1414	32.6
	Total	4343	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	.882	45

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.739	.351	.986	.634	2.806	.025	45
Item Variances	.169	.014	.250	.236	17.686	.005	45
Inter-Item Covariances	.024	-.002	.114	.116	-55.434	.000	45

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.27	55.105	7.423	45

*Winter Split-half Reliability Estimates for All Grade 5 Students***Case Processing Summary**

		N	%
Cases	Valid	2929	67.4
	Excluded ^a	1414	32.6
	Total	4343	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.767
		N of Items	23 ^a
	Part 2	Value	.819
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.742
Spearman-Brown Coefficient	Equal Length		.852
	Unequal Length		.852
Guttman Split-Half Coefficient			.846

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.749	.351	.986	.634	2.806	.033	23 ^a
	Part 2	.729	.418	.882	.464	2.112	.017	22 ^b
	Both Parts	.739	.351	.986	.634	2.806	.025	45
Item Variances	Part 1	.156	.014	.250	.236	17.686	.007	23 ^a
	Part 2	.181	.104	.248	.144	2.378	.003	22 ^b
	Both Parts	.169	.014	.250	.236	17.686	.005	45
Inter-Item Covariances	Part 1	.020	.000	.114	.114	-889.005	.000	23 ^a
	Part 2	.031	-.002	.110	.112	-53.556	.000	22 ^b
	Both Parts	.024	-.002	.114	.116	-55.434	.000	45

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.22	13.505	3.675	23 ^a
Part 2	16.05	18.291	4.277	22 ^b
Both Parts	33.27	55.105	7.423	45

*Spring Cronbach's Alpha Estimates for All Grade 5 Students***Case Processing Summary**

		N	%
Cases	Valid	3804	87.6
	Excluded ^a	539	12.4
	Total	4343	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.905	.909	45

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.837	.523	.976	.453	1.867	.010	45
Item Variances	.127	.024	.250	.226	10.571	.004	45
Inter-Item Covariances	.022	.002	.094	.093	57.715	.000	45

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
37.66	49.616	7.044	45

*Spring Split-half Reliability Estimates for All Grade 5 Students***Case Processing Summary**

		N	%
Cases	Valid	3804	87.6
	Excluded ^a	539	12.4
	Total	4343	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.814
		N of Items	23 ^a
	Part 2	Value	.847
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.784
Spearman-Brown Coefficient	Equal Length		.879
	Unequal Length		.879
Guttman Split-Half Coefficient			.878

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C.

b. The items are: SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.832	.523	.976	.453	1.867	.014	23 ^a
	Part 2	.842	.679	.976	.297	1.437	.006	22 ^b
	Both Parts	.837	.523	.976	.453	1.867	.010	45
Item Variances	Part 1	.126	.024	.250	.226	10.571	.005	23 ^a
	Part 2	.128	.024	.218	.194	9.138	.003	22 ^b
	Both Parts	.127	.024	.250	.226	10.571	.004	45
Inter-Item Covariances	Part 1	.020	.002	.094	.093	57.715	.000	23 ^a
	Part 2	.026	.005	.070	.065	12.957	.000	22 ^b
	Both Parts	.022	.002	.094	.093	57.715	.000	45

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	19.15	13.132	3.624	23 ^a
Part 2	18.52	14.697	3.834	22 ^b
Both Parts	37.66	49.616	7.044	45

*Fall Cronbach's Alpha Estimates for Grade 5 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	274	88.7
	Excluded ^a	35	11.3
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.751	.748	45

a. ELL = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.542	.175	.909	.734	5.187	.038	45
Item Variances	.212	.083	.251	.168	3.015	.002	45
Inter-Item Covariances	.013	-.034	.137	.171	-4.032	.000	45

a. ELL = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
24.40	35.963	5.997	45

a. ELL = Yes

*Fall Split-half Reliability Estimates for Grade 5 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	274	88.7
	Excluded ^a	35	11.3
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.599
		N of Items	23 ^a
	Part 2	Value	.621
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.569
Spearman-Brown Coefficient	Equal Length		.725
	Unequal Length		.725
Guttman Split-Half Coefficient			.724

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. ELL = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.586	.175	.909	.734	5.187	.050	23 ^a
	Part 2	.497	.310	.774	.464	2.494	.022	22 ^b
	Both Parts	.542	.175	.909	.734	5.187	.038	45
Item Variances	Part 1	.195	.083	.251	.168	3.015	.003	23 ^a
	Part 2	.230	.176	.251	.075	1.428	.000	22 ^b
	Both Parts	.212	.083	.251	.168	3.015	.002	45
Inter-Item Covariances	Part 1	.012	-.022	.137	.159	-6.275	.000	23 ^a
	Part 2	.016	-.034	.056	.090	-1.652	.000	22 ^b
	Both Parts	.013	-.034	.137	.171	-4.032	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	13.48	10.514	3.243	23 ^a
Part 2	10.92	12.437	3.527	22 ^b
Both Parts	24.40	35.963	5.997	45

*Winter Cronbach's Alpha Estimates for Grade 5 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	224	72.5
	Excluded ^a	85	27.5
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.808	.807	45

a. ELL = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.583	.259	.929	.670	3.586	.030	45
Item Variances	.215	.067	.251	.184	3.769	.002	45
Inter-Item Covariances	.018	-.034	.104	.138	-3.075	.000	45

a. ELL = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
26.25	45.975	6.781	45

a. ELL = Yes

*Winter Split-half Reliability Estimates for Grade 5 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	224	72.5
	Excluded ^a	85	27.5
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.613
		N of Items	23 ^a
	Part 2	Value	.734
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.652
Spearman-Brown Coefficient	Equal Length		.789
	Unequal Length		.790
Guttman Split-Half Coefficient			.778

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. ELL = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.615	.259	.929	.670	3.586	.042	23 ^a
	Part 2	.550	.344	.750	.406	2.182	.017	22 ^b
	Both Parts	.583	.259	.929	.670	3.586	.030	45
Item Variances	Part 1	.197	.067	.251	.184	3.769	.003	23 ^a
	Part 2	.233	.188	.251	.062	1.331	.000	22 ^b
	Both Parts	.215	.067	.251	.184	3.769	.002	45
Inter-Item Covariances	Part 1	.013	-.023	.068	.091	-2.901	.000	23 ^a
	Part 2	.026	-.026	.104	.130	-4.015	.001	22 ^b
	Both Parts	.018	-.034	.104	.138	-3.075	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.15	10.972	3.312	23 ^a
Part 2	12.10	17.124	4.138	22 ^b
Both Parts	26.25	45.975	6.781	45

*Spring Cronbach's Alpha Estimates for Grade 5 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	243	78.6
	Excluded ^a	66	21.4
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.895	.895	45

a. ELL = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.692	.366	.955	.588	2.607	.020	45
Item Variances	.194	.043	.250	.207	5.768	.003	45
Inter-Item Covariances	.031	-.017	.105	.122	-6.164	.000	45

a. ELL = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
31.15	69.771	8.353	45

a. ELL = Yes

*Spring Split-half Reliability Estimates for Grade 5 ELL Students***Case Processing Summary^b**

		N	%
Cases	Valid	243	78.6
	Excluded ^a	66	21.4
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. ELL = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.803
		N of Items	23 ^a
	Part 2	Value	.828
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.761
Spearman-Brown Coefficient	Equal Length		.864
	Unequal Length		.864
Guttman Split-Half Coefficient			.863

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C.

b. The items are: SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. ELL = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.694	.366	.955	.588	2.607	.029	23 ^a
	Part 2	.690	.535	.947	.412	1.769	.012	22 ^b
	Both Parts	.692	.366	.955	.588	2.607	.020	45
Item Variances	Part 1	.185	.043	.250	.207	5.768	.004	23 ^a
	Part 2	.203	.051	.250	.199	4.913	.003	22 ^b
	Both Parts	.194	.043	.250	.207	5.768	.003	45
Inter-Item Covariances	Part 1	.028	-.015	.099	.115	-6.416	.000	23 ^a
	Part 2	.036	-.006	.105	.111	-17.599	.001	22 ^b
	Both Parts	.031	-.017	.105	.122	-6.164	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.96	18.354	4.284	23 ^a
Part 2	15.19	21.311	4.616	22 ^b
Both Parts	31.15	69.771	8.353	45

*Fall Split-half Reliability Estimates for Grade 5 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	50	96.2
	Excluded ^a	2	3.8
	Total	52	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.842	.838	45

a. EthnicCd = American/Indian

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.653	.100	.980	.880	9.800	.039	45
Item Variances	.192	.020	.255	.235	12.755	.004	45
Inter-Item Covariances	.020	-.092	.153	.245	-1.659	.001	45

a. EthnicCd = American/Indian

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
29.38	48.975	6.998	45

a. EthnicCd = American/Indian

*Fall Split-half Reliability Estimates for Grade 5 American/Indian Students***Case Processing Summary^b**

		N	%
Cases	Valid	50	96.2
	Excluded ^a	2	3.8
	Total	52	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.644
		N of Items	23 ^a
	Part 2	Value	.762
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.807
Spearman-Brown Coefficient	Equal Length		.893
	Unequal Length		.893
Guttman Split-Half Coefficient			.878

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = American/Indian

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.656	.100	.980	.880	9.800	.059	23 ^a
	Part 2	.650	.400	.880	.480	2.200	.020	22 ^b
	Both Parts	.653	.100	.980	.880	9.800	.039	45
Item Variances	Part 1	.173	.020	.251	.231	12.571	.006	23 ^a
	Part 2	.212	.108	.255	.147	2.367	.002	22 ^b
	Both Parts	.192	.020	.255	.235	12.755	.004	45
Inter-Item Covariances	Part 1	.013	-.069	.131	.200	-1.882	.001	23 ^a
	Part 2	.027	-.053	.153	.206	-2.885	.001	22 ^b
	Both Parts	.020	-.092	.153	.245	-1.659	.001	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.08	10.361	3.219	23 ^a
Part 2	14.30	17.112	4.137	22 ^b
Both Parts	29.38	48.975	6.998	45

*Fall Split-half Reliability Estimates for Grade 5 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	290	93.9
	Excluded ^a	19	6.1
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.875	.877	45

a. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.740	.283	.979	.697	3.463	.028	45
Item Variances	.166	.020	.247	.227	12.148	.004	45
Inter-Item Covariances	.022	-.013	.129	.142	-10.192	.000	45

a. EthnicCd = Asian/Pacific Islander

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.30	51.766	7.195	45

a. EthnicCd = Asian/Pacific Islander

*Fall Split-half Reliability Estimates for Grade 5 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	290	93.9
	Excluded ^a	19	6.1
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.758
		N of Items	23 ^a
	Part 2	Value	.798
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.771
Spearman-Brown Coefficient	Equal Length		.871
	Unequal Length		.871
Guttman Split-Half Coefficient			.863

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.753	.283	.979	.697	3.463	.044	23 ^a
	Part 2	.727	.562	.900	.338	1.601	.012	22 ^b
	Both Parts	.740	.283	.979	.697	3.463	.028	45
Item Variances	Part 1	.145	.020	.241	.220	11.845	.005	23 ^a
	Part 2	.188	.090	.247	.157	2.735	.003	22 ^b
	Both Parts	.166	.020	.247	.227	12.148	.004	45
Inter-Item Covariances	Part 1	.017	-.010	.129	.140	-12.464	.000	23 ^a
	Part 2	.029	-.009	.098	.107	-10.514	.000	22 ^b
	Both Parts	.022	-.013	.129	.142	-10.192	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.31	12.118	3.481	23 ^a
Part 2	15.99	17.315	4.161	22 ^b
Both Parts	33.30	51.766	7.195	45

*Fall Cronbach's Alpha Estimates for Grade 5 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	132	90.4
	Excluded ^a	14	9.6
	Total	146	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.807	.804	45

a. EthnicCd = Black

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.604	.182	.917	.735	5.042	.035	45
Item Variances	.206	.077	.252	.175	3.272	.003	45
Inter-Item Covariances	.018	-.041	.131	.172	-3.208	.000	45

a. EthnicCd = Black

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
27.19	43.941	6.629	45

a. EthnicCd = Black

*Fall Split-half Reliability Estimates for Grade 5 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	132	90.4
	Excluded ^a	14	9.6
	Total	146	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.682
		N of Items	23 ^a
	Part 2	Value	.674
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.671
Spearman-Brown Coefficient	Equal Length		.803
	Unequal Length		.803
Guttman Split-Half Coefficient			.802

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Black

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.636	.182	.917	.735	5.042	.049	23 ^a
	Part 2	.571	.311	.879	.568	2.829	.021	22 ^b
	Both Parts	.604	.182	.917	.735	5.042	.035	45
Item Variances	Part 1	.186	.077	.252	.175	3.272	.004	23 ^a
	Part 2	.227	.107	.252	.145	2.346	.001	22 ^b
	Both Parts	.206	.077	.252	.175	3.272	.003	45
Inter-Item Covariances	Part 1	.016	-.026	.131	.158	-4.974	.000	23 ^a
	Part 2	.019	-.041	.084	.125	-2.064	.000	22 ^b
	Both Parts	.018	-.041	.131	.172	-3.208	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.63	12.327	3.511	23 ^a
Part 2	12.56	13.989	3.740	22 ^b
Both Parts	27.19	43.941	6.629	45

*Fall Cronbach's Alpha Estimates for Grade 5 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	774	91.2
	Excluded ^a	75	8.8
	Total	849	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.778	.778	45

a. EthnicCd = Hispanic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.595	.209	.928	.718	4.432	.037	45
Item Variances	.205	.067	.250	.183	3.725	.003	45
Inter-Item Covariances	.015	-.012	.136	.148	-11.431	.000	45

a. EthnicCd = Hispanic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
26.78	38.479	6.203	45

a. EthnicCd = Hispanic

*Fall Split-half Reliability Estimates for Grade 5 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	774	91.2
	Excluded ^a	75	8.8
	Total	849	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.630
		N of Items	23 ^a
	Part 2	Value	.655
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.609
Spearman-Brown Coefficient	Equal Length		.757
	Unequal Length		.757
Guttman Split-Half Coefficient			.754

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Hispanic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.632	.209	.928	.718	4.432	.051	23 ^a
	Part 2	.557	.362	.849	.487	2.346	.021	22 ^b
	Both Parts	.595	.209	.928	.718	4.432	.037	45
Item Variances	Part 1	.184	.067	.250	.183	3.724	.004	23 ^a
	Part 2	.227	.128	.250	.122	1.948	.001	22 ^b
	Both Parts	.205	.067	.250	.183	3.725	.003	45
Inter-Item Covariances	Part 1	.013	-.010	.136	.146	-13.224	.000	23 ^a
	Part 2	.018	-.012	.055	.067	-4.608	.000	22 ^b
	Both Parts	.015	-.012	.136	.148	-11.431	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.54	10.647	3.263	23 ^a
Part 2	12.25	13.326	3.651	22 ^b
Both Parts	26.78	38.479	6.203	45

*Fall Cronbach's Alpha Estimates for Grade 5 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2554	94.2
	Excluded ^a	157	5.8
	Total	2711	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.844	.845	45

a. EthnicCd = White

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.711	.245	.951	.706	3.876	.031	45
Item Variances	.176	.046	.250	.204	5.406	.005	45
Inter-Item Covariances	.019	-.006	.129	.135	-20.665	.000	45

a. EthnicCd = White

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
31.99	45.300	6.731	45

a. EthnicCd = White

*Fall Split-half Reliability Estimates for Grade 5 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2554	94.2
	Excluded ^a	157	5.8
	Total	2711	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.717
		N of Items	23 ^a
	Part 2	Value	.758
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.683
Spearman-Brown Coefficient	Equal Length		.812
	Unequal Length		.812
Guttman Split-Half Coefficient			.805

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = White

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.729	.245	.951	.706	3.876	.045	23 ^a
	Part 2	.692	.517	.907	.390	1.754	.016	22 ^b
	Both Parts	.711	.245	.951	.706	3.876	.031	45
Item Variances	Part 1	.154	.046	.250	.203	5.402	.005	23 ^a
	Part 2	.198	.084	.250	.166	2.966	.003	22 ^b
	Both Parts	.176	.046	.250	.204	5.406	.005	45
Inter-Item Covariances	Part 1	.015	-.002	.129	.131	-53.397	.000	23 ^a
	Part 2	.025	.004	.071	.067	17.523	.000	22 ^b
	Both Parts	.019	-.006	.129	.135	-20.665	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.77	11.305	3.362	23 ^a
Part 2	15.22	15.752	3.969	22 ^b
Both Parts	31.99	45.300	6.731	45

*Fall Cronbach's Alpha Estimates for Grade 5 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	115	96.6
	Excluded ^a	4	3.4
	Total	119	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.831	.830	45

a. EthnicCd = Multiethnic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.684	.235	.965	.730	4.111	.033	45
Item Variances	.185	.034	.252	.218	7.446	.005	45
Inter-Item Covariances	.018	-.043	.138	.181	-3.211	.000	45

a. EthnicCd = Multiethnic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
30.80	44.512	6.672	45

a. EthnicCd = Multiethnic

*Fall Split-half Reliability Estimates for Grade 5 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	115	96.6
	Excluded ^a	4	3.4
	Total	119	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.699
		N of Items	23 ^a
	Part 2	Value	.756
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.615
Spearman-Brown Coefficient	Equal Length		.761
	Unequal Length		.761
Guttman Split-Half Coefficient			.754

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Multiethnic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.693	.235	.965	.730	4.111	.050	23 ^a
	Part 2	.675	.487	.904	.417	1.857	.017	22 ^b
	Both Parts	.684	.235	.965	.730	4.111	.033	45
Item Variances	Part 1	.166	.034	.252	.218	7.432	.006	23 ^a
	Part 2	.205	.087	.252	.165	2.890	.003	22 ^b
	Both Parts	.185	.034	.252	.218	7.446	.005	45
Inter-Item Covariances	Part 1	.015	-.043	.138	.181	-3.211	.000	23 ^a
	Part 2	.025	-.043	.107	.150	-2.491	.001	22 ^b
	Both Parts	.018	-.043	.138	.181	-3.211	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.95	11.524	3.395	23 ^a
Part 2	14.85	16.197	4.025	22 ^b
Both Parts	30.80	44.512	6.672	45

*Fall Cronbach's Alpha Estimates for Grade 5 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	76	80.0
	Excluded ^a	19	20.0
	Total	95	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.851	.848	45

a. EthnicCd = Decline

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.665	.263	.974	.711	3.700	.036	45
Item Variances	.190	.026	.253	.227	9.750	.004	45
Inter-Item Covariances	.021	-.053	.128	.182	-2.408	.001	45

a. EthnicCd = Decline

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
29.95	50.931	7.137	45

a. EthnicCd = Decline

*Fall Split-half Reliability Estimates for Grade 5 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	76	80.0
	Excluded ^a	19	20.0
	Total	95	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.714
		N of Items	23 ^a
	Part 2	Value	.765
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.731
Spearman-Brown Coefficient	Equal Length		.844
	Unequal Length		.845
Guttman Split-Half Coefficient			.838

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. EthnicCd = Decline

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.701	.263	.974	.711	3.700	.044	23 ^a
	Part 2	.628	.408	.882	.474	2.161	.026	22 ^b
	Both Parts	.665	.263	.974	.711	3.700	.036	45
Item Variances	Part 1	.170	.026	.252	.226	9.696	.005	23 ^a
	Part 2	.212	.106	.253	.147	2.393	.003	22 ^b
	Both Parts	.190	.026	.253	.227	9.750	.004	45
Inter-Item Covariances	Part 1	.017	-.053	.128	.182	-2.408	.001	23 ^a
	Part 2	.027	-.042	.126	.168	-2.967	.001	22 ^b
	Both Parts	.021	-.053	.128	.182	-2.408	.001	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.13	12.329	3.511	23 ^a
Part 2	13.82	17.272	4.156	22 ^b
Both Parts	29.95	50.931	7.137	45

*Winter Cronbach's Alpha Estimates for Grade 5 Native American Students***Case Processing Summary^b**

		N	%
Cases	Valid	32	61.5
	Excluded ^a	20	38.5
	Total	52	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.874	.873	43

a. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: WintFP2Q1C, WintFP2Q8C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.734	.312	.969	.656	3.100	.028	43
Item Variances	.174	.031	.258	.227	8.258	.005	43
Inter-Item Covariances	.024	-.085	.161	.246	-1.905	.001	43

a. EthnicCd = American/Indian

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
31.56	51.028	7.143	43

a. EthnicCd = American/Indian

*Winter Split-half Reliability Estimates for Grade 5 Native American Students***Case Processing Summary^b**

		N	%
Cases	Valid	32	61.5
	Excluded ^a	20	38.5
	Total	52	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.693
		N of Items	21 ^a
	Part 2	Value	.837
		N of Items	22 ^b
Total N of Items		43	
Correlation Between Forms			.742
Spearman-Brown Coefficient	Equal Length		.852
	Unequal Length		.852
Guttman Split-Half Coefficient			.831

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C.

b. The items are: WintFP2Q8C, WintFP2Q9C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C.

c. EthnicCd = American/Indian

Note: For split file EthnicCd=American/Indian, each of the following component variables has zero variance and is removed from the scale: WintFP2Q1C, WintFP2Q8C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.726	.312	.969	.656	3.100	.034	21 ^a
	Part 2	.741	.375	.969	.594	2.583	.023	22 ^b
	Both Parts	.734	.312	.969	.656	3.100	.028	43
Item Variances	Part 1	.171	.031	.258	.227	8.258	.006	21 ^a
	Part 2	.176	.031	.254	.223	8.129	.005	22 ^b
	Both Parts	.174	.031	.258	.227	8.258	.005	43
Inter-Item Covariances	Part 1	.017	-.085	.124	.209	-1.464	.001	21 ^a
	Part 2	.033	-.080	.161	.241	-2.025	.002	22 ^b
	Both Parts	.024	-.085	.161	.246	-1.905	.001	43

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.25	10.581	3.253	21 ^a
Part 2	16.31	19.254	4.388	22 ^b
Both Parts	31.56	51.028	7.143	43

*Winter Cronbach's Alpha Estimates for Grade 5 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	243	78.6
	Excluded ^a	66	21.4
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.889	.892	44

a. EthnicCd = Asian/Pacific Islander

Note: For split file EthnicCd=Asian/Pacific Islander, each of the following component variables has zero variance and is removed from the scale: WintFP2Q8C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.801	.440	.975	.535	2.215	.017	44
Item Variances	.143	.024	.251	.227	10.373	.005	44
Inter-Item Covariances	.022	-.018	.091	.108	-5.166	.000	44

a. EthnicCd = Asian/Pacific Islander

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
35.23	48.135	6.938	44

a. EthnicCd = Asian/Pacific Islander

*Winter Split-half Reliability Estimates for Grade 5 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	243	78.6
	Excluded ^a	66	21.4
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.801
		N of Items	23 ^a
	Part 2	Value	.814
		N of Items	21 ^b
Total N of Items			44
Correlation Between Forms			.752
Spearman-Brown Coefficient	Equal Length		.859
	Unequal Length		.859
Guttman Split-Half Coefficient			.858

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C.

c. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.795	.440	.975	.535	2.215	.019	23 ^a
	Part 2	.807	.461	.959	.498	2.080	.017	21 ^b
	Both Parts	.801	.440	.975	.535	2.215	.017	44
Item Variances	Part 1	.146	.024	.247	.223	10.233	.005	23 ^a
	Part 2	.140	.040	.251	.211	6.330	.004	21 ^b
	Both Parts	.143	.024	.251	.227	10.373	.005	44
Inter-Item Covariances	Part 1	.022	-.009	.085	.093	-9.958	.000	23 ^a
	Part 2	.024	-.018	.081	.098	-4.591	.000	21 ^b
	Both Parts	.022	-.018	.091	.108	-5.166	.000	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.28	14.341	3.787	23 ^a
Part 2	16.95	13.138	3.625	21 ^b
Both Parts	35.23	48.135	6.938	44

*Winter Cronbach's Alpha Estimates for Grade 5 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	105	71.9
	Excluded ^a	41	28.1
	Total	146	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.873	45

a. EthnicCd = Black

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.688	.181	.971	.790	5.368	.031	45
Item Variances	.186	.028	.252	.224	9.007	.004	45
Inter-Item Covariances	.024	-.035	.137	.172	-3.937	.001	45

a. EthnicCd = Black

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
30.97	55.913	7.477	45

a. EthnicCd = Black

*Winter Split-half Reliability Estimates for Grade 5 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	105	71.9
	Excluded ^a	41	28.1
	Total	146	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.773
		N of Items	24 ^a
	Part 2	Value	.776
		N of Items	21 ^b
Total N of Items			45
Correlation Between Forms			.735
Spearman-Brown Coefficient	Equal Length		.847
	Unequal Length		.848
Guttman Split-Half Coefficient			.845

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q11C.

b. The items are: WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = Black

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.670	.181	.971	.790	5.368	.035	24 ^a
	Part 2	.709	.362	.943	.581	2.605	.026	21 ^b
	Both Parts	.688	.181	.971	.790	5.368	.031	45
Item Variances	Part 1	.189	.028	.252	.224	9.007	.005	24 ^a
	Part 2	.183	.054	.251	.197	4.620	.004	21 ^b
	Both Parts	.186	.028	.252	.224	9.007	.004	45
Inter-Item Covariances	Part 1	.024	-.019	.112	.132	-5.815	.001	24 ^a
	Part 2	.026	-.021	.137	.159	-6.410	.001	21 ^b
	Both Parts	.024	-.035	.137	.172	-3.937	.001	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	16.09	17.541	4.188	24 ^a
Part 2	14.89	14.737	3.839	21 ^b
Both Parts	30.97	55.913	7.477	45

*Winter Cronbach's Alpha Estimates for Grade 5 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	650	76.6
	Excluded ^a	199	23.4
	Total	849	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.830	.832	45

a. EthnicCd = Hispanic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.651	.286	.977	.691	3.414	.033	45
Item Variances	.195	.023	.250	.228	11.088	.004	45
Inter-Item Covariances	.019	-.019	.109	.128	-5.703	.000	45

a. EthnicCd = Hispanic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
29.29	46.701	6.834	45

a. EthnicCd = Hispanic

Winter Split-half Reliability Estimates for Grade 5 Hispanic Students

Case Processing Summary^b

		N	%
Cases	Valid	650	76.6
	Excluded ^a	199	23.4
	Total	849	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.699
		N of Items	24 ^a
	Part 2	Value	.751
		N of Items	21 ^b
Total N of Items			45
Correlation Between Forms			.636
Spearman-Brown Coefficient	Equal Length		.778
	Unequal Length		.778
Guttman Split-Half Coefficient			.778

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q11C.

b. The items are: WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = Hispanic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.634	.286	.923	.637	3.226	.038	24 ^a
	Part 2	.670	.365	.977	.612	2.679	.029	21 ^b
	Both Parts	.651	.286	.977	.691	3.414	.033	45
Item Variances	Part 1	.196	.071	.250	.179	3.520	.004	24 ^a
	Part 2	.194	.023	.250	.228	11.088	.004	21 ^b
	Both Parts	.195	.023	.250	.228	11.088	.004	45
Inter-Item Covariances	Part 1	.017	-.013	.109	.122	-8.608	.000	24 ^a
	Part 2	.024	-.018	.103	.121	-5.629	.000	21 ^b
	Both Parts	.019	-.019	.109	.128	-5.703	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.22	14.233	3.773	24 ^a
Part 2	14.07	14.308	3.783	21 ^b
Both Parts	29.29	46.701	6.834	45

*Winter Cronbach's Alpha Estimates for Grade 5 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	1749	64.5
	Excluded ^a	962	35.5
	Total	2711	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.879	.879	45

a. EthnicCd = White

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.768	.377	.990	.613	2.627	.023	45
Item Variances	.155	.010	.250	.240	24.516	.005	45
Inter-Item Covariances	.022	-.003	.109	.113	-31.848	.000	45

a. EthnicCd = White

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
34.55	49.852	7.061	45

a. EthnicCd = White

*Winter Split-half Reliability Estimates for Grade 5 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	1749	64.5
	Excluded ^a	962	35.5
	Total	2711	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.796
		N of Items	24 ^a
	Part 2	Value	.785
		N of Items	21 ^b
Total N of Items		45	
Correlation Between Forms			.742
Spearman-Brown Coefficient	Equal Length		.852
	Unequal Length		.852
Guttman Split-Half Coefficient			.847

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q11C.

b. The items are: WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = White

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.754	.377	.975	.598	2.587	.026	24 ^a
	Part 2	.783	.429	.990	.560	2.305	.022	21 ^b
	Both Parts	.768	.377	.990	.613	2.627	.023	45
Item Variances	Part 1	.161	.025	.249	.225	10.153	.006	24 ^a
	Part 2	.149	.010	.250	.240	24.516	.005	21 ^b
	Both Parts	.155	.010	.250	.240	24.516	.005	45
Inter-Item Covariances	Part 1	.023	.000	.109	.110	-117.136	.000	24 ^a
	Part 2	.022	-.003	.101	.104	-29.399	.000	21 ^b
	Both Parts	.022	-.003	.109	.113	-31.848	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.10	16.294	4.037	24 ^a
Part 2	16.45	12.435	3.526	21 ^b
Both Parts	34.55	49.852	7.061	45

*Winter Cronbach's Alpha Estimates for Grade 5 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	74	62.2
	Excluded ^a	45	37.8
	Total	119	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.844	45

a. EthnicCd = Multiethnic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.756	.297	.986	.689	3.318	.028	45
Item Variances	.159	.014	.252	.238	18.630	.005	45
Inter-Item Covariances	.018	-.078	.137	.216	-1.750	.001	45

a. EthnicCd = Multiethnic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
34.00	43.014	6.558	45

a. EthnicCd = Multiethnic

*Winter Split-half Reliability Estimates for Grade 5 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	74	62.2
	Excluded ^a	45	37.8
	Total	119	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.770
		N of Items	24 ^a
	Part 2	Value	.733
		N of Items	21 ^b
	Total N of Items		45
Correlation Between Forms			.680
Spearman-Brown Coefficient	Equal Length		.810
	Unequal Length		.810
Guttman Split-Half Coefficient			.803

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q11C.

b. The items are: WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = Multiethnic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.742	.297	.986	.689	3.318	.032	24 ^a
	Part 2	.771	.338	.973	.635	2.880	.025	21 ^b
	Both Parts	.756	.297	.986	.689	3.318	.028	45
Item Variances	Part 1	.163	.014	.252	.238	18.630	.007	24 ^a
	Part 2	.155	.027	.249	.222	9.333	.004	21 ^b
	Both Parts	.159	.014	.252	.238	18.630	.005	45
Inter-Item Covariances	Part 1	.020	-.027	.126	.153	-4.722	.001	24 ^a
	Part 2	.018	-.049	.120	.169	-2.436	.001	21 ^b
	Both Parts	.018	-.078	.137	.216	-1.750	.001	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.81	14.950	3.867	24 ^a
Part 2	16.19	10.786	3.284	21 ^b
Both Parts	34.00	43.014	6.558	45

*Winter Cronbach's Alpha Estimates for Grade 5 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	47	49.5
	Excluded ^a	48	50.5
	Total	95	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.874	45

a. EthnicCd = Decline

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.729	.404	.979	.574	2.421	.025	45
Item Variances	.177	.021	.255	.234	12.000	.005	45
Inter-Item Covariances	.023	-.099	.161	.260	-1.631	.001	45

a. EthnicCd = Decline

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
32.79	53.041	7.283	45

a. EthnicCd = Decline

*Winter Split-half Reliability Estimates for Grade 5 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	47	49.5
	Excluded ^a	48	50.5
	Total	95	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.803
		N of Items	24 ^a
	Part 2	Value	.740
		N of Items	21 ^b
Total N of Items		45	
Correlation Between Forms			.719
Spearman-Brown Coefficient	Equal Length		.836
	Unequal Length		.837
Guttman Split-Half Coefficient			.828

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C, WintFP2Q11C.

b. The items are: WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. EthnicCd = Decline

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.722	.404	.957	.553	2.368	.029	24 ^a
	Part 2	.737	.447	.979	.532	2.190	.021	21 ^b
	Both Parts	.729	.404	.979	.574	2.421	.025	45
Item Variances	Part 1	.177	.042	.255	.214	6.133	.005	24 ^a
	Part 2	.178	.021	.255	.234	12.000	.005	21 ^b
	Both Parts	.177	.021	.255	.234	12.000	.005	45
Inter-Item Covariances	Part 1	.026	-.038	.135	.173	-3.549	.001	24 ^a
	Part 2	.021	-.099	.161	.260	-1.631	.001	21 ^b
	Both Parts	.023	-.099	.161	.260	-1.631	.001	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.32	18.439	4.294	24 ^a
Part 2	15.47	12.646	3.556	21 ^b
Both Parts	32.79	53.041	7.283	45

*Spring Cronbach's Alpha Estimates for Grade 5 Native American Students***Case Processing Summary^b**

		N	%
Cases	Valid	50	96.2
	Excluded ^a	2	3.8
	Total	52	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.912	.919	45

a. EthnicCd = American/Indian

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.814	.480	.980	.500	2.042	.014	45
Item Variances	.140	.020	.255	.235	12.735	.004	45
Inter-Item Covariances	.026	-.043	.136	.178	-3.162	.001	45

a. EthnicCd = American/Indian

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
36.64	58.194	7.629	45

a. EthnicCd = American/Indian

*Spring Split-half Reliability Estimates for Grade 5 Native American Students***Case Processing Summary^b**

		N	%
Cases	Valid	50	96.2
	Excluded ^a	2	3.8
	Total	52	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = American/Indian

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.807
		N of Items	23 ^a
	Part 2	Value	.864
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.837
Spearman-Brown Coefficient	Equal Length		.911
	Unequal Length		.911
Guttman Split-Half Coefficient			.907

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C.

b. The items are: SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = American/Indian

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.807	.480	.980	.500	2.042	.022	23 ^a
	Part 2	.822	.640	.960	.320	1.500	.007	22 ^b
	Both Parts	.814	.480	.980	.500	2.042	.014	45
Item Variances	Part 1	.138	.020	.255	.235	12.735	.006	23 ^a
	Part 2	.142	.039	.235	.196	6.000	.003	22 ^b
	Both Parts	.140	.020	.255	.235	12.735	.004	45
Inter-Item Covariances	Part 1	.021	-.043	.136	.178	-3.162	.001	23 ^a
	Part 2	.032	-.027	.125	.152	-4.723	.001	22 ^b
	Both Parts	.026	-.043	.136	.178	-3.162	.001	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.56	13.884	3.726	23 ^a
Part 2	18.08	17.912	4.232	22 ^b
Both Parts	36.64	58.194	7.629	45

*Spring Cronbach's Alpha Estimates for Grade 5 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	275	89.0
	Excluded ^a	34	11.0
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.900	.913	45

a. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.893	.651	.989	.338	1.520	.007	45
Item Variances	.090	.011	.228	.217	21.059	.003	45
Inter-Item Covariances	.015	-.004	.073	.078	-17.168	.000	45

a. EthnicCd = Asian/Pacific Islander

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
40.18	33.689	5.804	45

a. EthnicCd = Asian/Pacific Islander

*Spring Split-half Reliability Estimates for Grade 5 Asian/Pacific Islander Students***Case Processing Summary^b**

		N	%
Cases	Valid	275	89.0
	Excluded ^a	34	11.0
	Total	309	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Asian/Pacific Islander

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.801
		N of Items	23 ^a
	Part 2	Value	.854
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.737
Spearman-Brown Coefficient	Equal Length		.849
	Unequal Length		.849
Guttman Split-Half Coefficient			.847

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C.

b. The items are: SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = Asian/Pacific Islander

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.888	.651	.985	.335	1.514	.008	23 ^a
	Part 2	.898	.687	.989	.302	1.439	.005	22 ^b
	Both Parts	.893	.651	.989	.338	1.520	.007	45
Item Variances	Part 1	.092	.014	.228	.214	15.852	.004	23 ^a
	Part 2	.087	.011	.216	.205	19.919	.002	22 ^b
	Both Parts	.090	.011	.228	.217	21.059	.003	45
Inter-Item Covariances	Part 1	.014	-.003	.073	.077	-21.019	.000	23 ^a
	Part 2	.018	.000	.057	.058	-68.143	.000	22 ^b
	Both Parts	.015	-.004	.073	.078	-17.168	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	20.43	9.019	3.003	23 ^a
Part 2	19.76	10.397	3.224	22 ^b
Both Parts	40.18	33.689	5.804	45

*Spring Cronbach's Alpha Estimates for Grade 5 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	131	89.7
	Excluded ^a	15	10.3
	Total	146	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.896	.895	45

a. EthnicCd = Black

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.795	.420	.969	.550	2.309	.012	45
Item Variances	.152	.030	.245	.216	8.228	.003	45
Inter-Item Covariances	.024	-.019	.116	.135	-5.955	.000	45

a. EthnicCd = Black

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
35.79	54.980	7.415	45

a. EthnicCd = Black

*Spring Split-half Reliability Estimates for Grade 5 Black Students***Case Processing Summary^b**

		N	%
Cases	Valid	131	89.7
	Excluded ^a	15	10.3
	Total	146	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Black

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.788
		N of Items	23 ^a
	Part 2	Value	.841
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.769
Spearman-Brown Coefficient	Equal Length		.869
	Unequal Length		.869
Guttman Split-Half Coefficient			.867

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C.

b. The items are: SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = Black

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.785	.420	.969	.550	2.309	.019	23 ^a
	Part 2	.806	.672	.962	.290	1.432	.006	22 ^b
	Both Parts	.795	.420	.969	.550	2.309	.012	45
Item Variances	Part 1	.152	.030	.245	.216	8.228	.005	23 ^a
	Part 2	.152	.037	.222	.185	6.006	.002	22 ^b
	Both Parts	.152	.030	.245	.216	8.228	.003	45
Inter-Item Covariances	Part 1	.021	-.017	.099	.116	-5.794	.000	23 ^a
	Part 2	.029	-.017	.116	.133	-6.820	.001	22 ^b
	Both Parts	.024	-.019	.116	.135	-5.955	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.05	14.189	3.767	23 ^a
Part 2	17.74	16.948	4.117	22 ^b
Both Parts	35.79	54.980	7.415	45

*Spring Cronbach's Alpha Estimates for Grade 5 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	671	79.0
	Excluded ^a	178	21.0
	Total	849	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.893	.894	45

a. EthnicCd = Hispanic

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.753	.377	.966	.589	2.561	.016	45
Item Variances	.170	.033	.248	.215	7.490	.004	45
Inter-Item Covariances	.027	-.005	.104	.109	-19.648	.000	45

a. EthnicCd = Hispanic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
33.87	60.478	7.777	45

a. EthnicCd = Hispanic

*Spring Split-half Reliability Estimates for Grade 5 Hispanic Students***Case Processing Summary^b**

		N	%
Cases	Valid	671	79.0
	Excluded ^a	178	21.0
	Total	849	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Hispanic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.791
		N of Items	23 ^a
	Part 2	Value	.834
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.752
Spearman-Brown Coefficient	Equal Length		.858
	Unequal Length		.858
Guttman Split-Half Coefficient			.856

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C.

b. The items are: SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = Hispanic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.747	.377	.966	.589	2.561	.024	23 ^a
	Part 2	.758	.587	.961	.374	1.637	.010	22 ^b
	Both Parts	.753	.377	.966	.589	2.561	.016	45
Item Variances	Part 1	.167	.033	.248	.215	7.490	.005	23 ^a
	Part 2	.174	.037	.243	.205	6.508	.003	22 ^b
	Both Parts	.170	.033	.248	.215	7.490	.004	45
Inter-Item Covariances	Part 1	.024	-.005	.104	.109	-19.648	.000	23 ^a
	Part 2	.033	.000	.086	.086	-174.823	.000	22 ^b
	Both Parts	.027	-.005	.104	.109	-19.648	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.18	15.732	3.966	23 ^a
Part 2	16.68	18.853	4.342	22 ^b
Both Parts	33.87	60.478	7.777	45

*Spring Cronbach's Alpha Estimates for Grade 5 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2444	90.2
	Excluded ^a	267	9.8
	Total	2711	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.894	.901	45

a. EthnicCd = White

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.860	.560	.983	.423	1.755	.009	45
Item Variances	.112	.017	.246	.230	14.937	.004	45
Inter-Item Covariances	.018	.001	.084	.083	69.622	.000	45

a. EthnicCd = White

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
38.72	39.819	6.310	45

a. EthnicCd = White

*Spring Split-half Reliability Estimates for Grade 5 White Students***Case Processing Summary^b**

		N	%
Cases	Valid	2444	90.2
	Excluded ^a	267	9.8
	Total	2711	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = White

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.797
		N of Items	23 ^a
	Part 2	Value	.828
		N of Items	22 ^b
Total N of Items		45	
Correlation Between Forms			.769
Spearman-Brown Coefficient	Equal Length		.870
	Unequal Length		.870
Guttman Split-Half Coefficient			.869

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C.

b. The items are: SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. EthnicCd = White

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.856	.560	.977	.417	1.745	.012	23 ^a
	Part 2	.865	.697	.983	.286	1.411	.006	22 ^b
	Both Parts	.860	.560	.983	.423	1.755	.009	45
Item Variances	Part 1	.112	.022	.246	.224	11.200	.005	23 ^a
	Part 2	.112	.017	.211	.195	12.808	.003	22 ^b
	Both Parts	.112	.017	.246	.230	14.937	.004	45
Inter-Item Covariances	Part 1	.016	.001	.084	.083	69.622	.000	23 ^a
	Part 2	.020	.003	.064	.062	24.143	.000	22 ^b
	Both Parts	.018	.001	.084	.083	69.622	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	19.69	10.816	3.289	23 ^a
Part 2	19.03	11.698	3.420	22 ^b
Both Parts	38.72	39.819	6.310	45

*Spring Cronbach's Alpha Estimates for Grade 5 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	109	91.6
	Excluded ^a	10	8.4
	Total	119	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.880	.886	44

a. EthnicCd = Multiethnic

Note: For split file EthnicCd=Multiethnic, each of the following component variables has zero variance and is removed from the scale: SprFP1Q1C.

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.851	.440	.991	.550	2.250	.013	44
Item Variances	.115	.009	.249	.240	27.111	.005	44
Inter-Item Covariances	.017	-.034	.117	.151	-3.485	.000	44

a. EthnicCd = Multiethnic

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
37.42	36.302	6.025	44

a. EthnicCd = Multiethnic

*Spring Split-half Reliability Estimates for Grade 5 Multi-ethnic Students***Case Processing Summary^b**

		N	%
Cases	Valid	109	91.6
	Excluded ^a	10	8.4
	Total	119	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Multiethnic

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.773
		N of Items	22 ^a
	Part 2	Value	.823
		N of Items	22 ^b
Total N of Items			44
Correlation Between Forms			.693
Spearman-Brown Coefficient	Equal Length		.819
	Unequal Length		.819
Guttman Split-Half Coefficient			.818

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C.

c. EthnicCd = Multiethnic

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.839	.440	.982	.541	2.229	.018	22 ^a
	Part 2	.862	.688	.991	.303	1.440	.008	22 ^b
	Both Parts	.851	.440	.991	.550	2.250	.013	44
Item Variances	Part 1	.119	.018	.249	.231	13.682	.006	22 ^a
	Part 2	.112	.009	.217	.207	23.611	.004	22 ^b
	Both Parts	.115	.009	.249	.240	27.111	.005	44
Inter-Item Covariances	Part 1	.016	-.034	.113	.146	-3.351	.000	22 ^a
	Part 2	.020	-.010	.117	.127	-12.000	.000	22 ^b
	Both Parts	.017	-.034	.117	.151	-3.485	.000	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	18.45	9.990	3.161	22 ^a
Part 2	18.97	11.471	3.387	22 ^b
Both Parts	37.42	36.302	6.025	44

*Spring Cronbach's Alpha Estimates for Grade 5 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	79	83.2
	Excluded ^a	16	16.8
	Total	95	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.902	.900	44

a. EthnicCd = Decline

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.804	.519	.962	.443	1.854	.012	44
Item Variances	.148	.037	.253	.216	6.833	.004	44
Inter-Item Covariances	.026	-.027	.124	.151	-4.659	.001	44

a. EthnicCd = Decline

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
35.39	55.113	7.424	44

a. EthnicCd = Decline

*Spring Split-half Reliability Estimates for Grade 5 Students who Declined to Report Ethnicity***Case Processing Summary^b**

		N	%
Cases	Valid	79	83.2
	Excluded ^a	16	16.8
	Total	95	100.0

a. Listwise deletion based on all variables in the procedure.

b. EthnicCd = Decline

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.814
		N of Items	22 ^a
	Part 2	Value	.832
		N of Items	22 ^b
Total N of Items		44	
Correlation Between Forms			.814
Spearman-Brown Coefficient	Equal Length		.898
	Unequal Length		.898
Guttman Split-Half Coefficient			.897

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C.

b. The items are: SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C.

c. EthnicCd = Decline

Note: For split file EthnicCd=Decline, each of the following component variables has zero variance and is removed from the scale: SprFP1Q3C.

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.785	.519	.937	.418	1.805	.015	22 ^a
	Part 2	.823	.646	.962	.316	1.490	.008	22 ^b
	Both Parts	.804	.519	.962	.443	1.854	.012	44
Item Variances	Part 1	.156	.060	.253	.193	4.211	.004	22 ^a
	Part 2	.139	.037	.232	.195	6.263	.003	22 ^b
	Both Parts	.148	.037	.253	.216	6.833	.004	44
Inter-Item Covariances	Part 1	.026	-.021	.108	.129	-5.147	.001	22 ^a
	Part 2	.026	-.027	.124	.151	-4.659	.001	22 ^b
	Both Parts	.026	-.027	.124	.151	-4.659	.001	44

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.28	15.460	3.932	22 ^a
Part 2	18.11	14.923	3.863	22 ^b
Both Parts	35.39	55.113	7.424	44

*Fall Cronbach's Alpha Estimates for Grade 5 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	622	90.7
	Excluded ^a	64	9.3
	Total	686	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.837	.837	45

a. SPED = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.617	.203	.910	.707	4.492	.032	45
Item Variances	.205	.082	.250	.168	3.052	.003	45
Inter-Item Covariances	.021	-.018	.139	.156	-7.913	.000	45

a. SPED = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
27.79	50.925	7.136	45

a. SPED = Yes

*Fall Split-half Reliability Estimates for Grade 5 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	622	90.7
	Excluded ^a	64	9.3
	Total	686	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.723
		N of Items	23 ^a
	Part 2	Value	.733
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.680
Spearman-Brown Coefficient	Equal Length		.809
	Unequal Length		.809
Guttman Split-Half Coefficient			.807

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q2C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C, FallFP2Q10C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. SPED = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.648	.203	.910	.707	4.492	.046	23 ^a
	Part 2	.585	.384	.831	.447	2.163	.017	22 ^b
	Both Parts	.617	.203	.910	.707	4.492	.032	45
Item Variances	Part 1	.184	.082	.250	.168	3.051	.004	23 ^a
	Part 2	.227	.141	.250	.110	1.782	.001	22 ^b
	Both Parts	.205	.082	.250	.168	3.052	.003	45
Inter-Item Covariances	Part 1	.019	-.010	.139	.149	-13.343	.000	23 ^a
	Part 2	.025	-.010	.068	.078	-6.650	.000	22 ^b
	Both Parts	.021	-.018	.139	.156	-7.913	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	14.91	13.761	3.710	23 ^a
Part 2	12.87	16.610	4.076	22 ^b
Both Parts	27.79	50.925	7.136	45

*Winter Cronbach's Alpha Estimates for All Grade 5 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	418	60.9
	Excluded ^a	268	39.1
	Total	686	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.866	.865	45

a. SPED = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.673	.311	.976	.665	3.138	.029	45
Item Variances	.192	.023	.251	.227	10.704	.004	45
Inter-Item Covariances	.024	-.020	.136	.157	-6.723	.000	45

a. SPED = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
30.30	56.349	7.507	45

a. SPED = Yes

*Winter Split-half Reliability Estimates for Grade 5 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	418	60.9
	Excluded ^a	268	39.1
	Total	686	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.727
		N of Items	23 ^a
	Part 2	Value	.801
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.736
Spearman-Brown Coefficient	Equal Length		.848
	Unequal Length		.848
Guttman Split-Half Coefficient			.839

a. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.

b. The items are: WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

c. SPED = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.690	.311	.976	.665	3.138	.042	23 ^a
	Part 2	.656	.376	.825	.450	2.197	.017	22 ^b
	Both Parts	.673	.311	.976	.665	3.138	.029	45
Item Variances	Part 1	.175	.023	.251	.227	10.704	.006	23 ^a
	Part 2	.209	.144	.249	.105	1.725	.002	22 ^b
	Both Parts	.192	.023	.251	.227	10.704	.004	45
Inter-Item Covariances	Part 1	.018	-.011	.114	.125	-10.489	.000	23 ^a
	Part 2	.032	-.020	.136	.157	-6.723	.000	22 ^b
	Both Parts	.024	-.020	.136	.157	-6.723	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	15.86	13.186	3.631	23 ^a
Part 2	14.44	19.537	4.420	22 ^b
Both Parts	30.30	56.349	7.507	45

*Spring Cronbach's Alpha Estimates for Grade 5 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	605	88.2
	Excluded ^a	81	11.8
	Total	686	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^a

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.900	.902	45

a. SPED = Yes

Summary Item Statistics^a

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.761	.413	.965	.552	2.336	.014	45
Item Variances	.168	.034	.244	.210	7.262	.004	45
Inter-Item Covariances	.028	-.005	.097	.103	-18.207	.000	45

a. SPED = Yes

Scale Statistics^a

Mean	Variance	Std. Deviation	N of Items
34.24	63.250	7.953	45

a. SPED = Yes

*Spring Split-half Reliability Estimates for Grade 5 SPED Students***Case Processing Summary^b**

		N	%
Cases	Valid	605	88.2
	Excluded ^a	81	11.8
	Total	686	100.0

a. Listwise deletion based on all variables in the procedure.

b. SPED = Yes

Reliability Statistics^c

Cronbach's Alpha	Part 1	Value	.802
		N of Items	23 ^a
	Part 2	Value	.840
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.787
Spearman-Brown Coefficient	Equal Length		.881
	Unequal Length		.881
Guttman Split-Half Coefficient			.878

a. The items are: SprFP1Q1C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q9C, SprFP2Q10C.

b. The items are: SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

c. SPED = Yes

Summary Item Statistics^c

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	Part 1	.763	.413	.965	.552	2.336	.020	23 ^a
	Part 2	.759	.630	.957	.327	1.520	.008	22 ^b
	Both Parts	.761	.413	.965	.552	2.336	.014	45
Item Variances	Part 1	.162	.034	.244	.210	7.262	.005	23 ^a
	Part 2	.175	.041	.234	.192	5.669	.003	22 ^b
	Both Parts	.168	.034	.244	.210	7.262	.004	45
Inter-Item Covariances	Part 1	.024	-.005	.097	.103	-18.207	.000	23 ^a
	Part 2	.034	.005	.087	.082	18.284	.000	22 ^b
	Both Parts	.028	-.005	.097	.103	-18.207	.000	45

Scale Statistics^c

	Mean	Variance	Std. Deviation	N of Items
Part 1	17.54	15.974	3.997	23 ^a
Part 2	16.70	19.506	4.417	22 ^b
Both Parts	34.24	63.250	7.953	45

Reliability – Internal Consistency***Grade 6 Case Processing Summary***

		N	%
Fall	Valid	3957	88.8
	Excluded ^a	498	11.2
	Total	4455	100.0
Winter	Valid	2558	57.4
	Excluded ^a	1897	42.6
	Total	4455	100.0
Spring	Valid	2739	61.5
	Excluded ^a	1716	38.5
	Total	4455	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 6 Reliability Statistics

Fall			
Cronbach's Alpha	Part 1	Value	.728
		N of Items	23 ^a
	Part 2	Value	.790
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms		.722	
Spearman-Brown Coefficient	Equal Length	.839	
	Unequal Length	.839	
Guttman Split-Half Coefficient		.837	
Winter			
Cronbach's Alpha	Part 1	Value	.793
		N of Items	23 ^c
	Part 2	Value	.790
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms		.722	
Spearman-Brown Coefficient	Equal Length	.838	
	Unequal Length	.838	
Guttman Split-Half Coefficient		.838	
Spring			
Cronbach's Alpha	Part 1	Value	.826
		N of Items	23 ^e
	Part 2	Value	.846
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms		.802	
Spearman-Brown Coefficient	Equal Length	.890	
	Unequal Length	.890	
Guttman Split-Half Coefficient		.890	

Grade 6 Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	15.31	14.169	3.764	23 ^a
Part 2	14.88	16.459	4.057	22 ^b
Both Parts	30.19	52.685	7.258	45
Winter				
Part 1	15.27	17.694	4.206	23 ^c
Part 2	15.44	16.105	4.013	22 ^d
Both Parts	30.71	58.168	7.627	45
Spring				
Part 1	17.28	17.557	4.190	23 ^e
Part 2	17.01	18.450	4.295	22 ^f
Both Parts	34.29	64.888	8.055	45

Grade 6 Item Key for all Analyses (including subgroups)

a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C.

b. The items are: FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.

c. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C.

d. The items are: WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C, WintFP2Q14C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.

e. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C.

f. The items are: SprFP2Q9C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q16C.

Grade 6 Case Processing Summary - ELL

		N	%
Fall	Valid	240	83.3
	Excluded ^a	48	16.7
	Total	288	100.0
Winter	Valid	187	64.9
	Excluded ^a	101	35.1
	Total	288	100.0
Spring	Valid	175	60.8
	Excluded ^a	113	39.2
	Total	288	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 6 Reliability Statistics - ELL

Fall			
Cronbach's Alpha	Part 1	Value	.595
		N of Items	23 ^a
	Part 2	Value	.704
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.579
Spearman-Brown Coefficient	Equal Length		.734
	Unequal Length		.734
Guttman Split-Half Coefficient			.730
Winter			
Cronbach's Alpha	Part 1	Value	.683
		N of Items	23 ^c
	Part 2	Value	.612
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.560
Spearman-Brown Coefficient	Equal Length		.718
	Unequal Length		.718
Guttman Split-Half Coefficient			.716
Spring			
Cronbach's Alpha	Part 1	Value	.801
		N of Items	23 ^e
	Part 2	Value	.789
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.738
Spearman-Brown Coefficient	Equal Length		.849
	Unequal Length		.849
Guttman Split-Half Coefficient			.849

Grade 6 Scale Statistics - ELL

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	12.71	11.212	3.348	23 ^a
Part 2	11.76	14.215	3.770	22 ^b
Both Parts	24.47	40.058	6.329	45
Winter				
Part 1	12.06	13.088	3.618	23 ^c
Part 2	11.39	10.895	3.301	22 ^d
Both Parts	23.45	37.367	6.113	45
Spring				
Part 1	14.02	20.454	4.523	23 ^e
Part 2	13.33	19.600	4.427	22 ^f
Both Parts	27.34	69.617	8.344	45

Case Processing Summary – American Indian

		N	%
Fall	Valid	71	91.0
	Excluded ^a	7	9.0
	Total	78	100.0
Winter	Valid	36	46.2
	Excluded ^a	42	53.8
	Total	78	100.0
Spring	Valid	48	61.5
	Excluded ^a	30	38.5
	Total	78	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 6 Reliability Statistics – American Indian

Fall			
Cronbach's Alpha	Part 1	Value	.680
		N of Items	23 ^a
	Part 2	Value	.769
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.688
Spearman-Brown Coefficient	Equal Length		.815
	Unequal Length		.816
Guttman Split-Half Coefficient			.813
Winter			
Cronbach's Alpha	Part 1	Value	.673
		N of Items	23 ^c
	Part 2	Value	.699
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.603
Spearman-Brown Coefficient	Equal Length		.752
	Unequal Length		.753
Guttman Split-Half Coefficient			.752
Spring			
Cronbach's Alpha	Part 1	Value	.765
		N of Items	23 ^e
	Part 2	Value	.838
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.667
Spearman-Brown Coefficient	Equal Length		.800
	Unequal Length		.800
Guttman Split-Half Coefficient			.791

Grade 6 Scale Statistics – American Indian

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	15.13	12.398	3.521	23 ^a
Part 2	14.35	15.260	3.906	22 ^b
Both Parts	29.48	46.596	6.826	45
Winter				
Part 1	15.64	11.723	3.424	23 ^c
Part 2	15.67	11.086	3.330	22 ^d
Both Parts	31.31	36.561	6.047	45
Spring				
	Mean	Variance	Std. Deviation	N of Items
Part 1	17.79	12.934	3.596	23 ^e
Part 2	16.52	19.063	4.366	22 ^f
Both Parts	34.31	52.943	7.276	45

Grade 6 Case Processing Summary – Asian/Pacific Islander

		N	%
Fall	Valid	278	91.4
	Excluded ^a	26	8.6
	Total	304	100.0
Winter	Valid	212	69.7
	Excluded ^a	92	30.3
	Total	304	100.0
Spring	Valid	222	73.0
	Excluded ^a	82	27.0
	Total	304	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 6 Reliability Statistics – Asian/Pacific Islander

Fall			
Cronbach's Alpha	Part 1	Value	.742
		N of Items	23 ^a
	Part 2	Value	.750
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.713
Spearman-Brown Coefficient	Equal Length		.833
	Unequal Length		.833
Guttman Split-Half Coefficient			.832
Winter			
Cronbach's Alpha	Part 1	Value	.781
		N of Items	23 ^c
	Part 2	Value	.732
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.727
Spearman-Brown Coefficient	Equal Length		.842
	Unequal Length		.842
Guttman Split-Half Coefficient			.835
Spring			
Cronbach's Alpha	Part 1	Value	.803
		N of Items	23 ^e
	Part 2	Value	.817
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.784
Spearman-Brown Coefficient	Equal Length		.879
	Unequal Length		.879
Guttman Split-Half Coefficient			.879

Grade 6 Scale Statistics – Asian/Pacific Islander

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	16.85	13.029	3.610	23 ^a
Part 2	16.68	12.370	3.517	22 ^b
Both Parts	33.53	43.506	6.596	45
Winter				
Part 1	16.95	15.320	3.914	23 ^c
Part 2	16.95	10.775	3.283	22 ^d
Both Parts	33.90	44.782	6.692	45
Spring				
Part 1	19.03	12.235	3.498	23 ^e
Part 2	18.55	12.158	3.487	22 ^f
Both Parts	37.58	43.512	6.596	45

Grade 6 Case Processing Summary - Black

		N	%
Fall	Valid	131	88.5
	Excluded ^a	17	11.5
	Total	148	100.0
Winter	Valid	101	68.2
	Excluded ^a	47	31.8
	Total	148	100.0
Spring	Valid	104	70.3
	Excluded ^a	44	29.7
	Total	148	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 6 Reliability Statistics - Black

Fall			
Cronbach's Alpha	Part 1	Value	.673
		N of Items	23 ^a
	Part 2	Value	.781
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.722
Spearman-Brown Coefficient	Equal Length		.839
	Unequal Length		.839
Guttman Split-Half Coefficient			.833
Winter			
Cronbach's Alpha	Part 1	Value	.781
		N of Items	23 ^c
	Part 2	Value	.816
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.712
Spearman-Brown Coefficient	Equal Length		.832
	Unequal Length		.832
Guttman Split-Half Coefficient			.832
Spring			
Cronbach's Alpha	Part 1	Value	.831
		N of Items	23 ^e
	Part 2	Value	.860
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.778
Spearman-Brown Coefficient	Equal Length		.875
	Unequal Length		.875
Guttman Split-Half Coefficient			.875

Grade 6 Scale Statistics - Black

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	14.15	12.817	3.580	23 ^a
Part 2	13.80	17.130	4.139	22 ^b
Both Parts	27.95	51.343	7.165	45
Winter				
Part 1	15.29	17.867	4.227	23 ^c
Part 2	15.00	18.840	4.341	22 ^d
Both Parts	30.29	62.847	7.928	45
Spring				
Part 1	16.74	19.534	4.420	23 ^e
Part 2	16.36	21.319	4.617	22 ^f
Both Parts	33.10	72.612	8.521	45

Grade 6 Case Processing Summary - Hispanic

		N	%
Fall	Valid	763	89.6
	Excluded ^a	89	10.4
	Total	852	100.0
Winter	Valid	609	71.5
	Excluded ^a	243	28.5
	Total	852	100.0
Spring	Valid	528	62.0
	Excluded ^a	324	38.0
	Total	852	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 6 Reliability Statistics - Hispanic

Fall			
Cronbach's Alpha	Part 1	Value	.596
		N of Items	23 ^a
	Part 2	Value	.734
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.625
Spearman-Brown Coefficient	Equal Length		.770
	Unequal Length		.770
Guttman Split-Half Coefficient			.764
Winter			
Cronbach's Alpha	Part 1	Value	.667
		N of Items	23 ^c
	Part 2	Value	.738
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.657
Spearman-Brown Coefficient	Equal Length		.793
	Unequal Length		.793
Guttman Split-Half Coefficient			.792
Spring			
Cronbach's Alpha	Part 1	Value	.798
		N of Items	23 ^e
	Part 2	Value	.796
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.783
Spearman-Brown Coefficient	Equal Length		.878
	Unequal Length		.878
Guttman Split-Half Coefficient			.878

Grade 6 Scale Statistics - Hispanic

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	13.46	10.797	3.286	23 ^a
Part 2	12.80	14.793	3.846	22 ^b
Both Parts	26.26	41.398	6.434	45
Winter				
Part 1	12.90	12.542	3.541	23 ^c
Part 2	13.18	14.563	3.816	22 ^d
Both Parts	26.08	44.862	6.698	45
Spring				
Part 1	15.04	18.659	4.320	23 ^e
Part 2	15.04	17.782	4.217	22 ^f
Both Parts	30.08	64.973	8.061	45

Grade 6 Case Processing Summary - White

		N	%
Fall	Valid	2526	92.9
	Excluded ^a	192	7.1
	Total	2718	100.0
Winter	Valid	1500	55.2
	Excluded ^a	1218	44.8
	Total	2718	100.0
Spring	Valid	1679	61.8
	Excluded ^a	1039	38.2
	Total	2718	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 6 Reliability Statistics - White

Fall			
Cronbach's Alpha	Part 1	Value	.731
		N of Items	23 ^a
	Part 2	Value	.783
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.714
Spearman-Brown Coefficient	Equal Length		.833
	Unequal Length		.833
Guttman Split-Half Coefficient			.833
Winter			
Cronbach's Alpha	Part 1	Value	.798
		N of Items	23 ^c
	Part 2	Value	.771
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.718
Spearman-Brown Coefficient	Equal Length		.836
	Unequal Length		.836
Guttman Split-Half Coefficient			.830
Spring			
Cronbach's Alpha	Part 1	Value	.817
		N of Items	23 ^e
	Part 2	Value	.834
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.793
Spearman-Brown Coefficient	Equal Length		.885
	Unequal Length		.885
Guttman Split-Half Coefficient			.884

Grade 6 Scale Statistics - White

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	15.80	13.752	3.708	23 ^a
Part 2	15.40	15.222	3.902	22 ^b
Both Parts	31.21	49.643	7.046	45
Winter				
Part 1	15.73	18.011	4.244	23 ^c
Part 2	16.45	13.275	3.644	22 ^d
Both Parts	32.18	53.503	7.315	45
Spring				
Part 1	17.73	16.156	4.019	23 ^e
Part 2	17.78	15.275	3.908	22 ^f
Both Parts	35.51	56.348	7.507	45

Grade 6 Case Processing Summary – Multi-Ethnic

		N	%
Fall	Valid	95	91.3
	Excluded ^a	9	8.7
	Total	104	100.0
Winter	Valid	49	47.1
	Excluded ^a	55	52.9
	Total	104	100.0
Spring	Valid	65	62.5
	Excluded ^a	39	37.5
	Total	104	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 6 Reliability Statistics – Multi-Ethnic

Fall			
Cronbach's Alpha	Part 1	Value	.675
		N of Items	23 ^a
	Part 2	Value	.795
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.697
Spearman-Brown Coefficient	Equal Length		.821
	Unequal Length		.821
Guttman Split-Half Coefficient			.815
Winter			
Cronbach's Alpha	Part 1	Value	.846
		N of Items	23 ^c
	Part 2	Value	.779
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.592
Spearman-Brown Coefficient	Equal Length		.744
	Unequal Length		.744
Guttman Split-Half Coefficient			.735
Spring			
Cronbach's Alpha	Part 1	Value	.835
		N of Items	23 ^e
	Part 2	Value	.811
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.829
Spearman-Brown Coefficient	Equal Length		.906
	Unequal Length		.906
Guttman Split-Half Coefficient			.901

Grade 6 Scale Statistics – Multi-Ethnic

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	15.51	11.870	3.445	23 ^a
Part 2	15.28	16.567	4.070	22 ^b
Both Parts	30.79	47.976	6.927	45
Winter				
Part 1	15.00	22.208	4.713	23 ^c
Part 2	15.69	14.884	3.858	22 ^d
Both Parts	30.69	58.634	7.657	45
Spring				
Part 1	17.29	18.679	4.322	23 ^e
Part 2	17.60	14.025	3.745	22 ^f
Both Parts	34.89	59.535	7.716	45

Grade 6 Case Processing Summary - SPED

		N	%
Fall	Valid	582	84.6
	Excluded ^a	106	15.4
	Total	688	100.0
Winter	Valid	330	48.0
	Excluded ^a	358	52.0
	Total	688	100.0
Spring	Valid	371	53.9
	Excluded ^a	317	46.1
	Total	688	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 6 Reliability Statistics - SPED

Fall			
Cronbach's Alpha	Part 1	Value	.665
		N of Items	23 ^a
	Part 2	Value	.739
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.656
Spearman-Brown Coefficient	Equal Length		.793
	Unequal Length		.793
Guttman Split-Half Coefficient			.792
Winter			
Cronbach's Alpha	Part 1	Value	.774
		N of Items	23 ^c
	Part 2	Value	.783
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.690
Spearman-Brown Coefficient	Equal Length		.817
	Unequal Length		.817
Guttman Split-Half Coefficient			.817
Spring			
Cronbach's Alpha	Part 1	Value	.815
		N of Items	23 ^e
	Part 2	Value	.830
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.790
Spearman-Brown Coefficient	Equal Length		.883
	Unequal Length		.883
Guttman Split-Half Coefficient			.882

Grade 6 Scale Statistics - SPED

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	12.94	13.878	3.725	23 ^a
Part 2	11.78	15.631	3.954	22 ^b
Both Parts	24.72	48.848	6.989	45
Winter				
Part 1	12.07	19.260	4.389	23 ^c
Part 2	11.95	19.101	4.371	22 ^d
Both Parts	24.02	64.829	8.052	45
Spring				
Part 1	13.49	22.294	4.722	23 ^e
Part 2	13.28	23.809	4.879	22 ^f
Both Parts	26.78	82.493	9.083	45

Grade 6 Reliability Statistics (Overall)		
Time	Cronbach's Alpha	N of Items
Fall	.861	45
Winter	.878	45
Spring	.908	45

Grade 6 Reliability Statistics - ELL		
Time	Cronbach's Alpha	N of Items
Fall	.780	45
Winter	.775	45
Spring	.881	45

Grade 6 Reliability Statistics – American Indian/Alaskan Native		
Time	Cronbach's Alpha	N of Items
Fall	.838	45
Winter	.802	45
Spring	.882	45

Grade 6 Reliability Statistics – Asian/Pacific Islander		
Time	Cronbach's Alpha	N of Items
Fall	.851	45
Winter	.860	45
Spring	.893	45

Grade 6 Reliability Statistics - Black		
Time	Cronbach's Alpha	N of Items
Fall	.845	45
Winter	.881	45
Spring	.913	45

Grade 6 Reliability Statistics - Hispanic		
Time	Cronbach's Alpha	N of Items
Fall	.799	45
Winter	.821	45
Spring	.886	45

Grade 6 Reliability Statistics - White		
Time	Cronbach's Alpha	N of Items
Fall	.858	45
Winter	.874	45
Spring	.902	45

Grade 6 Reliability Statistics – Multi-Ethnic		
Time	Cronbach's Alpha	N of Items
Fall	.848	45
Winter	.882	45
Spring	.904	45

Grade 6 Reliability Statistics - SPED		
Time	Cronbach's Alpha	N of Items
Fall	.820	45
Winter	.868	45
Spring	.901	45

Grade 7 Case Processing Summary

		N	%
Fall	Valid	3666	85.9
	Excluded ^a	604	14.1
	Total	4270	100.0
Winter	Valid	2247	52.6
	Excluded ^a	2023	47.4
	Total	4270	100.0
Spring	Valid	2415	56.6
	Excluded ^a	1855	43.4
	Total	4270	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 7 Reliability Statistics

Fall			
Cronbach's Alpha	Part 1	Value	.807
		N of Items	23 ^a
	Part 2	Value	.806
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.744
Spearman-Brown Coefficient	Equal Length		.853
	Unequal Length		.853
Guttman Split-Half Coefficient			.852
Winter			
Cronbach's Alpha	Part 1	Value	.796
		N of Items	23 ^c
	Part 2	Value	.827
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.765
Spearman-Brown Coefficient	Equal Length		.867
	Unequal Length		.867
Guttman Split-Half Coefficient			.865
Spring			
Cronbach's Alpha	Part 1	Value	.813
		N of Items	23 ^e
	Part 2	Value	.834
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.774
Spearman-Brown Coefficient	Equal Length		.872
	Unequal Length		.872
Guttman Split-Half Coefficient			.869

Grade 7 Item Key for all Analyses (including subgroups below)

- a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q5C, FallFP1Q6C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q12C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C.
- b. The items are: FallFP2Q8C, FallFP2Q9C, FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q15C, FallFP2Q16C, FallFP3Q1C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C.
- c. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q12C, WintFP1Q13C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C, WintFP2Q8C, WintFP2Q9C.
- d. The items are: WintFP2Q10C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q14C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q3C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q9C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.
- e. The items are: SprFP1Q1C, SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q1C, SprFP2Q2C, SprFP2Q3C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C.
- f. The items are: SprFP2Q8C, SprFP2Q10C, SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

Grade 7 Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	16.51	18.230	4.270	23 ^a
Part 2	13.08	20.347	4.511	22 ^b
Both Parts	29.59	67.220	8.199	45
Winter				
Part 1	16.29	17.917	4.233	23 ^c
Part 2	13.25	21.142	4.598	22 ^d
Both Parts	29.54	68.820	8.296	45
Spring				
Part 1	17.27	17.436	4.176	23 ^e
Part 2	14.10	22.341	4.727	22 ^f
Both Parts	31.38	70.315	8.385	45

Grade 7 Case Processing Summary - ELL

		N	%
Fall	Valid	171	69.5
	Excluded ^a	75	30.5
	Total	246	100.0
Winter	Valid	142	57.7
	Excluded ^a	104	42.3
	Total	246	100.0
Spring	Valid	142	57.7
	Excluded ^a	104	42.3
	Total	246	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 7 Reliability Statistics - ELL

Fall			
Cronbach's Alpha	Part 1	Value	.713
		N of Items	23 ^a
	Part 2	Value	.635
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.538
Spearman-Brown Coefficient	Equal Length		.700
	Unequal Length		.700
Guttman Split-Half Coefficient			.695
Winter			
Cronbach's Alpha	Part 1	Value	.617
		N of Items	23 ^c
	Part 2	Value	.648
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.549
Spearman-Brown Coefficient	Equal Length		.709
	Unequal Length		.709
Guttman Split-Half Coefficient			.709
Spring			
Cronbach's Alpha	Part 1	Value	.679
		N of Items	23 ^e
	Part 2	Value	.708
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.677
Spearman-Brown Coefficient	Equal Length		.807
	Unequal Length		.808
Guttman Split-Half Coefficient			.807

Grade 7 Scale Statistics - ELL

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	11.74	16.322	4.040	23 ^a
Part 2	9.19	12.235	3.498	22 ^b
Both Parts	20.93	43.760	6.615	45
Winter				
Part 1	11.66	12.353	3.515	23 ^c
Part 2	8.84	11.853	3.443	22 ^d
Both Parts	20.50	37.486	6.123	45
Spring				
Part 1	13.05	14.728	3.838	23 ^e
Part 2	9.74	15.229	3.902	22 ^f
Both Parts	22.79	50.239	7.088	45

Grade 7 Case Processing Summary – American Indian/Alaskan Native

		N	%
Fall	Valid	46	88.5
	Excluded ^a	6	11.5
	Total	52	100.0
Winter	Valid	24	46.2
	Excluded ^a	28	53.8
	Total	52	100.0
Spring	Valid	25	48.1
	Excluded ^a	27	51.9
	Total	52	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 7 Reliability Statistics – American Indian/Alaskan Native**Fall**

Cronbach's Alpha	Part 1	Value	.746
		N of Items	23 ^a
	Part 2	Value	.627
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.656
Spearman-Brown Coefficient	Equal Length		.792
		Unequal Length	.792
Guttman Split-Half Coefficient			.791

Winter

Cronbach's Alpha	Part 1	Value	.678
		N of Items	23 ^c
	Part 2	Value	.709
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.728
Spearman-Brown Coefficient	Equal Length		.843
		Unequal Length	.843
Guttman Split-Half Coefficient			.843

Spring

Cronbach's Alpha	Part 1	Value	.776
		N of Items	23 ^e
	Part 2	Value	.805
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.819
Spearman-Brown Coefficient	Equal Length		.900
		Unequal Length	.901
Guttman Split-Half Coefficient			.899

Grade 7 Scale Statistics – American Indian/Alaskan Native

Fall				
	Mean	Variance	Std. Deviation	N of Items
Part 1	15.93	14.373	3.791	23 ^a
Part 2	11.61	12.199	3.493	22 ^b
Both Parts	27.54	43.943	6.629	45
Winter				
Part 1	15.21	12.955	3.599	23 ^c
Part 2	12.88	13.505	3.675	22 ^d
Both Parts	28.08	45.732	6.763	45
Spring				
Part 1	15.00	18.500	4.301	23 ^e
Part 2	12.60	21.500	4.637	22 ^f
Both Parts	27.60	72.667	8.524	45

Grade 7 Case Processing Summary – Asian/Pacific Islander

		N	%
Fall	Valid	288	90.6
	Excluded ^a	30	9.4
	Total	318	100.0
Winter	Valid	214	67.3
	Excluded ^a	104	32.7
	Total	318	100.0
Spring	Valid	227	71.4
	Excluded ^a	91	28.6
	Total	318	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 7 Reliability Statistics – Asian/Pacific Islander**Fall**

Cronbach's Alpha	Part 1	Value	.792
		N of Items	23 ^a
	Part 2	Value	.834
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.771
Spearman-Brown Coefficient	Equal Length		.871
		Unequal Length	.871
Guttman Split-Half Coefficient			.866

Winter

Cronbach's Alpha	Part 1	Value	.797
		N of Items	23 ^c
	Part 2	Value	.851
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.794
Spearman-Brown Coefficient	Equal Length		.885
		Unequal Length	.885
Guttman Split-Half Coefficient			.883

Spring

Cronbach's Alpha	Part 1	Value	.810
		N of Items	23 ^e
	Part 2	Value	.838
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.789
Spearman-Brown Coefficient	Equal Length		.882
		Unequal Length	.882
Guttman Split-Half Coefficient			.875

Grade 7 Scale Statistics – Asian/Pacific Islander

Fall				
	Mean	Variance	Std. Deviation	N of Items
Part 1	17.23	16.127	4.016	23 ^a
Part 2	14.76	21.254	4.610	22 ^b
Both Parts	31.99	65.927	8.120	45
Winter				
Part 1	16.66	17.727	4.210	23 ^c
Part 2	14.95	22.026	4.693	22 ^d
Both Parts	31.62	71.148	8.435	45
Spring				
Part 1	18.06	15.258	3.906	23 ^e
Part 2	15.26	21.069	4.590	22 ^f
Both Parts	33.32	64.607	8.038	45

Grade 7 Case Processing Summary - Black

		N	%
Fall	Valid	112	84.8
	Excluded ^a	20	15.2
	Total	132	100.0
Winter	Valid	79	59.8
	Excluded ^a	53	40.2
	Total	132	100.0
Spring	Valid	87	65.9
	Excluded ^a	45	34.1
	Total	132	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 7 Reliability Statistics - Black**Fall**

Cronbach's Alpha	Part 1	Value	.782
		N of Items	23 ^a
	Part 2	Value	.728
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.774
Spearman-Brown Coefficient	Equal Length		.873
	Unequal Length		.873
Guttman Split-Half Coefficient			.870

Winter

Cronbach's Alpha	Part 1	Value	.796
		N of Items	23 ^c
	Part 2	Value	.818
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.818
Spearman-Brown Coefficient	Equal Length		.900
	Unequal Length		.900
Guttman Split-Half Coefficient			.900

Spring

Cronbach's Alpha	Part 1	Value	.829
		N of Items	23 ^e
	Part 2	Value	.805
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.814
Spearman-Brown Coefficient	Equal Length		.898
	Unequal Length		.898
Guttman Split-Half Coefficient			.898

Grade 7 Scale Statistics - Black

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	14.71	19.197	4.381	23 ^a
Part 2	12.25	15.649	3.956	22 ^b
Both Parts	26.96	61.674	7.853	45
Winter				
Part 1	15.52	19.330	4.397	23 ^c
Part 2	12.75	20.268	4.502	22 ^d
Both Parts	28.27	71.993	8.485	45
Spring				
Part 1	16.36	21.116	4.595	23 ^e
Part 2	13.11	20.870	4.568	22 ^f
Both Parts	29.47	76.182	8.728	45

Grade 7 Case Processing Summary - Hispanic

		N	%
Fall	Valid	622	78.3
	Excluded ^a	172	21.7
	Total	794	100.0
Winter	Valid	458	57.7
	Excluded ^a	336	42.3
	Total	794	100.0
Spring	Valid	448	56.4
	Excluded ^a	346	43.6
	Total	794	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 7 Reliability Statistics - Hispanic**Fall**

Cronbach's Alpha	Part 1	Value	.788
		N of Items	23 ^a
	Part 2	Value	.718
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.688
Spearman-Brown Coefficient	Equal Length		.815
	Unequal Length		.815
Guttman Split-Half Coefficient			.810

Winter

Cronbach's Alpha	Part 1	Value	.736
		N of Items	23 ^c
	Part 2	Value	.743
		N of Items	22 ^d
Total N of Items			45
Correlation Between Forms			.697
Spearman-Brown Coefficient	Equal Length		.822
	Unequal Length		.822
Guttman Split-Half Coefficient			.821

Spring

Cronbach's Alpha	Part 1	Value	.743
		N of Items	23 ^e
	Part 2	Value	.760
		N of Items	22 ^f
Total N of Items			45
Correlation Between Forms			.700
Spearman-Brown Coefficient	Equal Length		.823
	Unequal Length		.824
Guttman Split-Half Coefficient			.823

Grade 7 Scale Statistics - Hispanic

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	13.77	20.245	4.499	23 ^a
Part 2	11.27	15.006	3.874	22 ^b
Both Parts	25.04	59.240	7.697	45
Winter				
Part 1	13.44	16.864	4.107	23 ^c
Part 2	11.67	15.566	3.945	22 ^d
Both Parts	25.10	55.017	7.417	45
Spring				
Part 1	15.21	16.156	4.019	23 ^e
Part 2	11.78	17.772	4.216	22 ^f
Both Parts	26.99	57.646	7.593	45

Grade 7 Case Processing Summary - White

		N	%
Fall	Valid	2407	89.7
	Excluded ^a	275	10.3
	Total	2682	100.0
Winter	Valid	1373	51.2
	Excluded ^a	1309	48.8
	Total	2682	100.0
Spring	Valid	1503	56.0
	Excluded ^a	1179	44.0
	Total	2682	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 7 Reliability Statistics - White**Fall**

Cronbach's Alpha	Part 1	Value	.789
		N of Items	23 ^a
	Part 2	Value	.801
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.763
Spearman-Brown Coefficient	Equal Length		.866
	Unequal Length		.866
Guttman Split-Half Coefficient			.865

Winter

Cronbach's Alpha	Part 1	Value	.799
		N of Items	23 ^c
	Part 2	Value	.815
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.776
Spearman-Brown Coefficient	Equal Length		.874
	Unequal Length		.874
Guttman Split-Half Coefficient			.874

Spring

Cronbach's Alpha	Part 1	Value	.806
		N of Items	23 ^e
	Part 2	Value	.836
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.764
Spearman-Brown Coefficient	Equal Length		.866
	Unequal Length		.866
Guttman Split-Half Coefficient			.859

Grade 7 Scale Statistics - White

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	16.72	16.601	4.074	23 ^a
Part 2	14.00	18.520	4.303	22 ^b
Both Parts	30.72	61.886	7.867	45
Winter				
Part 1	16.43	17.777	4.216	23 ^c
Part 2	14.45	18.317	4.280	22 ^d
Both Parts	30.88	64.101	8.006	45
Spring				
Part 1	17.93	15.470	3.933	23 ^e
Part 2	14.78	21.478	4.634	22 ^f
Both Parts	32.72	64.786	8.049	45

Grade 7 Case Processing Summary – Multi-Ethnic

		N	%
Fall	Valid	110	89.4
	Excluded ^a	13	10.6
	Total	123	100.0
Winter	Valid	48	39.0
	Excluded ^a	75	61.0
	Total	123	100.0
Spring	Valid	52	42.3
	Excluded ^a	71	57.7
	Total	123	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 7 Reliability Statistics – Multi-Ethnic**Fall**

Cronbach's Alpha	Part 1	Value	.798
		N of Items	23 ^a
	Part 2	Value	.788
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.838
Spearman-Brown Coefficient	Equal Length		.912
	Unequal Length		.912
Guttman Split-Half Coefficient			.912

Winter

Cronbach's Alpha	Part 1	Value	.764
		N of Items	23 ^c
	Part 2	Value	.841
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.835
Spearman-Brown Coefficient	Equal Length		.910
	Unequal Length		.910
Guttman Split-Half Coefficient			.906

Spring

Cronbach's Alpha	Part 1	Value	.795
		N of Items	23 ^e
	Part 2	Value	.813
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.679
Spearman-Brown Coefficient	Equal Length		.809
	Unequal Length		.809
Guttman Split-Half Coefficient			.805

Grade 7 Scale Statistics – Multi-Ethnic

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	16.45	17.571	4.192	23 ^a
Part 2	13.55	18.139	4.259	22 ^b
Both Parts	30.01	65.624	8.101	45
Winter				
Part 1	15.79	16.168	4.021	23 ^c
Part 2	13.00	21.106	4.594	22 ^d
Both Parts	28.79	68.126	8.254	45
Spring				
Part 1	17.23	15.906	3.988	23 ^e
Part 2	13.67	20.264	4.502	22 ^f
Both Parts	30.90	60.559	7.782	45

Grade 7 Case Processing Summary - SPED

		N	%
Fall	Valid	454	77.5
	Excluded ^a	132	22.5
	Total	586	100.0
Winter	Valid	251	42.8
	Excluded ^a	335	57.2
	Total	586	100.0
Spring	Valid	291	49.7
	Excluded ^a	295	50.3
	Total	586	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 7 Reliability Statistics - SPED**Fall**

Cronbach's Alpha	Part 1	Value	.792
		N of Items	23 ^a
	Part 2	Value	.737
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.688
Spearman-Brown Coefficient	Equal Length		.815
	Unequal Length		.815
Guttman Split-Half Coefficient			.811

Winter

Cronbach's Alpha	Part 1	Value	.756
		N of Items	23 ^c
	Part 2	Value	.762
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.744
Spearman-Brown Coefficient	Equal Length		.853
	Unequal Length		.853
Guttman Split-Half Coefficient			.853

Spring

Cronbach's Alpha	Part 1	Value	.766
		N of Items	23 ^e
	Part 2	Value	.784
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.741
Spearman-Brown Coefficient	Equal Length		.851
	Unequal Length		.851
Guttman Split-Half Coefficient			.851

Grade 7 Scale Statistics - SPED

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	12.55	21.789	4.668	23 ^a
Part 2	9.73	16.555	4.069	22 ^b
Both Parts	22.28	64.473	8.030	45
Winter				
Part 1	12.39	18.655	4.319	23 ^c
Part 2	9.84	17.316	4.161	22 ^d
Both Parts	22.24	62.709	7.919	45
Spring				
Part 1	13.37	19.392	4.404	23 ^e
Part 2	10.32	19.950	4.467	22 ^f
Both Parts	23.69	68.476	8.275	45

Grade 7 Reliability Statistics (Overall)		
Time	Cronbach's Alpha	N of Items
Fall	.888	45
Winter	.893	45
Spring	.900	45

Grade 7 Reliability Statistics - ELL		
Time	Cronbach's Alpha	N of Items
Fall	.789	45
Winter	.761	45
Spring	.817	45

Grade 7 Reliability Statistics – American Indian/Alaskan Native		
Time	Cronbach's Alpha	N of Items
Fall	.813	45
Winter	.823	45
Spring	.886	45

Grade 7 Reliability Statistics – Asian/Pacific Islander		
Time	Cronbach's Alpha	N of Items
Fall	.895	45
Winter	.903	45
Spring	.902	45

Grade 7 Reliability Statistics - Black		
Time	Cronbach's Alpha	N of Items
Fall	.863	45
Winter	.894	45
Spring	.899	45

Grade 7 Reliability Statistics - Hispanic		
Time	Cronbach's Alpha	N of Items
Fall	.855	45
Winter	.846	45
Spring	.853	45

Grade 7 Reliability Statistics - White		
Time	Cronbach's Alpha	N of Items
Fall	.884	45
Winter	.891	45
Spring	.898	45

Grade 7 Reliability Statistics – Multi-Ethnic		
Time	Cronbach's Alpha	N of Items
Fall	.888	45
Winter	.895	45
Spring	.882	45

Grade 7 Reliability Statistics - SPED		
Time	Cronbach's Alpha	N of Items
Fall	.861	45
Winter	.861	45
Spring	.870	45

Grade 8 Case Processing Summary

		N	%
Fall	Valid	3672	83.2
	Excluded ^a	741	16.8
	Total	4413	100.0
Winter	Valid	2210	50.1
	Excluded ^a	2203	49.9
	Total	4413	100.0
Spring	Valid	2298	52.1
	Excluded ^a	2115	47.9
	Total	4413	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 8 Reliability Statistics**Fall**

Cronbach's Alpha	Part 1	Value	.789
		N of Items	23 ^a
	Part 2	Value	.818
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.751
Spearman-Brown Coefficient	Equal Length		.858
	Unequal Length		.858
Guttman Split-Half Coefficient			.858

Winter

Cronbach's Alpha	Part 1	Value	.858
		N of Items	23 ^c
	Part 2	Value	.823
		N of Items	22 ^d
Total N of Items			45
Correlation Between Forms			.672
Spearman-Brown Coefficient	Equal Length		.804
	Unequal Length		.804
Guttman Split-Half Coefficient			.802

Spring

Cronbach's Alpha	Part 1	Value	.789
		N of Items	23 ^e
	Part 2	Value	.835
		N of Items	22 ^f
Total N of Items			45
Correlation Between Forms			.727
Spearman-Brown Coefficient	Equal Length		.842
	Unequal Length		.842
Guttman Split-Half Coefficient			.842

Grade 8 Item Key for all Analyses (including subgroups below)

- a. The items are: FallFP1Q1C, FallFP1Q2C, FallFP1Q3C, FallFP1Q4C, FallFP1Q5C, FallFP1Q7C, FallFP1Q8C, FallFP1Q9C, FallFP1Q10C, FallFP1Q11C, FallFP1Q13C, FallFP1Q14C, FallFP1Q15C, FallFP1Q16C, FallFP2Q1C, FallFP2Q2C, FallFP2Q3C, FallFP2Q4C, FallFP2Q5C, FallFP2Q6C, FallFP2Q7C, FallFP2Q8C, FallFP2Q9C.
- b. The items are: FallFP2Q10C, FallFP2Q11C, FallFP2Q12C, FallFP2Q13C, FallFP2Q14C, FallFP2Q15C, FallFP2Q16C, FallFP3Q2C, FallFP3Q3C, FallFP3Q4C, FallFP3Q5C, FallFP3Q6C, FallFP3Q7C, FallFP3Q8C, FallFP3Q9C, FallFP3Q10C, FallFP3Q11C, FallFP3Q12C, FallFP3Q13C, FallFP3Q14C, FallFP3Q15C, FallFP3Q16C.
- c. The items are: WintFP1Q1C, WintFP1Q2C, WintFP1Q3C, WintFP1Q4C, WintFP1Q5C, WintFP1Q6C, WintFP1Q7C, WintFP1Q8C, WintFP1Q9C, WintFP1Q10C, WintFP1Q11C, WintFP1Q12C, WintFP1Q13C, WintFP1Q14C, WintFP1Q15C, WintFP1Q16C, WintFP2Q1C, WintFP2Q2C, WintFP2Q3C, WintFP2Q4C, WintFP2Q5C, WintFP2Q6C, WintFP2Q7C.
- d. The items are: WintFP2Q8C, WintFP2Q9C, WintFP2Q10C, WintFP2Q11C, WintFP2Q12C, WintFP2Q13C, WintFP2Q15C, WintFP2Q16C, WintFP3Q1C, WintFP3Q2C, WintFP3Q4C, WintFP3Q5C, WintFP3Q6C, WintFP3Q7C, WintFP3Q8C, WintFP3Q10C, WintFP3Q11C, WintFP3Q12C, WintFP3Q13C, WintFP3Q14C, WintFP3Q15C, WintFP3Q16C.
- e. The items are: SprFP1Q2C, SprFP1Q3C, SprFP1Q4C, SprFP1Q5C, SprFP1Q6C, SprFP1Q7C, SprFP1Q8C, SprFP1Q9C, SprFP1Q10C, SprFP1Q11C, SprFP1Q12C, SprFP1Q13C, SprFP1Q14C, SprFP1Q15C, SprFP1Q16C, SprFP2Q2C, SprFP2Q4C, SprFP2Q5C, SprFP2Q6C, SprFP2Q7C, SprFP2Q8C, SprFP2Q9C, SprFP2Q10C.
- f. The items are: SprFP2Q11C, SprFP2Q12C, SprFP2Q13C, SprFP2Q14C, SprFP2Q15C, SprFP2Q16C, SprFP3Q1C, SprFP3Q2C, SprFP3Q3C, SprFP3Q4C, SprFP3Q5C, SprFP3Q6C, SprFP3Q7C, SprFP3Q8C, SprFP3Q9C, SprFP3Q10C, SprFP3Q11C, SprFP3Q12C, SprFP3Q13C, SprFP3Q14C, SprFP3Q15C, SprFP3Q16C.

Grade 8 Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	14.42	19.042	4.364	23 ^a
Part 2	14.68	19.993	4.471	22 ^b
Both Parts	29.10	68.357	8.268	45
Winter				
Part 1	15.82	25.578	5.057	23 ^c
Part 2	14.03	21.457	4.632	22 ^d
Both Parts	29.84	78.543	8.862	45
Spring				
Part 1	14.57	20.591	4.538	23 ^e
Part 2	15.48	21.192	4.603	22 ^f
Both Parts	30.05	72.150	8.494	45

Grade 8 Case Processing Summary - ELL

		N	%
Fall	Valid	171	76.0
	Excluded ^a	54	24.0
	Total	225	100.0
Winter	Valid	135	60.0
	Excluded ^a	90	40.0
	Total	225	100.0
Spring	Valid	126	56.0
	Excluded ^a	99	44.0
	Total	225	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 8 Reliability Statistics - ELL**Fall**

Cronbach's Alpha	Part 1	Value	.683
		N of Items	23 ^a
	Part 2	Value	.578
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.483
Spearman-Brown Coefficient	Equal Length		.651
	Unequal Length		.651
Guttman Split-Half Coefficient			.644

Winter

Cronbach's Alpha	Part 1	Value	.750
		N of Items	23 ^c
	Part 2	Value	.616
		N of Items	22 ^d
Total N of Items			45
Correlation Between Forms			.466
Spearman-Brown Coefficient	Equal Length		.636
	Unequal Length		.636
Guttman Split-Half Coefficient			.623

Spring

Cronbach's Alpha	Part 1	Value	.632
		N of Items	23 ^e
	Part 2	Value	.765
		N of Items	22 ^f
Total N of Items			45
Correlation Between Forms			.562
Spearman-Brown Coefficient	Equal Length		.720
	Unequal Length		.720
Guttman Split-Half Coefficient			.714

Grade 8 Scale Statistics - ELL

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	10.77	15.333	3.916	23 ^a
Part 2	10.67	10.718	3.274	22 ^b
Both Parts	21.43	38.423	6.199	45
Winter				
Part 1	11.76	19.395	4.404	23 ^a
Part 2	10.01	11.925	3.453	22 ^b
Both Parts	21.77	45.507	6.746	45
Spring				
Part 1	11.24	14.071	3.751	23 ^a
Part 2	11.54	19.258	4.388	22 ^b
Both Parts	22.78	51.838	7.200	45

Grade 8 Case Processing Summary – American Indian/Alaskan Native

		N	%
Fall	Valid	38	74.5
	Excluded ^a	13	25.5
	Total	51	100.0
Winter	Valid	28	54.9
	Excluded ^a	23	45.1
	Total	51	100.0
Spring	Valid	30	58.8
	Excluded ^a	21	41.2
	Total	51	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 8 Reliability Statistics – American Indian/Alaskan Native**Fall**

Cronbach's Alpha	Part 1	Value	.795
		N of Items	23 ^a
	Part 2	Value	.787
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.747
Spearman-Brown Coefficient	Equal Length		.855
	Unequal Length		.855
Guttman Split-Half Coefficient			.855

Winter

Cronbach's Alpha	Part 1	Value	.778
		N of Items	23 ^c
	Part 2	Value	.836
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.743
Spearman-Brown Coefficient	Equal Length		.853
	Unequal Length		.853
Guttman Split-Half Coefficient			.849

Spring

Cronbach's Alpha	Part 1	Value	.709
		N of Items	23 ^e
	Part 2	Value	.847
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.741
Spearman-Brown Coefficient	Equal Length		.851
	Unequal Length		.851
Guttman Split-Half Coefficient			.842

Grade 8 Scale Statistics – American Indian/Alaskan Native

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	12.87	20.658	4.545	23 ^a
Part 2	13.39	18.732	4.328	22 ^b
Both Parts	26.26	68.794	8.294	45
Winter				
Part 1	14.36	18.905	4.348	23 ^a
Part 2	11.96	24.554	4.955	22 ^b
Both Parts	26.32	75.485	8.688	45
Spring				
Part 1	12.77	16.461	4.057	23 ^a
Part 2	14.33	24.575	4.957	22 ^b
Both Parts	27.10	70.852	8.417	45

Grade 8 Case Processing Summary – Asian/Pacific Islander

		N	%
Fall	Valid	257	86.0
	Excluded ^a	42	14.0
	Total	299	100.0
Winter	Valid	205	68.6
	Excluded ^a	94	31.4
	Total	299	100.0
Spring	Valid	203	67.9
	Excluded ^a	96	32.1
	Total	299	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 8 Reliability Statistics – Asian/Pacific Islander**Fall**

Cronbach's Alpha	Part 1	Value	.813
		N of Items	23 ^a
	Part 2	Value	.826
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.755
Spearman-Brown Coefficient	Equal Length		.860
	Unequal Length		.860
Guttman Split-Half Coefficient			.860

Winter

Cronbach's Alpha	Part 1	Value	.864
		N of Items	23 ^c
	Part 2	Value	.834
		N of Items	22 ^d
Total N of Items			45
Correlation Between Forms			.649
Spearman-Brown Coefficient	Equal Length		.787
	Unequal Length		.788
Guttman Split-Half Coefficient			.787

Spring

Cronbach's Alpha	Part 1	Value	.786
		N of Items	23 ^e
	Part 2	Value	.808
		N of Items	22 ^f
Total N of Items			45
Correlation Between Forms			.727
Spearman-Brown Coefficient	Equal Length		.842
	Unequal Length		.842
Guttman Split-Half Coefficient			.841

Grade 8 Scale Statistics – Asian/Pacific Islander

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	16.26	19.148	4.376	23 ^a
Part 2	16.22	18.265	4.274	22 ^b
Both Parts	32.48	65.649	8.102	45
Winter				
Part 1	18.07	21.147	4.599	23 ^c
Part 2	16.12	19.529	4.419	22 ^d
Both Parts	34.20	67.070	8.190	45
Spring				
Part 1	16.55	17.497	4.183	23 ^e
Part 2	17.26	15.261	3.907	22 ^f
Both Parts	33.80	56.506	7.517	45

Grade 8 Case Processing Summary - Black

		N	%
Fall	Valid	119	81.5
	Excluded ^a	27	18.5
	Total	146	100.0
Winter	Valid	82	56.2
	Excluded ^a	64	43.8
	Total	146	100.0
Spring	Valid	91	62.3
	Excluded ^a	55	37.7
	Total	146	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 8 Reliability Statistics - Black**Fall**

Cronbach's Alpha	Part 1	Value	.757
		N of Items	23 ^a
	Part 2	Value	.775
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.765
Spearman-Brown Coefficient	Equal Length		.867
	Unequal Length		.867
Guttman Split-Half Coefficient			.867

Winter

Cronbach's Alpha	Part 1	Value	.870
		N of Items	23 ^c
	Part 2	Value	.785
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.695
Spearman-Brown Coefficient	Equal Length		.820
	Unequal Length		.820
Guttman Split-Half Coefficient			.810

Spring

Cronbach's Alpha	Part 1	Value	.741
		N of Items	23 ^e
	Part 2	Value	.830
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.731
Spearman-Brown Coefficient	Equal Length		.845
	Unequal Length		.845
Guttman Split-Half Coefficient			.842

Grade 8 Scale Statistics - Black

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	13.67	17.849	4.225	23 ^a
Part 2	14.07	17.470	4.180	22 ^b
Both Parts	27.74	62.330	7.895	45
Winter				
Part 1	15.39	28.266	5.317	23 ^c
Part 2	13.23	18.822	4.338	22 ^d
Both Parts	28.62	79.127	8.895	45
Spring				
Part 1	13.51	18.097	4.254	23 ^e
Part 2	14.46	22.385	4.731	22 ^f
Both Parts	27.97	69.921	8.362	45

Grade 8 Case Processing Summary - Hispanic

		N	%
Fall	Valid	684	79.1
	Excluded ^a	181	20.9
	Total	865	100.0
Winter	Valid	495	57.2
	Excluded ^a	370	42.8
	Total	865	100.0
Spring	Valid	456	52.7
	Excluded ^a	409	47.3
	Total	865	100.0

a. Listwise deletion based on all variables in the procedure.

Grad 8 Reliability Statistics - Hispanic**Fall**

Cronbach's Alpha	Part 1	Value	.704
		N of Items	23 ^a
	Part 2	Value	.747
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.642
Spearman-Brown Coefficient	Equal Length		.782
	Unequal Length		.782
Guttman Split-Half Coefficient			.782

Winter

Cronbach's Alpha	Part 1	Value	.773
		N of Items	23 ^c
	Part 2	Value	.764
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.507
Spearman-Brown Coefficient	Equal Length		.673
	Unequal Length		.673
Guttman Split-Half Coefficient			.672

Spring

Cronbach's Alpha	Part 1	Value	.659
		N of Items	23 ^e
	Part 2	Value	.807
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.664
Spearman-Brown Coefficient	Equal Length		.798
	Unequal Length		.798
Guttman Split-Half Coefficient			.789

Grade 8 Scale Statistics - Hispanic

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	12.32	15.421	3.927	23 ^a
Part 2	12.30	16.525	4.065	22 ^b
Both Parts	24.62	52.443	7.242	45
Winter				
Part 1	12.93	20.026	4.475	23 ^c
Part 2	11.60	18.002	4.243	22 ^d
Both Parts	24.53	57.282	7.568	45
Spring				
Part 1	12.52	14.646	3.827	23 ^e
Part 2	13.29	21.562	4.643	22 ^f
Both Parts	25.82	59.808	7.734	45

Grade 8 Case Processing Summary - White

		N	%
Fall	Valid	2358	86.2
	Excluded ^a	376	13.8
	Total	2734	100.0
Winter	Valid	1324	48.4
	Excluded ^a	1410	51.6
	Total	2734	100.0
Spring	Valid	1400	51.2
	Excluded ^a	1334	48.8
	Total	2734	100.0

Grade 8 Reliability Statistics - White**Fall**

Cronbach's Alpha	Part 1	Value	.788
		N of Items	23 ^a
	Part 2	Value	.816
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.753
Spearman-Brown Coefficient	Equal Length		.859
	Unequal Length		.859
Guttman Split-Half Coefficient			.859

Winter

Cronbach's Alpha	Part 1	Value	.857
		N of Items	23 ^c
	Part 2	Value	.815
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.665
Spearman-Brown Coefficient	Equal Length		.799
	Unequal Length		.799
Guttman Split-Half Coefficient			.797

Spring

Cronbach's Alpha	Part 1	Value	.799
		N of Items	23 ^e
	Part 2	Value	.821
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.708
Spearman-Brown Coefficient	Equal Length		.829
	Unequal Length		.829
Guttman Split-Half Coefficient			.828

Grade 8 Scale Statistics - White

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	14.91	18.272	4.275	23 ^a
Part 2	15.26	19.014	4.360	22 ^b
Both Parts	30.17	65.347	8.084	45
Winter				
Part 1	16.64	23.567	4.855	23 ^c
Part 2	14.71	19.724	4.441	22 ^d
Both Parts	31.34	71.952	8.482	45
Spring				
Part 1	15.14	20.681	4.548	23 ^e
Part 2	16.14	18.526	4.304	22 ^f
Both Parts	31.28	66.917	8.180	45

Grade 8 Case Processing Summary – Multi-Ethnic

		N	%
Fall	Valid	108	84.4
	Excluded ^a	20	15.6
	Total	128	100.0
Winter	Valid	38	29.7
	Excluded ^a	90	70.3
	Total	128	100.0
Spring	Valid	43	33.6
	Excluded ^a	85	66.4
	Total	128	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 8 Reliability Statistics – Multi-Ethnic**Fall**

Cronbach's Alpha	Part 1	Value	.809
		N of Items	23 ^a
	Part 2	Value	.842
		N of Items	22 ^b
Total N of Items			45
Correlation Between Forms			.717
Spearman-Brown Coefficient	Equal Length		.835
	Unequal Length		.835
Guttman Split-Half Coefficient			.834

Winter

Cronbach's Alpha	Part 1	Value	.892
		N of Items	23 ^c
	Part 2	Value	.862
		N of Items	22 ^d
Total N of Items			45
Correlation Between Forms			.707
Spearman-Brown Coefficient	Equal Length		.829
	Unequal Length		.829
Guttman Split-Half Coefficient			.827

Spring

Cronbach's Alpha	Part 1	Value	.831
		N of Items	23 ^e
	Part 2	Value	.882
		N of Items	22 ^f
Total N of Items			45
Correlation Between Forms			.810
Spearman-Brown Coefficient	Equal Length		.895
	Unequal Length		.895
Guttman Split-Half Coefficient			.894

Grade 8 Scale Statistics – Multi-Ethnic

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	14.54	20.270	4.502	23 ^a
Part 2	14.99	22.065	4.697	22 ^b
Both Parts	29.53	72.644	8.523	45
Winter				
Part 1	16.47	30.526	5.525	23 ^c
Part 2	14.32	26.006	5.100	22 ^d
Both Parts	30.79	96.387	9.818	45
Spring				
Part 1	15.67	23.701	4.868	23 ^e
Part 2	16.05	26.188	5.117	22 ^f
Both Parts	31.72	90.254	9.500	45

Case Processing Summary - SPED

		N	%
Fall	Valid	456	76.3
	Excluded ^a	142	23.7
	Total	598	100.0
Winter	Valid	268	44.8
	Excluded ^a	330	55.2
	Total	598	100.0
Spring	Valid	313	52.3
	Excluded ^a	285	47.7
	Total	598	100.0

a. Listwise deletion based on all variables in the procedure.

Grade 8 Reliability Statistics - SPED**Fall**

Cronbach's Alpha	Part 1	Value	.657
		N of Items	23 ^a
	Part 2	Value	.658
		N of Items	22 ^b
	Total N of Items		45
Correlation Between Forms			.639
Spearman-Brown Coefficient	Equal Length		.780
	Unequal Length		.780
Guttman Split-Half Coefficient			.779

Winter

Cronbach's Alpha	Part 1	Value	.781
		N of Items	23 ^c
	Part 2	Value	.732
		N of Items	22 ^d
	Total N of Items		45
Correlation Between Forms			.595
Spearman-Brown Coefficient	Equal Length		.746
	Unequal Length		.746
Guttman Split-Half Coefficient			.741

Spring

Cronbach's Alpha	Part 1	Value	.678
		N of Items	23 ^e
	Part 2	Value	.772
		N of Items	22 ^f
	Total N of Items		45
Correlation Between Forms			.658
Spearman-Brown Coefficient	Equal Length		.794
	Unequal Length		.794
Guttman Split-Half Coefficient			.791

Grade 8 Scale Statistics - SPED

	Mean	Variance	Std. Deviation	N of Items
Fall				
Part 1	10.83	14.275	3.778	23 ^a
Part 2	10.85	12.934	3.596	22 ^b
Both Parts	21.69	44.581	6.677	45
Winter				
Part 1	11.77	21.325	4.618	23 ^c
Part 2	10.13	16.042	4.005	22 ^d
Both Parts	21.90	59.369	7.705	45
Spring				
Part 1	11.45	15.786	3.973	23 ^e
Part 2	11.65	19.497	4.416	22 ^f
Both Parts	23.10	58.372	7.640	45

Grade 8 Reliability Statistics (Overall)		
Time	Cronbach's Alpha	N of Items
Fall	.887	45
Winter	.903	45
Spring	.890	45

Grade 8 Reliability Statistics - ELL		
Time	Cronbach's Alpha	N of Items
Fall	.753	45
Winter	.789	45
Spring	.810	45

Grade 8 Reliability Statistics – American Indian/Alaskan Native		
Time	Cronbach's Alpha	N of Items
Fall	.880	45
Winter	.890	45
Spring	.878	45

Grade 8 Reliability Statistics – Asian/Pacific Islander		
Time	Cronbach's Alpha	N of Items
Fall	.896	45
Winter	.906	45
Spring	.881	45

Grade 8 Reliability Statistics - Black		
Time	Cronbach's Alpha	N of Items
Fall	.867	45
Winter	.900	45
Spring	.877	45

Grade 8 Reliability Statistics - Hispanic		
Time	Cronbach's Alpha	N of Items
Fall	.832	45
Winter	.842	45
Spring	.845	45

Grade 8 Reliability Statistics - White		
Time	Cronbach's Alpha	N of Items
Fall	.887	45
Winter	.900	45
Spring	.887	45

Grade 8 Reliability Statistics – Multi-Ethnic		
Time	Cronbach's Alpha	N of Items
Fall	.897	45
Winter	.926	45
Spring	.921	45

Grade 8 Reliability Statistics - SPED		
Time	Cronbach's Alpha	N of Items
Fall	.791	45
Winter	.847	45
Spring	.836	45

Oregon Descriptive Statistics for Grade 3 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	3233	
Ethnicity		
American Indian/ Alaskan Native		0.84
Asian/Pacific Islander		7.03
Black		2.55
Latino		20.25
White		63.31
Multi-Ethnic		3.49
Decline to report		0.79
Special Education		14.29
Female		48.00
ELL		9.53
FRL		29.71
Missing		38.14

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon Descriptive Statistics for Grade 4 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	3131	
Ethnicity		
American Indian/ Alaskan Native		1.15
Asian/Pacific Islander		5.25
Black		2.24
Latino		22.68
White		62.53
Multi-Ethnic		3.23
Decline to report		1.77
Special Education		14.63
Female		48.00
ELL		7.95
FRL		29.33
Missing		44.24

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon Descriptive Statistics for Grade 5 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	3368	
Ethnicity		
American Indian/ Alaskan Native		1.22
Asian/Pacific Islander		5.74
Black		2.49
Latino		21.28
White		63.30
Multi-Ethnic		2.75
Decline to report		2.20
Special Education		15.86
Female		48.00
ELL		7.28
FRL		29.45
Missing		42.99

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon Descriptive Statistics for Grade 6 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	2500	
Ethnicity		
American Indian/ Alaskan Native		1.85
Asian/Pacific Islander		5.28
Black		2.36
Latino		21.26
White		64.13
Multi-Ethnic		2.36
Decline to report		1.70
Special Education		15.44
Female		50.00
ELL		6.59
FRL		27.55
Missing		43.20

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon Descriptive Statistics for Grade 7 easyCBM® Mathematics

	<i>n</i>	Percent
Total sample size	1887	
Ethnicity		
American Indian/ Alaskan Native		1.41
Asian/Pacific Islander		5.78
Black		2.15
Latino		18.71
White		66.37
Multi-Ethnic		2.98
Decline to report		1.89
Special Education		12.74
Female		50.00
ELL		4.59
FRL		26.89
Missing		42.30

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon Descriptive Statistics for Grade 8 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	1777	
Ethnicity		
American Indian/ Alaskan Native		0.98
Asian/Pacific Islander		4.72
Black		2.60
Latino		20.59
White		64.62
Multi-Ethnic		3.07
Decline to report		2.66
Special Education		12.64
Female		47.00
ELL		4.78
FRL		26.67
Missing		41.88

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 3 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	524	
Ethnicity		
American Indian/ Alaskan Native	1	0.19
Asian/Pacific Islander	94	17.74
Black	36	6.87
Latino	37	7.06
White	296	56.49
Multi-Ethnic	60	11.45
Special Education	71	13.55
Female	263	50.00
ELL	32	6.11
FRL	156	29.77

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 4 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	609	
Ethnicity		
American Indian/ Alaskan Native	6	0.99
Asian/Pacific Islander	114	18.72
Black	38	6.24
Latino	25	4.11
White	360	59.11
Multi-Ethnic	66	10.84
Special Education	82	13.46
Female	280	46.00
ELL	28	4.60
FRL	161	26.44

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 5 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	576	
Ethnicity		
American Indian/ Alaskan Native	8	1.39
Asian/Pacific Islander	92	15.97
Black	46	7.99
Latino	40	6.94
White	370	64.24
Multi-Ethnic	20	3.47
Special Education	75	13.02
Female	263	46.00
ELL	23	3.99
FRL	158	27.43

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 6 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	603	
Ethnicity		
American Indian/ Alaskan Native	9	1.49
Asian/Pacific Islander	101	16.75
Black	52	8.62
Latino	50	8.29
White	375	62.19
Multi-Ethnic	16	2.65
Special Education	64	10.61
Female	309	51.00
ELL	19	3.15
FRL	158	26.20

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 7 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	550	
Ethnicity		
American Indian/ Alaskan Native	2	0.36
Asian/Pacific Islander	108	19.64
Black	45	8.18
Latino	39	7.09
White	339	61.64
Multi-Ethnic	17	3.09
Special Education	57	10.36
Female	271	49.00
ELL	28	5.09
FRL	158	28.73

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 8 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	515	
Ethnicity		
American Indian/ Alaskan Native	7	1.36
Asian/Pacific Islander	108	20.97
Black	37	7.18
Latino	34	6.60
White	318	61.75
Multi-Ethnic	11	2.14
Special Education	57	11.07
Female	254	49.00
ELL	20	3.88
FRL	125	24.27

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon Grade 3, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	<i>n</i>
1	All Students	21.62	0.11	0.42	9.73	4.85	0.10	3.48	0.48	905
	White	22.07	0.15	0.37	9.70	5.31	0.14	3.46	0.47	470
	Hispanic	21.13	0.18	0.44	9.82	4.14	0.16	2.00	0.35	314
	Black	21.49	0.79	0.55	11.05	3.60	0.61	2.42	0.35	24
	Asian	22.06	0.55	0.64	6.29	5.82	0.39	0.88	0.27	30
	American Indian/Alaskan Native	22.09	1.09	0.00	9.20	4.01	1.33	6.81	0.64	7
	Multi-Ethnic	20.96	0.76	0.82	3.67	6.16	0.87	12.58	0.89	19
	Decline to identify	21.91	0.68	0.29	9.97	5.53	0.78	6.89	0.63	22
	2	All Students	27.65	0.08	0.00	5.43	4.08	0.11	5.55	0.72
White		27.66	0.10	0.00	5.37	4.49	0.13	4.43	0.67	448
Hispanic		27.53	0.18	0.00	6.06	3.09	0.25	6.49	0.73	160
Black		28.20	0.66	0.00	5.12	3.86	0.90	6.40	0.74	11
Asian		27.84	0.34	0.23	4.49	3.83	0.47	5.23	0.75	37
American Indian/Alaskan Native		27.44	0.70	0.21	5.44	4.00	1.09	9.05	0.81	10
Multi-Ethnic		27.75	0.44	0.23	2.75	5.00	0.56	2.37	0.67	13
Decline to identify		27.69	0.58	0.00	4.74	2.05	0.54	1.23	0.38	13
3		All Students	31.94	0.07	0.15	4.87	3.36	0.07	1.83	0.48
	White	32.00	0.08	0.16	4.18	3.51	0.08	2.03	0.54	639
	Hispanic	31.62	0.20	0.14	6.57	2.72	0.18	1.30	0.34	149
	Black	*--	*--	*--	*--	*--	*--	*--	*--	16
	Asian	31.81	0.38	0.00	7.26	3.24	0.35	1.26	0.31	42
	American Indian/Alaskan Native	31.83	0.87	0.46	3.59	3.67	0.69	1.07	0.42	6
	Multi-Ethnic	32.32	0.45	0.36	4.21	3.54	0.40	1.43	0.44	24
	Decline to identify	31.89	0.42	0.04	3.56	3.74	0.49	2.45	0.63	18
	4	All Students	37.51	0.09	0.47	5.08	1.89	0.06	0.22	0.09
White		37.59	0.11	0.46	5.11	2.00	0.07	0.09	0.04	554
Hispanic		36.58	0.29	0.29	5.66	1.34	0.26	1.09	0.33	66
Black		37.65	0.56	0.17	3.77	1.83	0.50	0.74	0.31	12
Asian		38.02	0.34	0.65	4.39	1.75	0.20	0.26	0.13	65
American Indian/Alaskan Native		36.75	0.59	0.70	1.28	1.38	0.54	1.70	0.73	8
Multi-Ethnic		37.84	0.65	0.79	3.17	1.61	0.42	1.06	0.46	16
Decline to identify		36.85	0.53	0.70	2.23	0.85	0.55	3.00	0.78	14

Note. Parameters not reported for analyses with $n < 30$.

*Parameters could not be estimated for this model.

Oregon Grade 4, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	<i>n</i>
1	All Students	22.38	0.11	0.45	9.06	3.12	0.10	2.54	0.41	872
	White	22.86	0.15	0.35	8.84	3.40	0.14	2.87	0.45	414
	Hispanic	21.80	0.18	0.50	8.74	2.73	0.15	1.96	0.36	324
	Black	23.44	0.62	0.28	9.08	3.41	0.47	0.60	0.14	25
	Asian	23.55	0.49	0.11	9.91	3.61	0.58	5.77	0.59	37
	American Indian/Alaskan Native	20.40	1.67	0.72	11.21	3.06	0.91	1.00	0.18	8
	Multi-Ethnic	22.56	0.61	0.63	7.30	3.04	0.44	1.45	0.33	30
	Decline to identify	22.67	0.84	0.59	7.32	2.87	0.73	3.08	0.52	14
2	All Students	28.81	0.08	0.16	5.11	2.26	0.10	4.00	0.66	757
	White	28.85	0.10	0.00	5.42	2.43	0.13	4.93	0.69	449
	Hispanic	28.69	0.15	0.15	5.11	1.79	0.21	5.29	0.72	207
	Black	29.08	0.42	0.17	4.33	2.12	0.51	3.98	0.70	24
	Asian	28.67	0.39	0.35	4.43	2.65	0.45	3.57	0.68	31
	American Indian/Alaskan Native	29.76	0.79	0.00	6.16	3.61	0.76	1.70	0.40	8
	Multi-Ethnic	29.48	0.49	0.18	5.19	2.10	0.57	4.12	0.66	21
	Decline to identify	28.13	0.52	0.00	5.35	1.66	0.66	3.42	0.62	16
3	All Students	34.17	0.08	0.28	4.71	1.37	0.08	2.31	0.54	823
	White	34.26	0.09	0.24	4.66	1.49	0.09	2.05	0.51	579
	Hispanic	33.80	0.21	0.34	4.94	0.95	0.21	2.61	0.57	127
	Black	34.17	0.65	0.40	4.29	2.04	0.54	0.93	0.34	12
	Asian	34.18	0.32	0.24	5.07	1.22	0.36	3.35	0.62	50
	American Indian/Alaskan Native	33.96	0.80	0.14	7.70	1.37	0.63	0.58	0.16	11
	Multi-Ethnic	34.13	0.47	0.53	3.67	1.42	0.49	3.55	0.69	23
	Decline to identify	34.27	0.62	0.26	4.36	1.14	0.53	0.66	0.27	12
4	All Students	40.05	0.09	0.40	4.26	0.41	0.06	0.46	0.20	679
	White	40.11	0.10	0.41	4.39	0.35	0.07	0.44	0.19	525
	Hispanic	39.51	0.31	0.23	4.39	0.12	0.25	0.56	0.24	47
	Black	39.25	0.51	0.00	3.22	0.76	0.61	2.26	0.64	11
	Asian	40.32	0.31	0.48	3.40	0.71	0.24	0.41	0.21	47
	American Indian/Alaskan Native	39.15	0.63	0.99	0.08	0.88	0.45	1.58	0.98	8
	Multi-Ethnic	40.09	0.37	0.65	2.17	1.00	0.22	0.08	0.08	26
	Decline to identify	39.53	0.45	0.93	0.36	0.50	0.60	3.84	0.96	11

*Parameters could not be estimated for this model.

Oregon Grade 5, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	n
1	All Students	21.40	0.11	0.31	10.59	4.19	0.12	7.02	0.63	874
	White	21.77	0.16	0.31	10.75	4.52	0.18	7.29	0.63	418
	Hispanic	21.18	0.19	0.20	11.33	3.73	0.21	6.03	0.58	311
	Black	20.85	0.47	0.33	8.03	4.41	0.54	6.46	0.66	39
	Asian	19.94	0.60	0.53	9.24	4.67	0.65	7.90	0.68	32
	American Indian/Alaskan Native	20.81	0.87	0.44	8.06	4.23	0.84	5.18	0.61	13
	Multi-Ethnic	22.78	0.50	0.17	6.39	4.41	0.67	7.28	0.74	25
	Decline to identify	21.70	0.62	0.52	6.30	5.02	0.79	8.91	0.77	20
	All Students	27.88	0.08	0.00	6.89	4.06	0.12	7.88	0.74	845
	White	27.98	0.11	0.00	7.51	4.26	0.14	6.44	0.68	519
Hispanic	27.64	0.16	0.18	5.79	3.48	0.25	8.69	0.79	204	
Black	27.63	0.35	0.00	3.81	3.51	0.74	12.70	0.89	28	
Asian	27.74	0.43	0.00	7.27	4.74	0.43	1.80	0.39	35	
2	American Indian/Alaskan Native	28.45	0.77	0.00	6.59	5.06	0.79	2.54	0.49	10
	Multi-Ethnic	27.86	0.37	0.00	3.55	4.94	0.54	4.60	0.75	23
	Decline to identify	28.42	0.47	0.00	4.26	4.05	0.69	5.68	0.76	18
	All Students	32.69	0.08	0.21	5.42	3.50	0.08	1.97	0.47	807
	White	32.82	0.10	0.20	5.25	3.55	0.09	1.90	0.47	573
	Hispanic	*--	*--	*--	*--	*--	*--	*--	*--	126
	Black	31.92	0.80	0.42	5.91	4.15	0.64	1.15	0.37	10
	Asian	32.71	0.36	0.30	6.03	3.98	0.29	0.74	0.24	49
	American Indian/Alaskan Native	31.99	0.54	0.00	2.88	3.22	0.67	2.65	0.70	9
	Multi-Ethnic	32.57	0.35	0.26	2.74	3.95	0.37	1.80	0.61	23
3	Decline to identify	33.16	0.50	0.00	4.12	2.96	0.47	1.17	0.41	15
	All Students	39.07	0.09	0.59	4.21	1.80	0.05	0.00	0.00	842
	White	39.21	0.10	0.57	4.17	1.76	0.06	0.00	0.00	631
	Hispanic	*--	*--	*--	*--	*--	*--	*--	*--	69
	Black	38.66	1.13	0.93	1.54	1.95	0.43	0.63	0.49	8
	Asian	39.03	0.31	0.70	4.38	1.86	0.17	0.01	0.01	78
	American Indian/Alaskan Native	38.35	0.64	0.83	1.44	2.20	0.44	1.24	0.69	10
	Multi-Ethnic	39.00	0.58	0.86	2.05	2.03	0.28	0.71	0.45	22
	Decline to identify	38.97	0.48	0.44	3.74	1.74	0.39	0.80	0.33	20

*Parameters could not be estimated for this model.

Oregon Grade 6, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	n
1	All Students	21.18	0.11	0.48	8.94	1.91	0.12	4.70	0.56	768
	White	21.70	0.14	0.40	8.55	2.11	0.17	5.32	0.61	390
	Hispanic	20.52	0.19	0.47	9.21	1.66	0.20	4.09	0.52	286
	Black	21.07	0.74	0.81	7.03	1.29	0.49	1.69	0.39	23
	Asian	22.62	0.47	0.58	3.64	3.82	0.48	1.98	0.58	19
	American Indian/Alaskan Native	21.57	0.99	0.88	3.78	3.02	1.21	14.51	0.90	12
	Multi-Ethnic	20.49	0.82	0.00	12.89	2.74	1.19	9.47	0.63	12
	Decline to identify	22.62	0.95	0.66	5.39	2.64	0.90	3.70	0.63	9
	2	All Students	27.73	0.08	0.00	5.93	1.94	0.13	7.85	0.77
White		27.92	0.10	0.00	5.53	2.40	0.16	7.02	0.75	415
Hispanic		27.16	0.17	0.00	7.24	1.18	0.26	8.13	0.74	189
Black		27.51	0.55	0.00	6.58	1.58	0.64	0.86	0.24	10
Asian		28.01	0.30	0.00	4.27	1.39	0.54	8.63	0.83	40
American Indian/Alaskan Native		27.96	0.33	0.00	2.05	1.45	1.41	20.75	0.96	11
Multi-Ethnic		28.30	0.48	0.16	4.77	1.79	0.59	2.45	0.55	16
Decline to identify		27.74	0.67	0.62	3.84	1.72	0.69	2.14	0.59	9
3		All Students	32.50	0.08	0.00	5.67	1.70	0.12	4.84	0.68
	White	32.54	0.10	0.00	5.45	1.89	0.14	4.55	0.67	375
	Hispanic	32.23	0.23	0.00	6.88	1.13	0.32	5.51	0.67	94
	Black	31.77	0.60	0.00	6.01	1.87	0.80	5.35	0.69	14
	Asian	32.55	0.34	0.00	5.70	1.28	0.48	4.53	0.66	35
	American Indian/Alaskan Native	33.08	0.46	0.00	3.75	1.79	0.69	4.80	0.74	15
	Multi-Ethnic	32.81	0.35	0.87	0.60	1.36	0.82	8.35	0.97	13
	Decline to identify	32.41	0.70	0.00	9.56	1.62	0.85	2.35	0.37	11
	4	All Students	39.20	0.11	0.56	6.46	0.68	0.09	0.06	0.02
White		39.30	0.13	0.56	6.49	0.70	0.10	0.07	0.03	348
Hispanic		37.80	0.40	0.25	8.67	0.67	0.32	0.17	0.05	42
Black		37.56	0.54	0.00	3.56	1.74	0.60	0.95	0.38	9
Asian		40.13	0.37	0.74	4.17	0.43	0.23	0.00	0.00	47
American Indian/Alaskan Native		40.02	0.93	0.73	4.24	-0.34	0.66	1.11	0.36	8
Multi-Ethnic		*--	*--	*--	*--	*--	*--	*--	*--	13
Decline to identify		37.86	0.60	0.63	3.61	1.17	0.48	0.12	0.08	10

*Parameters could not be estimated for this model.

Oregon Grade 7, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	n
1	All Students	18.69	0.13	0.48	10.33	1.89	0.12	2.19	0.36	565
	White	19.11	0.17	0.45	10.28	2.11	0.17	2.56	0.39	291
	Hispanic	17.98	0.23	0.52	10.26	2.04	0.20	1.44	0.27	193
	Black	17.49	0.82	0.40	11.55	-0.04	0.80	1.89	0.30	13
	Asian	19.39	0.60	0.43	9.44	0.63	0.48	0.95	0.22	25
	American Indian/Alaskan Native	20.66	0.61	0.00	6.02	0.67	0.98	4.42	0.64	8
	Multi-Ethnic	19.78	0.61	0.69	5.55	2.73	0.57	1.14	0.35	12
	Decline to identify	18.56	0.88	0.29	8.16	1.14	1.32	11.11	0.78	10
	All Students	27.03	0.09	0.19	7.72	0.92	0.12	4.67	0.62	592
	White	27.14	0.12	0.20	7.72	1.10	0.15	4.47	0.61	366
Hispanic	26.71	0.21	0.22	7.98	0.68	0.26	4.67	0.61	140	
Black	27.49	0.45	0.33	4.43	1.26	0.78	6.66	0.79	15	
Asian	26.98	0.32	0.00	6.16	0.53	0.47	6.11	0.73	41	
2	American Indian/Alaskan Native	26.88	0.63	0.00	7.15	0.08	1.11	12.26	0.82	13
	Multi-Ethnic	26.65	0.86	0.29	13.00	0.08	0.89	1.58	0.25	10
	Decline to identify	26.60	0.81	0.00	10.17	0.87	1.06	4.15	0.55	7
	All Students	32.74	0.09	0.00	5.67	0.66	0.15	5.61	0.73	387
	White	32.79	0.10	0.00	5.46	0.91	0.17	5.25	0.72	280
	Hispanic	32.25	0.27	0.00	6.66	-0.67	0.40	5.92	0.72	56
	Black	33.13	0.57	0.00	4.21	0.16	0.93	5.19	0.75	8
3	Asian	33.16	0.49	0.00	7.65	0.82	0.56	3.33	0.55	21
	American Indian/Alaskan Native	33.55	0.76	0.00	4.72	-0.83	2.01	9.30	0.82	3
	Multi-Ethnic	33.06	0.42	0.41	2.59	2.73	0.60	0.72	0.40	6
	Decline to identify	31.95	0.50	0.00	5.35	0.92	0.66	3.26	0.63	13
	All Students	39.50	0.11	0.59	5.82	0.53	0.10	0.68	0.24	343
	White	39.47	0.12	0.66	5.12	0.68	0.11	0.35	0.16	264
	Hispanic	39.26	0.34	0.34	5.72	0.72	0.46	2.16	0.50	26
4	Black	37.98	1.57	0.27	23.97	-0.91	1.71	4.01	0.33	5
	Asian	40.69	0.36	0.88	2.35	-0.26	0.33	1.99	0.70	29
	American Indian/Alaskan Native	38.36	0.68	0.00	2.30	0.40	2.64	12.03	0.91	2
	Multi-Ethnic	38.87	0.47	0.00	6.52	-1.59	0.87	3.29	0.55	8
	Decline to identify	38.61	0.82	0.00	11.14	-0.17	1.37	10.91	0.75	8

*Parameters could not be estimated for this model.

Oregon Grade 8, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	n
1	All Students	18.64	0.11	0.22	9.60	1.53	0.13	3.90	0.52	566
	White	18.88	0.14	0.13	9.31	1.79	0.18	4.54	0.56	278
	Hispanic	18.27	0.19	0.24	10.30	1.35	0.21	2.83	0.42	208
	Black	19.47	0.54	0.00	9.67	1.32	0.91	12.48	0.77	21
	Asian	18.55	0.54	0.25	7.04	1.47	0.71	4.75	0.66	16
	American Indian/Alaskan Native	17.98	0.91	0.72	5.36	1.75	0.97	4.94	0.71	8
	Multi-Ethnic	19.39	0.71	0.60	8.54	1.38	0.79	2.60	0.46	11
	Decline to identify	18.67	0.89	0.43	8.34	0.82	0.72	0.82	0.20	10
	All Students	25.42	0.10	0.00	7.14	0.48	0.17	8.14	0.75	415
	White	25.64	0.12	0.00	7.09	0.76	0.22	8.96	0.77	252
Hispanic	24.89	0.20	0.00	7.09	-0.07	0.30	6.76	0.72	113	
Black	24.72	0.63	0.00	9.90	0.92	0.71	3.87	0.50	17	
Asian	25.62	0.52	0.24	5.42	0.06	0.46	0.12	0.06	12	
2	American Indian/Alaskan Native	24.92	0.77	0.23	5.95	0.04	1.04	4.62	0.69	7
	Multi-Ethnic	25.69	0.44	0.57	2.63	0.02	1.79	21.83	0.95	4
	Decline to identify	25.41	0.58	0.00	7.33	1.22	1.24	12.64	0.80	10
	All Students	31.87	0.10	0.17	8.82	-0.11	0.14	5.00	0.61	473
	White	31.93	0.13	0.00	10.00	0.12	0.19	6.64	0.64	313
	Hispanic	31.54	0.26	0.24	8.58	-1.14	0.35	6.59	0.68	92
	Black	32.41	0.64	0.36	5.74	-0.73	0.79	3.62	0.62	11
	Asian	32.20	0.37	0.15	6.73	0.39	0.48	3.92	0.62	32
	American Indian/Alaskan Native	33.08	1.12	0.96	0.60	-1.84	2.50	25.91	0.99	4
	Multi-Ethnic	31.47	0.37	0.19	3.84	0.23	1.06	6.62	0.82	8
3	Decline to identify	31.81	0.49	0.00	7.58	-0.79	0.57	0.98	0.27	12
	All Students	39.46	0.11	0.40	0.55	-0.30	0.13	1.52	0.40	323
	White	39.43	0.13	0.36	0.58	-0.23	0.14	1.27	0.36	241
	Hispanic	38.56	0.38	0.64	0.42	-1.24	0.49	4.31	0.64	35
	Black	39.85	0.60	0.73	0.48	-2.96	0.98	3.49	0.73	6
	Asian	40.48	0.37	0.25	0.61	0.38	0.35	0.65	0.25	27
	American Indian/Alaskan Native	39.26	1.62	0.87	0.82	-0.95	3.30	9.08	0.87	1
	Multi-Ethnic	*--	*--	*--	*--	*--	*--	*--	*--	5
	Decline to identify	38.40	0.49	0.08	0.55	0.59	0.46	0.11	0.08	8

*Parameters could not be estimated for this model.

Washington Grade 3, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	n
1	All Students	24.80	0.33	0.57	12.41	4.51	0.22	1.31	0.23	154
	Multi-Ethnic	24.69	1.22	0.56	15.82	5.88	0.90	2.90	0.34	14
	White	25.44	0.42	0.55	11.87	4.39	0.29	1.29	0.24	84
	Hispanic	22.71	0.78	0.54	8.76	3.92	0.59	1.77	0.37	18
	Black	22.91	1.30	0.71	14.65	4.83	0.77	1.56	0.23	15
	Asian	25.37	0.77	0.42	12.24	4.44	0.58	1.58	0.27	23
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-
2	All Students	30.60	0.23	0.00	7.11	3.47	0.25	3.66	0.60	116
	Multi-Ethnic	30.96	0.71	0.25	8.80	3.68	0.68	3.35	0.52	17
	White	30.54	0.31	0.20	6.36	3.48	0.29	1.81	0.45	61
	Hispanic	30.78	0.88	0.00	8.35	2.00	1.26	10.10	0.78	9
	Black	30.99	0.74	0.00	6.39	3.85	0.65	0.97	0.31	10
	Asian	30.38	0.53	0.00	5.93	3.92	0.45	0.50	0.20	18
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-
3	All Students	34.56	0.17	0.21	3.82	2.76	0.17	1.30	0.49	124
	Multi-Ethnic	34.55	0.53	0.00	4.61	3.14	0.50	1.21	0.43	14
	White	34.71	0.21	0.23	3.66	2.91	0.21	1.39	0.52	81
	Hispanic	35.22	1.00	0.39	5.70	2.67	0.69	0.00	0.00	6
	Black	34.50	0.92	0.78	1.67	1.50	0.87	2.17	0.80	4
	Asian	33.71	0.40	0.00	3.50	2.16	0.41	1.42	0.54	19
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-
4	All Students	39.44	0.20	0.65	3.39	1.42	0.12	0.07	0.05	129
	Multi-Ethnic	39.26	0.52	0.63	2.75	1.60	0.30	0.00	0.00	15
	White	39.52	0.27	0.68	3.21	1.50	0.16	0.00	0.00	70
	Hispanic	38.85	1.06	0.82	1.86	-0.51	1.81	9.38	0.94	3
	Black	39.60	0.98	0.66	4.50	1.79	0.60	0.27	0.15	7
	Asian	39.40	0.42	0.73	3.30	1.25	0.23	0.04	0.03	34
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-

⁺Parameters could not be estimated for this model.

Washington Grade 4, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	n
1	All Students	24.93	0.30	0.627	10.61	3.38	0.22	2.50	0.40	166
	Multi-Ethnic	26.06	1.12	0.629	11.12	3.45	0.95	5.58	0.59	13
	White	25.19	0.42	0.63	10.30	3.46	0.30	2.04	0.36	84
	Hispanic	24.33	1.09	0.768	8.88	2.88	0.63	0.87	0.22	15
	Black	22.82	0.90	0.684	10.33	3.86	0.62	2.42	0.40	21
	Asian	25.38	0.63	0.359	11.64	3.02	0.60	4.67	0.53	31
	American Indian/Alaskan Native	26.25	4.51	0.942	6.50	4.25	2.56	9.89	0.82	2
2	All Students	32.68	0.20	0.296	5.42	2.44	0.19	2.09	0.53	139
	Multi-Ethnic	32.42	0.68	0	8.98	3.19	0.61	1.54	0.34	16
	White	32.63	0.26	0.317	5.32	2.24	0.25	2.12	0.53	81
	Hispanic	32.38	0.63	0.384	2.90	1.50	0.80	2.97	0.74	7
	Black	32.15	0.65	0.616	3.68	2.71	0.52	1.38	0.53	12
	Asian	33.33	0.49	0.445	4.72	2.68	0.45	2.11	0.56	22
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-
3	All Students	37.86	0.14	0.264	3.99	1.63	0.12	0.72	0.34	190
	Multi-Ethnic	38.30	0.46	0	3.45	1.46	0.49	1.69	0.59	14
	White	37.82	0.17	0.261	4.09	1.64	0.15	0.79	0.35	133
	Hispanic	37.67	1.67	0.987	0.22	2.50	0.55	0.49	0.87	2
	Black	37.83	0.76	0.865	0.97	2.50	0.34	0.09	0.22	5
	Asian	37.99	0.35	0.271	4.36	1.46	0.29	0.63	0.29	34
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-
4	All Students	42.12	0.15	0.319	2.64	0.44	0.12	0.18	0.16	113
	Multi-Ethnic	41.98	0.33	0.119	2.80	0.09	0.35	1.22	0.55	23
	White	42.24	0.20	0.352	2.48	0.41	0.15	0.12	0.12	62
	Hispanic	-	-	-	-	-	-	-	-	+
	Black	-	-	-	-	-	-	-	-	+
	Asian	-	-	-	-	-	-	-	-	+
	American Indian/Alaskan Native	39.17	9.11	0.727	48.17	1.50	7.06	25.69	0.62	1

⁺ Parameters could not be estimated for this model.

Washington Grade 5, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	<i>n</i>
1	All Students	24.76	0.32	0.603	11.15	5.38	0.27	5.04	0.57	147
	Multi-Ethnic	24.50	0.94	0	6.31	5.50	1.54	11.04	0.84	6
	White	24.95	0.47	0.756	8.32	5.32	0.38	5.86	0.68	69
	Hispanic	23.30	0.79	0.382	13.34	4.99	0.73	4.88	0.51	22
	Black	24.30	0.87	0.685	12.81	5.43	0.72	7.67	0.64	27
	Asian	26.58	0.83	0.598	10.41	6.48	0.59	1.79	0.34	20
	American Indian/Alaskan Native	23.78	2.09	0.685	8.45	1.67	3.34	29.15	0.91	3
2	All Students	32.58	0.19	0.369	5.27	4.22	0.15	0.68	0.28	153
	Multi-Ethnic	30.96	1.39	0.447	8.33	4.50	0.94	0.22	0.07	5
	White	32.78	0.23	0.336	5.25	4.10	0.19	1.15	0.39	103
	Hispanic	33.05	0.58	0.116	4.10	4.23	0.44	0.04	0.03	11
	Black	32.50	0.96	0.681	4.14	4.36	0.60	0.45	0.25	7
	Asian	31.70	0.48	0.447	4.89	4.69	0.32	0.02	0.01	24
	American Indian/Alaskan Native	33.72	1.49	0.238	7.13	3.83	1.13	0.25	0.10	3
3	All Students	37.59	0.17	0.284	3.67	2.71	0.13	0.15	0.11	130
	Multi-Ethnic	38.17	0.83	0.643	1.43	3.17	0.49	0.00	0.01	3
	White	37.63	0.18	0.191	3.32	2.64	0.15	0.25	0.18	92
	Hispanic	-	-	-	-	-	-	-	-	- ⁺
	Black	37.20	1.05	0.549	8.87	2.70	0.68	0.24	0.08	10
	Asian	37.65	0.40	0.297	2.83	3.00	0.29	0.00	0.00	17
	American Indian/Alaskan Native	37.05	0.96	0	2.09	3.34	1.46	2.15	0.71	2
4	All Students	41.89	0.15	0.657	2.212	0.92	0.09	0.05	0.06	142
	Multi-Ethnic	41.95	0.81	0.915	0.836	0.99	0.45	0.76	0.72	6
	White	41.79	0.18	0.61	2.556	0.93	0.12	0.03	0.04	103
	Hispanic	-	-	-	-	-	-	-	-	- ⁺
	Black	41.58	1.18	0.777	1.389	1.25	0.63	0.09	0.16	2
	Asian	42.23	0.30	0.80	1.27	0.83	0.16	0.17	0.28	31
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	- ⁺

⁺ Parameters could not be estimated for this model.

Washington Grade 6, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	n
1	All Students	24.19	0.32	0.698	10.77	3.51	0.25	4.56	0.54	173
	Multi-Ethnic	24.10	1.62	0.855	5.24	2.25	1.48	10.49	0.85	6
	White	24.34	0.44	0.689	10.60	3.67	0.32	3.70	0.49	91
	Hispanic	23.98	0.78	0.713	8.78	3.03	0.67	6.40	0.67	25
	Black	22.01	1.16	0.718	15.55	2.70	0.77	3.55	0.40	20
	Asian	25.78	0.73	0.545	11.05	4.01	0.65	5.08	0.57	26
	American Indian/Alaskan Native	23.12	1.83	0.792	6.99	5.54	1.46	6.15	0.69	5
2	All Students	31.55	0.20	0	5.96	3.29	0.24	3.85	0.65	128
	Multi-Ethnic	31.33	2.03	0.141	13.87	1.00	1.55	0.28	0.06	3
	White	31.66	0.26	0	6.10	3.63	0.31	3.58	0.62	74
	Hispanic	31.08	0.72	0	6.84	2.12	0.80	3.27	0.58	11
	Black	31.16	0.43	0	3.56	3.37	0.60	3.58	0.75	15
	Asian	31.72	0.49	0	6.40	3.28	0.55	3.54	0.61	23
	American Indian/Alaskan Native	30.92	1.57	0.714	2.94	1.25	1.77	4.81	0.83	2
3	All Students	36.16	0.17	0.386	5.10	2.35	0.15	1.34	0.43	178
	Multi-Ethnic	35.56	1.30	0.451	8.85	3.08	0.87	0.07	0.02	6
	White	36.24	0.22	0.484	4.68	2.46	0.16	0.50	0.24	114
	Hispanic	35.71	0.63	0	5.57	1.16	1.09	11.00	0.85	12
	Black	35.59	0.69	0.726	3.60	2.15	0.65	3.74	0.76	13
	Asian	36.56	0.38	0.336	4.37	2.52	0.29	0.41	0.22	31
	American Indian/Alaskan Native	33.42	2.60	0	16.27	0.25	2.02	0.00	0.00	2
4	All Students	42.20	0.16	0.743	1.75	0.58	0.09	0.05	0.08	122
	Multi-Ethnic	40.83	0.54	0.727	0.17	1.50	0.42	0.09	0.62	1
	White	42.17	0.19	0.769	1.66	0.58	0.10	0.05	0.07	95
	Hispanic	-	-	-	-	-	-	-	-	+
	Black	42.78	0.91	0.45	2.23	0.67	0.73	0.48	0.39	3
	Asian	42.41	0.39	0.76	1.69	0.50	0.22	0.13	0.18	21
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	+

⁺ Parameters could not be estimated for this model.

Washington Grade 7, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	<i>n</i>
1	All Students	21.27	0.36	0.712	11.67	2.62	0.24	2.19	0.35	154
	Multi-Ethnic	21.78	1.33	0.127	13.79	3.02	1.49	6.66	0.59	6
	White	21.59	0.51	0.742	11.44	2.48	0.34	2.54	0.38	81
	Hispanic	21.42	0.98	0.824	8.00	2.63	0.65	4.43	0.61	21
	Black	-	-	-	-	-	-	-	-	- ⁺
	Asian	21.55	0.82	0.692	11.38	3.05	0.56	2.40	0.38	27
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	- ⁺
2	All Students	29.48	0.22	0	7.76	2.00	0.27	5.57	0.67	136
	Multi-Ethnic	31.17	0.54	0.727	0.17	2.50	0.42	0.09	0.62	1
	White	29.32	0.27	0	7.13	1.86	0.33	5.15	0.67	84
	Hispanic	29.66	1.06	0	9.08	0.46	2.15	22.17	0.87	6
	Black	30.10	0.69	0	7.98	2.42	1.02	9.99	0.78	14
	Asian	29.57	0.51	0.265	8.30	2.46	0.44	1.45	0.33	31
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	- ⁺
3	All Students	34.97	0.24	0.321	7.51	1.05	0.21	1.41	0.35	127
	Multi-Ethnic	34.22	1.61	0.443	14.21	1.00	1.13	0.52	0.010	6
	White	35.06	0.27	0.372	5.78	1.27	0.22	0.99	0.33	84
	Hispanic	34.24	0.91	0	9.61	-0.51	1.34	10.61	0.74	10
	Black	34.21	0.90	0	9.68	0.28	0.88	2.40	0.42	10
	Asian	35.53	0.84	0.373	11.12	1.03	0.71	1.82	0.32	15
	American Indian/Alaskan Native	37.33	1.15	0.517	2.22	0.00	1.20	1.79	0.71	2
4	All Students	41.78	0.20	0.572	3.79	-0.07	0.14	0.26	0.17	122
	Multi-Ethnic	41.78	1.32	0.547	4.22	-1.33	1.09	1.48	0.51	3
	White	42.03	0.23	0.577	3.55	-0.05	0.16	0.24	0.17	85
	Hispanic	38.83	3.75	0.727	8.17	1.50	2.91	4.36	0.62	1
	Black	-	-	-	-	-	-	-	-	- ⁺
	Asian	41.16	0.41	0.56	4.22	0.00	0.27	0.30	0.17	32
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	- ⁺

⁺ Parameters could not be estimated for this model.

Washington Grade 8, Reliability of easyCBM[®] Mathematics Growth Slopes

Quartile	Ethnic Group	Fixed effect, Intercept	SE	Reliability, Intercept	Level-1 residual variance	Fixed, effect, slope	SE	Variance, slope	Reliability, Slope	<i>n</i>
1	All Students	22.52	0.38	0.62	12.82	2.05	0.27	2.31	0.34	126
	Multi-Ethnic	19.50	2.87	0.81	10.96	3.83	1.72	3.43	0.48	3
	White	22.90	0.53	0.61	13.61	2.31	0.37	1.97	0.29	66
	Hispanic	22.39	1.36	0.66	16.16	0.28	1.01	3.36	0.35	14
	Black	21.10	1.03	0.48	10.34	1.31	1.21	9.52	0.70	11
	Asian	22.92	0.76	0.69	10.64	2.34	0.44	0.41	0.10	29
	American Indian/Alaskan Native	19.50	1.01	0.60	2.28	0.83	1.42	4.94	0.87	3
2	All Students	31.92	0.24	0.27	9.20	1.56	0.22	2.17	0.40	148
	Multi-Ethnic	32.17	5.89	0.73	20.17	0.50	4.57	10.76	0.62	1
	White	31.83	0.32	0.32	9.11	1.68	0.29	2.23	0.41	83
	Hispanic	30.60	0.75	0.00	9.73	1.77	0.89	6.19	0.63	15
	Black	31.82	0.74	0.53	6.39	0.61	0.58	1.28	0.35	15
	Asian	32.76	0.51	0.19	9.75	1.56	0.46	2.06	0.37	34
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-
3	All Students	37.73	0.20	0.20	4.97	0.64	0.20	1.61	0.47	110
	Multi-Ethnic	37.56	1.21	0.65	3.04	2.33	0.72	0.02	0.02	3
	White	37.64	0.25	0.21	5.12	0.49	0.25	1.81	0.49	79
	Hispanic	37.25	1.21	0.34	5.85	1.50	1.06	1.60	0.45	4
	Black	38.54	0.40	0.70	0.46	0.79	0.86	2.79	0.94	4
	Asian	38.18	0.52	0.00	5.79	0.86	0.47	1.11	0.36	18
	American Indian/Alaskan Native	36.92	1.12	0.00	2.99	-0.75	0.90	0.12	0.11	2
4	All Students	42.38	0.17	0.38	3.06	-0.38	0.14	0.66	0.38	114
	Multi-Ethnic	43.30	0.88	0.00	3.58	-1.13	0.90	1.46	0.53	4
	White	42.27	0.21	0.50	2.78	-0.20	0.17	0.67	0.41	78
	Hispanic	-	-	-	-	-	-	-	-	+
	Black	42.07	0.52	0.93	0.25	-0.70	0.72	2.45	0.96	5
	Asian	42.62	0.38	0.19	4.03	-0.71	0.31	0.31	0.19	25
	American Indian/Alaskan Native	42.50	1.61	0.73	1.50	0.50	1.25	0.80	0.62	1

⁺ Parameters could not be estimated for this model.

Oregon Grade 3 Descriptive Statistics for Validity Analyses

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
fall_tot	3401	11.00	45.00	29.3473	6.37026
wint_tot	2203	12.00	45.00	32.1108	6.48113
spr_tot	3166	13.00	45.00	36.6699	5.89487
OAKSMathTo t	3704	175	258	211.59	9.795
EthnicCd	3802	1	7	4.61	.952
Female	3886	0	1	.48	.500
EconDsvntg	2086	0	1	.54	.499
SPED	3813	0	1	.15	.359
ELL	3888	0	1	.10	.301
Valid N (listwise)	766				

EthnicCd

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid American/Indian	37	1.0	1.0	1.0
Asian/Pacific Islander	198	5.1	5.2	6.2
Black	77	2.0	2.0	8.2
Hispanic	879	22.6	23.1	31.3
White	2430	62.5	63.9	95.2
Multiethnic	84	2.2	2.2	97.4
Decline	97	2.5	2.6	100.0
Total	3802	97.8	100.0	
Missin g Total	999	86	2.2	
	3888	100.0		

Oregon Grade 4 Descriptive Statistics for Validity Analyses

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
fall_tot	3219	8.00	45.00	30.9916	7.02704
wint_tot	2235	11.00	45.00	31.3078	6.46865
spr_tot	3022	10.00	45.00	34.8160	6.56901
OAKSMathTo t	3543	179	264	218.59	10.073
EthnicCd	3644	1	7	4.59	.980
Female	3739	0	1	.47	.499
EconDsvntg	2042	0	1	.54	.499
SPED	3663	0	1	.16	.366
ELL	3739	0	1	.08	.273
Valid N (listwise)	671				

EthnicCd

	Frequenc y	Percen t	Valid Percent	Cumulative Percent
Valid American/Indian	42	1.1	1.2	1.2
Asian/Pacific Islander	197	5.3	5.4	6.6
Black	86	2.3	2.4	8.9
Hispanic	851	22.8	23.4	32.3
White	2261	60.5	62.0	94.3
Multiethnic	120	3.2	3.3	97.6
Decline	87	2.3	2.4	100.0
Total	3644	97.4	100.0	
Missin g	999	96	2.6	
Total	3740	100.0		

Oregon Grade 5 Descriptive Statistics for Validity Analyses

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
fall_tot	3450	11.00	45.00	30.2165	6.93910
wint_tot	2335	12.00	45.00	32.2415	7.32873
spr_tot	3215	7.00	45.00	37.1484	7.16288
OAKS Best Math Score	3672	188	267	224.88	9.753
EthnicCd	3754	1	7	4.59	1.002
Female	3849	0	1	.48	.500
EconDsvntg	2151	0	1	.52	.500
SPED	3817	0	1	.16	.368
ELL	3851	0	1	.07	.262
Valid N (listwise)	804				

EthnicCd

	Frequenc y	Percen t	Valid Percent	Cumulative Percent
Valid American/Indian	45	1.2	1.2	1.2
Asian/Pacific Islander	218	5.7	5.8	7.0
Black	99	2.6	2.6	9.6
Hispanic	826	21.4	22.0	31.6
White	2362	61.3	62.9	94.6
Multiethnic	103	2.7	2.7	97.3
Decline	101	2.6	2.7	100.0
Total	3754	97.5	100.0	
Missin g Total	97	2.5		
	3851	100.0		

Oregon Grade 6 Descriptive Statistics for Validity Analyses

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fall09TotMath	3354	9	45	29.67	7.164
Wint10TotMath	1961	8	45	29.30	7.201
Spr10TotMath	2151	9	45	32.83	7.976
OAKSMathTot	3520	195	277	227.15	9.781
EthnicCd	3628	1	7	4.57	1.013
Female	3718	0	1	.49	.500
EconDsvntg	2018	0	1	.49	.500
SPED	3708	0	1	.16	.369
ELL	3787	0	1	.07	.252
Valid N (listwise)	409				

EthnicCd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	67	1.8	1.8	1.8
	Asian/Pacific Islander	190	5.0	5.2	7.1
	Black	88	2.3	2.4	9.5
	Hispanic	796	21.0	21.9	31.4
	White	2310	61.0	63.7	95.1
	Multiethnic	87	2.3	2.4	97.5
	Decline	90	2.4	2.5	100.0
	Total	3628	95.8	100.0	
Missing	999	160	4.2		
Total		3788	100.0		

Oregon Grade 7 Descriptive Statistics for Validity Analyses

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fall09TotMath	3666	7	45	29.59	8.199
Wint10TotMath	2247	7	45	29.33	8.195
Spr10TotMath	2415	8	45	31.38	8.385
OAKS Best Math Score	3471	201	275	233.12	9.677
EthnicCd	4196	1	7	4.55	1.056
Female	4263	0	1	.50	.500
EconDsvntg	2553	0	1	.43	.495
SPED	4192	0	1	.14	.346
ELL	4263	0	1	.06	.233
Valid N (listwise)	402				

EthnicCd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American Indian/Alaskan Native	52	1.2	1.2	1.2
	Asian/Pacific Islander	318	7.5	7.6	8.8
	Black	131	3.1	3.1	11.9
	Hispanic	794	18.6	18.9	30.9
	White	2678	62.8	63.8	94.7
	Multi-Ethnic	123	2.9	2.9	97.6
	Decline/Missing	100	2.3	2.4	100.0
	Total	4196	98.4	100.0	
Missing	999	69	1.6		
Total		4265	100.0		

Oregon Grade 8 Descriptive Statistics for Validity Analyses

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fall09TotMath	3672	7	45	29.10	8.268
Wint10TotMath	2210	8	45	29.84	8.862
Spr10TotMath	2298	10	45	30.05	8.494
OAKS Best Math Score	3578	199	293	235.04	10.977
EthnicCd	4344	1	7	4.57	1.046
Female	4410	0	1	.48	.500
EconDsvntg	2733	0	1	.42	.493
SPED	4339	0	1	.14	.344
ELL	4410	0	1	.05	.220
Valid N (listwise)	387				

EthnicCd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	50	1.1	1.2	1.2
	Asian/Pacific Islander	299	6.8	6.9	8.0
	Black	146	3.3	3.4	11.4
	Hispanic	865	19.6	19.9	31.3
	White	2732	62.0	62.9	94.2
	Multiethnic	128	2.9	2.9	97.1
	Decline/Missing	124	2.8	2.9	100.0
	Total	4344	98.5	100.0	
Missing	999	66	1.5		
Total		4410	100.0		

Washington Grade 3 Descriptive Statistics for Validity Analyses

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
fall_tot	524	12.00	45.00	31.8130	6.21748
wint_tot	516	11.00	45.00	35.2868	6.17347
spr_tot	546	17.00	45.00	37.6337	5.67543
Washington State ASsessment Scale Score	633	322	575	408.41	34.483
EthnicCd	638	1	6	4.37	1.315
Female	638	0	1	.49	.500
EconDsvntg	638	0	1	.29	.456
SPED	638	0	1	.16	.362
ELL	638	0	1	.06	.240
Valid N (listwise)	463				

EthnicCd					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	6	.9	.9	.9
	Asian/Pacific Islander	107	16.8	16.8	17.7
	Black	43	6.7	6.7	24.5
	Hispanic	46	7.2	7.2	31.7
	White	360	56.4	56.4	88.1
	Multiethnic	76	11.9	11.9	100.0
	Total	638	100.0	100.0	

Washington Grade 4 Descriptive Statistics for Validity Analyses

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
fall_tot	609	14.00	45.00	33.9967	6.92702
wint_tot	584	14.00	45.00	35.6832	6.42817
spr_tot	616	10.00	45.00	37.9286	6.48461
Washington State ASsessment Scale Score	665	266	575	419.01	58.308
EthnicCd	673	1	6	4.34	1.337
Female	673	0	1	.45	.498
EconDsvntg	673	0	1	.27	.445
SPED	673	0	1	.15	.362
ELL	673	0	1	.06	.231
Valid N (listwise)	529				

EthnicCd					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	7	1.0	1.0	1.0
	Asian/Pacific Islander	122	18.1	18.1	19.2
	Black	45	6.7	6.7	25.9
	Hispanic	30	4.5	4.5	30.3
	White	397	59.0	59.0	89.3
	Multiethnic	72	10.7	10.7	100.0
	Total	673	100.0	100.0	

Washington Grade 5 Descriptive Statistics for Validity Analyses

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
fall_tot	576	14.00	45.00	33.9757	6.93744
wint_tot	594	12.00	45.00	37.2912	6.35018
spr_tot	589	10.00	45.00	40.4703	5.57795
Washington State	629	280	575	414.46	43.093
ASsessment Scale					
Score					
EthnicCd	638	1	6	4.28	1.242
Female	638	0	1	.45	.498
EconDsvntg	638	0	1	.28	.449
SPED	638	0	1	.15	.353
ELL	638	0	1	.05	.222
Valid N (listwise)	541				

EthnicCd					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	9	1.4	1.4	1.4
	Asian/Pacific Islander	100	15.7	15.7	17.1
	Black	50	7.8	7.8	24.9
	Hispanic	47	7.4	7.4	32.3
	White	409	64.1	64.1	96.4
	Multiethnic	23	3.6	3.6	100.0
	Total	638	100.0	100.0	

Washington Grade 6 Descriptive Statistics for Validity Analyses

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
fall_tot	603	12.00	45.00	33.0680	7.11232
wint_tot	597	10.00	45.00	35.3400	7.14119
spr_tot	588	8.00	45.00	38.0187	7.01845
Washington State ASsessment Scale Score	658	6	575	413.95	59.352
EthnicCd	667	1	7	4.19	1.272
Female	667	0	1	.51	.500
EconDsvntg	667	0	1	.27	.444
SPED	667	0	1	.13	.337
ELL	667	0	1	.04	.207
Valid N (listwise)	532				

EthnicCd					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	11	1.6	1.6	1.6
	Asian/Pacific Islander	114	17.1	17.1	18.7
	Black	60	9.0	9.0	27.7
	Hispanic	56	8.4	8.4	36.1
	White	408	61.2	61.2	97.3
	Multiethnic	17	2.5	2.5	99.9
	Decline	1	.1	.1	100.0
	Total	667	100.0	100.0	

Washington Grade 7 Descriptive Statistics for Validity Analyses

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
fall_tot	550	9.00	45.00	31.4636	8.13869
wint_tot	562	11.00	45.00	32.3488	8.12005
spr_tot	532	12.00	45.00	34.8459	7.51889
Washington State ASsessment Scale Score	617	232	575	417.41	47.589
EthnicCd	623	1	7	4.21	1.272
Female	623	0	1	.49	.500
EconDsvntg	623	0	1	.28	.451
SPED	623	0	1	.10	.306
ELL	623	0	1	.05	.224
Valid N (listwise)	474				

EthnicCd					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American	2	.3	.3	.3
	Indian/Alaskan Native				
	Asian/Pacific Islander	121	19.4	19.4	19.7
	Black	51	8.2	8.2	27.9
	Hispanic	47	7.5	7.5	35.5
	White	378	60.7	60.7	96.1
	Multi-Ethnic	23	3.7	3.7	99.8
	Decline/Missing	1	.2	.2	100.0
	Total	623	100.0	100.0	

Washington Grade 8 Descriptive Statistics for Validity Analyses

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
fall_tot	515	11.00	45.00	32.7767	7.81166
wint_tot	545	10.00	45.00	34.8459	7.87343
spr_tot	537	11.00	45.00	34.5624	7.49728
Washington State ASsessment Scale Score	654	282	575	415.37	42.634
EthnicCd	661	1	7	4.17	1.282
Female	661	0	1	.50	.500
EconDsvntg	661	0	1	.26	.438
SPED	661	0	1	.11	.310
ELL	661	0	1	.05	.215
Valid N (listwise)	417				

EthnicCd					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American/Indian	9	1.4	1.4	1.4
	Asian/Pacific Islander	124	18.8	18.8	20.1
	Black	52	7.9	7.9	28.0
	Hispanic	51	7.7	7.7	35.7
	White	410	62.0	62.0	97.7
	Multiethnic	14	2.1	2.1	99.8
	Decline/Missing	1	.2	.2	100.0
	Total	661	100.0	100.0	

Oregon Construct Validity for All Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.720**	.683**	.694**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	3401	2061	2899	3302
wint_tot	Pearson	.720**	1	.745**	.696**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	2061	2203	1840	2140
spr_tot	Pearson	.683**	.745**	1	.735**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	2899	1840	3166	3119
OAKSMathT ot	Pearson	.694**	.696**	.735**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	3302	2140	3119	3704

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for All Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.740**	.699**	.703**
	Sig. (2-tailed)		.000	.000	.000
	N	524	483	505	522
wint_tot	Pearson Correlation	.740**	1	.721**	.721**
	Sig. (2-tailed)	.000		.000	.000
	N	483	516	491	514
spr_tot	Pearson Correlation	.699**	.721**	1	.721**
	Sig. (2-tailed)	.000	.000		.000
	N	505	491	546	544
Washington State	Pearson Correlation	.703**	.721**	.721**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	522	514	544	633

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Asian/Pacific Islander Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_to t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.711**	.692**	.743**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	182	119	151	182
wint_tot	Pearson	.711**	1	.709**	.720**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	119	121	98	121
spr_tot	Pearson	.692**	.709**	1	.776**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	151	98	155	155
OAKSMathT ot	Pearson	.743**	.720**	.776**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	182	121	155	195

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Asian/Pacific Islander Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.760**	.701**	.691**
	Sig. (2-tailed)		.000	.000	.000
	N	94	86	92	92
wint_tot	Pearson Correlation	.760**	1	.594**	.616**
	Sig. (2-tailed)	.000		.000	.000
	N	86	86	84	84
spr_tot	Pearson Correlation	.701**	.594**	1	.629**
	Sig. (2-tailed)	.000	.000		.000
	N	92	84	95	93
Washington State	Pearson Correlation	.691**	.616**	.629**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	92	84	93	105

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Black Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_to t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.722**	.770**	.763**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	64	36	56	61
wint_tot	Pearson	.722**	1	.613**	.702**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	36	36	29	34
spr_tot	Pearson	.770**	.613**	1	.785**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	56	29	62	61
OAKSMathT ot	Pearson	.763**	.702**	.785**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	61	34	61	72

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Black Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	Washington State ASsessment Scale Score
fall_tot	Pearson Correlation	1	.803**	.746**	.793**
	Sig. (2-tailed)		.000	.000	.000
	N	36	33	36	36
wint_tot	Pearson Correlation	.803**	1	.768**	.727**
	Sig. (2-tailed)	.000		.000	.000
	N	33	38	38	38
spr_tot	Pearson Correlation	.746**	.768**	1	.788**
	Sig. (2-tailed)	.000	.000		.000
	N	36	38	41	41
Washington State ASsessment Scale Score	Pearson Correlation	.793**	.727**	.788**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	36	38	41	43

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Hispanic Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_to t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.683**	.684**	.607**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	758	545	573	726
wint_tot	Pearson	.683**	1	.679**	.609**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	545	598	470	577
spr_tot	Pearson	.684**	.679**	1	.679**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	573	470	647	641
OAKSMathT ot	Pearson	.607**	.609**	.679**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	726	577	641	837

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Hispanic Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.758**	.650**	.658**
	Sig. (2-tailed)		.000	.000	.000
	N	37	35	36	37
wint_tot	Pearson Correlation	.758**	1	.753**	.807**
	Sig. (2-tailed)	.000		.000	.000
	N	35	38	38	38
spr_tot	Pearson Correlation	.650**	.753**	1	.741**
	Sig. (2-tailed)	.000	.000		.000
	N	36	38	40	40
Washington State	Pearson Correlation	.658**	.807**	.741**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	37	38	40	46

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for White Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_to t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.690**	.656**	.688**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	2189	1246	1944	2154
wint_tot	Pearson	.690**	1	.741**	.694**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	1246	1321	1142	1302
spr_tot	Pearson	.656**	.741**	1	.726**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	1944	1142	2081	2073
OAKSMathT ot	Pearson	.688**	.694**	.726**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	2154	1302	2073	2375

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for White Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.725**	.717**	.700**
	Sig. (2-tailed)		.000	.000	.000
	N	296	275	281	296
wint_tot	Pearson Correlation	.725**	1	.708**	.692**
	Sig. (2-tailed)	.000		.000	.000
	N	275	293	271	293
spr_tot	Pearson Correlation	.717**	.708**	1	.724**
	Sig. (2-tailed)	.000	.000		.000
	N	281	271	299	299
Washington State	Pearson Correlation	.700**	.692**	.724**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	296	293	299	357

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Multi-ethnic Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.781**	.561**	.610**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	77	36	65	76
wint_tot	Pearson	.781**	1	.825**	.751**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	36	37	29	37
spr_tot	Pearson	.561**	.825**	1	.743**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	65	29	68	67
OAKSMathT ot	Pearson	.610**	.751**	.743**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	76	37	67	83

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Multi-ethnic Students in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	Washington State ASsessment Scale Score
fall_tot	Pearson Correlation	1	.681**	.472**	.643**
	Sig. (2-tailed)		.000	.000	.000
	N	60	53	59	60
wint_tot	Pearson Correlation	.681**	1	.610**	.777**
	Sig. (2-tailed)	.000		.000	.000
	N	53	59	58	59
spr_tot	Pearson Correlation	.472**	.610**	1	.609**
	Sig. (2-tailed)	.000	.000		.000
	N	59	58	68	68
Washington State ASsessment Scale Score	Pearson Correlation	.643**	.777**	.609**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	60	59	68	76

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Students Who Declined to Report Ethnicity in Grade 3, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_to t	spr_tot	OAKSMathT ot
fall_tot	Pearson Correlation	1	.736**	.448**	.636**
	Sig. (2-tailed)		.000	.000	.000
	N	68	45	59	65
wint_tot	Pearson Correlation	.736**	1	.688**	.670**
	Sig. (2-tailed)	.000		.000	.000
	N	45	52	40	48
spr_tot	Pearson Correlation	.448**	.688**	1	.687**
	Sig. (2-tailed)	.000	.000		.000
	N	59	40	78	78
OAKSMathT ot	Pearson Correlation	.636**	.670**	.687**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	65	48	78	93

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon and Washington, Construct Validity for Grade 3, Difference Test for Comparison of Confirmatory Factor Analysis Results

Season	n	Chi-square value	df	p-value	Factor Correlations From 3 Factor Model		
					Factor1 with Factor2	Factor1 with Factor3	Factor2 with Factor3
Fall	4028	778.668	3	0.000	0.80	0.70	0.73
Winter	2806	296.601	3	0.000	0.92	0.81	0.84
Spring	3747	274.737	3	0.000	0.82	0.85	0.88

Oregon Construct Validity for All Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_to t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.768**	.763**	.750**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	3219	1998	2654	3116
wint_tot	Pearson	.768**	1	.788**	.737**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	1998	2235	1715	2151
spr_tot	Pearson	.763**	.788**	1	.755**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	2654	1715	3022	2965
OAKSMathT ot	Pearson	.750**	.737**	.755**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	3116	2151	2965	3543

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for All Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations		fall_tot	wint_tot	spr_tot	Washington State ASsessment Scale Score
fall_tot	Pearson Correlation	1	.825**	.786**	.780**
	Sig. (2-tailed)		.000	.000	.000
	N	609	559	579	608
wint_tot	Pearson Correlation	.825**	1	.776**	.789**
	Sig. (2-tailed)	.000		.000	.000
	N	559	584	549	583
spr_tot	Pearson Correlation	.786**	.776**	1	.773**
	Sig. (2-tailed)	.000	.000		.000
	N	579	549	616	614
Washington State ASsessment Scale Score	Pearson Correlation	.780**	.789**	.773**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	608	583	614	665

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Asian/Pacific Islander Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.766**	.706**	.743**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	169	114	129	159
wint_tot	Pearson	.766**	1	.761**	.733**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	114	135	95	127
spr_tot	Pearson	.706**	.761**	1	.696**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	129	95	149	148
OAKSMathT ot	Pearson	.743**	.733**	.696**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	159	127	148	184

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Asian/Pacific Islander Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.802**	.791**	.786**
	Sig. (2-tailed)		.000	.000	.000
	N	114	105	107	114
wint_tot	Pearson Correlation	.802**	1	.811**	.800**
	Sig. (2-tailed)	.000		.000	.000
	N	105	107	99	107
spr_tot	Pearson Correlation	.791**	.811**	1	.777**
	Sig. (2-tailed)	.000	.000		.000
	N	107	99	110	110
Washington State	Pearson Correlation	.786**	.800**	.777**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	114	107	110	121

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Black Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_to t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.675**	.725**	.702**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	72	43	66	72
wint_tot	Pearson	.675**	1	.823**	.774**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	43	44	37	44
spr_tot	Pearson	.725**	.823**	1	.694**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	66	37	75	74
OAKSMathT ot	Pearson	.702**	.774**	.694**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	72	44	74	82

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Black Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	Washington State ASsessment Scale Score
fall_tot	Pearson Correlation	1	.858**	.844**	.819**
	Sig. (2-tailed)		.000	.000	.000
	N	38	36	36	38
wint_tot	Pearson Correlation	.858**	1	.768**	.736**
	Sig. (2-tailed)	.000		.000	.000
	N	36	36	34	36
spr_tot	Pearson Correlation	.844**	.768**	1	.872**
	Sig. (2-tailed)	.000	.000		.000
	N	36	34	42	42
Washington State ASsessment Scale Score	Pearson Correlation	.819**	.736**	.872**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	38	36	42	44

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Hispanic Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations

		fall_tot	wint_to t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.723**	.721**	.691**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	730	533	538	703
wint_tot	Pearson	.723**	1	.747**	.679**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	533	610	428	588
spr_tot	Pearson	.721**	.747**	1	.716**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	538	428	630	622
OAKSMathT ot	Pearson	.691**	.679**	.716**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	703	588	622	814

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Hispanic Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		fall_tot	wint_tot	spr_tot	Washington State ASsessment Scale Score
fall_tot	Pearson Correlation	1	.780**	.817**	.734**
	Sig. (2-tailed)		.000	.000	.000
	N	25	23	22	25
wint_tot	Pearson Correlation	.780**	1	.763**	.781**
	Sig. (2-tailed)	.000		.000	.000
	N	23	27	25	27
spr_tot	Pearson Correlation	.817**	.763**	1	.769**
	Sig. (2-tailed)	.000	.000		.000
	N	22	25	26	26
Washington State ASsessment Scale Score	Pearson Correlation	.734**	.781**	.769**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	25	27	26	30

** . Correlation is significant at the 0.01 level (2-tailed).

*Oregon Construct Validity for White Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test***Correlations**

		fall_tot	wint_tot	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.750**	.746**	.737**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	2013	1179	1723	1976
wint_tot	Pearson	.750**	1	.780**	.733**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	1179	1299	1037	1265
spr_tot	Pearson	.746**	.780**	1	.751**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	1723	1037	1915	1905
OAKSMathT ot	Pearson	.737**	.733**	.751**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	1976	1265	1905	2203

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for White Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.830**	.769**	.765**
	Sig. (2-tailed)		.000	.000	.000
	N	360	327	346	359
wint_tot	Pearson Correlation	.830**	1	.763**	.786**
	Sig. (2-tailed)	.000		.000	.000
	N	327	344	325	343
spr_tot	Pearson Correlation	.769**	.763**	1	.751**
	Sig. (2-tailed)	.000	.000		.000
	N	346	325	366	364
Washington State	Pearson Correlation	.765**	.786**	.751**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	359	343	364	393

** . Correlation is significant at the 0.01 level (2-tailed).

*Oregon Construct Validity for Multi-ethnic Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test***Correlations**

		fall_tot	wint_to t	spr_tot	OAKSMathT ot
fall_tot	Pearson	1	.774**	.849**	.798**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	104	52	91	102
wint_tot	Pearson	.774**	1	.839**	.766**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	52	57	47	54
spr_tot	Pearson	.849**	.839**	1	.804**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	91	47	102	102
OAKSMathT ot	Pearson	.798**	.766**	.804**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	102	54	102	117

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Multi-ethnic Students in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.750**	.695**	.688**
	Sig. (2-tailed)		.000	.000	.000
	N	66	63	62	66
wint_tot	Pearson Correlation	.750**	1	.683**	.716**
	Sig. (2-tailed)	.000		.000	.000
	N	63	65	61	65
spr_tot	Pearson Correlation	.695**	.683**	1	.729**
	Sig. (2-tailed)	.000	.000		.000
	N	62	61	66	66
Washington State	Pearson Correlation	.688**	.716**	.729**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	66	65	66	71

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Students Who Declined to Report Ethnicity in Grade 4, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	OAKSMathT
			t		ot
fall_tot	Pearson	1	.893**	.794**	.727**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	57	38	43	56
wint_tot	Pearson	.893**	1	.779**	.768**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	38	44	33	43
spr_tot	Pearson	.794**	.779**	1	.795**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	43	33	64	62
OAKSMathT ot	Pearson	.727**	.768**	.795**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	56	43	62	80

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon and Washington, Construct Validity for Grade 4, Difference Test for Comparison of Confirmatory Factor Analysis Results

Season	n	Chi-square value	df	p-value	Factor Correlations From 3 Factor Model		
					Factor1 with Factor2	Factor1 with Factor3	Factor2 with Factor3
Fall	3932	636.496	3	0.000	0.78	0.86	0.83
Winter	2936	424.103	3	0.000	0.87	0.78	0.79
Spring	3689	350.826	3	0.000	0.78	0.89	0.82

Oregon Construct Validity for All Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	OAKS Best Math Score
fall_tot	Pearson Correlation	1	.774**	.710**	.754**
	Sig. (2-tailed)		.000	.000	.000
	N	3450	2190	2978	3355
wint_tot	Pearson Correlation	.774**	1	.780**	.738**
	Sig. (2-tailed)	.000		.000	.000
	N	2190	2335	1907	2262
spr_tot	Pearson Correlation	.710**	.780**	1	.723**
	Sig. (2-tailed)	.000	.000		.000
	N	2978	1907	3215	3161
OAKS Best Math Score	Pearson Correlation	.754**	.738**	.723**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	3355	2262	3161	3672

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for All Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.794**	.675**	.769**
	Sig. (2-tailed)		.000	.000	.000
	N	576	561	555	573
wint_tot	Pearson Correlation	.794**	1	.756**	.774**
	Sig. (2-tailed)	.000		.000	.000
	N	561	594	569	591
spr_tot	Pearson Correlation	.675**	.756**	1	.693**
	Sig. (2-tailed)	.000	.000		.000
	N	555	569	589	585
Washington State	Pearson Correlation	.769**	.774**	.693**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	573	591	585	629

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Asian/Pacific Islander Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	OAKS Best Math Score
fall_tot	Pearson	1	.824**	.787**	.776**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	198	141	165	194
wint_tot	Pearson	.824**	1	.852**	.733**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	141	149	120	147
spr_tot	Pearson	.787**	.852**	1	.730**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	165	120	178	176
OAKS Best Math Score	Pearson	.776**	.733**	.730**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	194	147	176	213

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Asian/Pacific Islander Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.781**	.629**	.811**
	Sig. (2-tailed)		.000	.000	.000
	N	92	91	91	90
wint_tot	Pearson Correlation	.781**	1	.636**	.760**
	Sig. (2-tailed)	.000		.000	.000
	N	91	94	93	92
spr_tot	Pearson Correlation	.629**	.636**	1	.669**
	Sig. (2-tailed)	.000	.000		.000
	N	91	93	97	94
Washington State	Pearson Correlation	.811**	.760**	.669**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	90	92	94	97

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Black Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	OAKS Best Math Score
fall_tot	Pearson Correlation	1	.728**	.678**	.728**
	Sig. (2-tailed)		.000	.000	.000
	N	86	57	71	83
wint_tot	Pearson Correlation	.728**	1	.844**	.698**
	Sig. (2-tailed)	.000		.000	.000
	N	57	59	45	57
spr_tot	Pearson Correlation	.678**	.844**	1	.623**
	Sig. (2-tailed)	.000	.000		.000
	N	71	45	82	82
OAKS Best Math Score	Pearson Correlation	.728**	.698**	.623**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	83	57	82	94

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Black Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	Washington State ASsessment Scale Score
fall_tot	Pearson Correlation	1	.721**	.609**	.693**
	Sig. (2-tailed)		.000	.000	.000
	N	46	44	46	46
wint_tot	Pearson Correlation	.721**	1	.715**	.774**
	Sig. (2-tailed)	.000		.000	.000
	N	44	46	46	46
spr_tot	Pearson Correlation	.609**	.715**	1	.723**
	Sig. (2-tailed)	.000	.000		.000
	N	46	46	49	49
Washington State ASsessment Scale Score	Pearson Correlation	.693**	.774**	.723**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	46	46	49	50

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Hispanic Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	OAKS Best Math Score
fall_tot	Pearson Correlation	1	.710**	.656**	.648**
	Sig. (2-tailed)		.000	.000	.000
	N	734	566	575	708
wint_tot	Pearson Correlation	.710**	1	.749**	.695**
	Sig. (2-tailed)	.000		.000	.000
	N	566	611	460	588
spr_tot	Pearson Correlation	.656**	.749**	1	.706**
	Sig. (2-tailed)	.000	.000		.000
	N	575	460	629	619
OAKS Best Math Score	Pearson Correlation	.648**	.695**	.706**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	708	588	619	785

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Hispanic Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.771**	.729**	.700**
	Sig. (2-tailed)		.000	.000	.000
	N	40	35	38	40
wint_tot	Pearson Correlation	.771**	1	.705**	.686**
	Sig. (2-tailed)	.000		.000	.000
	N	35	39	37	39
spr_tot	Pearson Correlation	.729**	.705**	1	.747**
	Sig. (2-tailed)	.000	.000		.000
	N	38	37	42	42
Washington State	Pearson Correlation	.700**	.686**	.747**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	40	39	42	46

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for White Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations

		fall_tot	wint_tot	spr_tot	OAKS Best Math Score
fall_tot	Pearson Correlation	1	.754**	.684**	.746**
	Sig. (2-tailed)		.000	.000	.000
	N	2184	1289	1954	2150
wint_tot	Pearson Correlation	.754**	1	.749**	.724**
	Sig. (2-tailed)	.000		.000	.000
	N	1289	1363	1162	1337
spr_tot	Pearson Correlation	.684**	.749**	1	.710**
	Sig. (2-tailed)	.000	.000		.000
	N	1954	1162	2071	2068
OAKS Best Math Score	Pearson Correlation	.746**	.724**	.710**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	2150	1337	2068	2324

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for White Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations		fall_tot	wint_tot	spr_tot	Washington State ASsessment Scale Score
fall_tot	Pearson Correlation	1	.786**	.656**	.748**
	Sig. (2-tailed)		.000	.000	.000
	N	370	364	354	370
wint_tot	Pearson Correlation	.786**	1	.762**	.769**
	Sig. (2-tailed)	.000		.000	.000
	N	364	386	366	386
spr_tot	Pearson Correlation	.656**	.762**	1	.680**
	Sig. (2-tailed)	.000	.000		.000
	N	354	366	373	373
Washington State ASsessment Scale Score	Pearson Correlation	.748**	.769**	.680**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	370	386	373	406

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Multi-ethnic Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	OAKS Best Math Score
fall_tot	Pearson Correlation	1	.825**	.706**	.762**
	Sig. (2-tailed)		.000	.000	.000
	N	95	51	86	94
wint_tot	Pearson Correlation	.825**	1	.817**	.688**
	Sig. (2-tailed)	.000		.000	.000
	N	51	53	46	52
spr_tot	Pearson Correlation	.706**	.817**	1	.610**
	Sig. (2-tailed)	.000	.000		.000
	N	86	46	88	88
OAKS Best Math Score	Pearson Correlation	.762**	.688**	.610**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	94	52	88	101

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Multi-ethnic Students in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations		fall_tot	wint_tot	spr_tot	Washington State ASsessment Scale Score
fall_tot	Pearson Correlation	1	.832**	.716**	.710**
	Sig. (2-tailed)		.000	.001	.000
	N	20	19	19	20
wint_tot	Pearson Correlation	.832**	1	.811**	.796**
	Sig. (2-tailed)	.000		.000	.000
	N	19	21	20	21
spr_tot	Pearson Correlation	.716**	.811**	1	.737**
	Sig. (2-tailed)	.001	.000		.000
	N	19	20	21	21
Washington State ASsessment Scale Score	Pearson Correlation	.710**	.796**	.737**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	20	21	21	23

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Students Who Declined to Report Ethnicity in Grade 5, Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall_tot	wint_tot	spr_tot	OAKS Best Math Score
fall_tot	Pearson	1	.855**	.685**	.784**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	76	41	63	71
wint_tot	Pearson	.855**	1	.784**	.749**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	41	47	34	42
spr_tot	Pearson	.685**	.784**	1	.747**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	63	34	79	78
OAKS Best Math Score	Pearson	.784**	.749**	.747**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	71	42	78	93

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon and Washington, Construct Validity for Grade 5, Difference Test for Comparison of Confirmatory Factor Analysis Results

Season	n	Chi-square value	df	p-value	Factor Correlations From 3 Factor Model		
					Factor1 with Factor2	Factor1 with Factor3	Factor2 with Factor3
Fall	4117	1113.447	3	0.000	0.66	0.92	0.63
Winter	3044	435.624	3	0.000	0.82	0.84	0.82
Spring	3857	487.995	3	0.000	0.82	0.89	0.84

Oregon Construct Validity for All Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKSMath Tot
Fall09TotMath	Pearson Correlation	1.000	.795**	.783**	.792**
	Sig. (2-tailed)		.000	.000	.000
	N	3354	1819	1973	3251
Wint10Tot Math	Pearson Correlation	.795**	1.000	.811**	.800**
	Sig. (2-tailed)	.000		.000	.000
	N	1819	1961	1385	1887
Spr10TotMath	Pearson Correlation	.783**	.811**	1.000	.798**
	Sig. (2-tailed)	.000	.000		.000
	N	1973	1385	2151	2098
OAKSMath Tot	Pearson Correlation	.792**	.800**	.798**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	3251	1887	2098	3520

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for All Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.809**	.770**	.817**
	Sig. (2-tailed)		.000	.000	.000
	N	603	578	557	600
wint_tot	Pearson Correlation	.809**	1	.835**	.811**
	Sig. (2-tailed)	.000		.000	.000
	N	578	597	549	594
spr_tot	Pearson Correlation	.770**	.835**	1	.819**
	Sig. (2-tailed)	.000	.000		.000
	N	557	549	588	585
Washington State	Pearson Correlation	.817**	.811**	.819**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	600	594	585	658

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for American/Indian Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKSMath Tot
Fall09TotMath	Pearson Correlation	1.000	.565**	.776**	.727**
	Sig. (2-tailed)		.003	.000	.000
	N	62	25	37	61
Wint10Tot Math	Pearson Correlation	.565**	1.000	.866**	.723**
	Sig. (2-tailed)	.003		.000	.000
	N	25	27	17	26
Spr10TotMath	Pearson Correlation	.776**	.866**	1.000	.792**
	Sig. (2-tailed)	.000	.000		.000
	N	37	17	39	39
OAKSMath Tot	Pearson Correlation	.727**	.723**	.792**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	61	26	39	66

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Asian/Pacific Islander Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKSMath Tot
Fall09TotMath	Pearson Correlation	1.000	.828**	.730**	.791**
	Sig. (2-tailed)		.000	.000	.000
	N	177	103	107	170
Wint10Tot Math	Pearson Correlation	.828**	1.000	.813**	.771**
	Sig. (2-tailed)	.000		.000	.000
	N	103	109	72	102
Spr10TotMath	Pearson Correlation	.730**	.813**	1.000	.759**
	Sig. (2-tailed)	.000	.000		.000
	N	107	72	115	114
OAKSMath Tot	Pearson Correlation	.791**	.771**	.759**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	170	102	114	180

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Asian/Pacific Islander Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall tot	wint tot	spr tot	Washington State ASessment Scale Score
fall_tot	Pearson Correlation	1	.777**	.694**	.820**
	Sig. (2-tailed)		.000	.000	.000
	N	101	98	97	101
wint_tot	Pearson Correlation	.777**	1	.793**	.848**
	Sig. (2-tailed)	.000		.000	.000
	N	98	103	99	103
spr_tot	Pearson Correlation	.694**	.793**	1	.824**
	Sig. (2-tailed)	.000	.000		.000
	N	97	99	107	107
Washington State ASessment Scale Score	Pearson Correlation	.820**	.848**	.824**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	101	103	107	114

** . Correlation is significant at the 0.01 level (2-tailed).

*Oregon Construct Validity for Black Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test***Correlations**

		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKSMath Tot
Fall09TotMath	Pearson Correlation	1.000	.833**	.841**	.800**
	Sig. (2-tailed)		.000	.000	.000
	N	79	43	45	75
Wint10Tot Math	Pearson Correlation	.833**	1.000	.869**	.850**
	Sig. (2-tailed)	.000		.000	.000
	N	43	47	34	44
Spr10TotMath	Pearson Correlation	.841**	.869**	1.000	.882**
	Sig. (2-tailed)	.000	.000		.000
	N	45	34	50	50
OAKSMath Tot	Pearson Correlation	.800**	.850**	.882**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	75	44	50	84

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Black Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.830**	.806**	.845**
	Sig. (2-tailed)		.000	.000	.000
	N	52	50	50	52
wint_tot	Pearson Correlation	.830**	1	.862**	.858**
	Sig. (2-tailed)	.000		.000	.000
	N	50	54	51	54
spr_tot	Pearson Correlation	.806**	.862**	1	.878**
	Sig. (2-tailed)	.000	.000		.000
	N	50	51	54	54
Washington State	Pearson Correlation	.845**	.858**	.878**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	52	54	54	60

** . Correlation is significant at the 0.01 level (2-tailed).

*Oregon Construct Validity for Hispanic Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test***Correlations**

		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKSMath Tot
Fall09TotMath	Pearson Correlation	1.000	.721**	.741**	.711**
	Sig. (2-tailed)		.000	.000	.000
	N	713	519	437	690
Wint10Tot Math	Pearson Correlation	.721**	1.000	.789**	.720**
	Sig. (2-tailed)	.000		.000	.000
	N	519	561	374	540
Spr10TotMath	Pearson Correlation	.741**	.789**	1.000	.776**
	Sig. (2-tailed)	.000	.000		.000
	N	437	374	480	473
OAKSMath Tot	Pearson Correlation	.711**	.720**	.776**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	690	540	473	754

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Hispanic Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall tot	wint tot	spr tot	Washington State ASessment Scale Score
fall_tot	Pearson Correlation	1	.684**	.678**	.799**
	Sig. (2-tailed)		.000	.000	.000
	N	50	47	46	50
wint_tot	Pearson Correlation	.684**	1	.802**	.803**
	Sig. (2-tailed)	.000		.000	.000
	N	47	48	44	48
spr_tot	Pearson Correlation	.678**	.802**	1	.807**
	Sig. (2-tailed)	.000	.000		.000
	N	46	44	48	48
Washington State ASessment Scale Score	Pearson Correlation	.799**	.803**	.807**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	50	48	48	55

** . Correlation is significant at the 0.01 level (2-tailed).

*Oregon Construct Validity for White Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test***Correlations**

		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKSMath Tot
Fall09TotMath	Pearson Correlation	1.000	.790**	.768**	.791**
	Sig. (2-tailed)		.000	.000	.000
	N	2151	1057	1251	2118
Wint10Tot Math	Pearson Correlation	.790**	1.000	.796**	.800**
	Sig. (2-tailed)	.000		.000	.000
	N	1057	1131	829	1101
Spr10TotMath	Pearson Correlation	.768**	.796**	1.000	.785**
	Sig. (2-tailed)	.000	.000		.000
	N	1251	829	1327	1323
OAKSMath Tot	Pearson Correlation	.791**	.800**	.785**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	2118	1101	1323	2264

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for White Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.817**	.781**	.799**
	Sig. (2-tailed)		.000	.000	.000
	N	375	361	340	372
wint_tot	Pearson Correlation	.817**	1	.837**	.780**
	Sig. (2-tailed)	.000		.000	.000
	N	361	369	333	366
spr_tot	Pearson Correlation	.781**	.837**	1	.798**
	Sig. (2-tailed)	.000	.000		.000
	N	340	333	352	350
Washington State	Pearson Correlation	.799**	.780**	.798**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	372	366	350	401

** . Correlation is significant at the 0.01 level (2-tailed).

*Oregon Construct Validity for Multi-ethnic Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test***Correlations**

		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKSMath Tot
Fall09TotMath	Pearson Correlation	1.000	.870**	.735**	.783**
	Sig. (2-tailed)		.000	.000	.000
	N	79	33	44	78
Wint10Tot Math	Pearson Correlation	.870**	1.000	.653**	.806**
	Sig. (2-tailed)	.000		.001	.000
	N	33	35	24	34
Spr10TotMath	Pearson Correlation	.735**	.653**	1.000	.804**
	Sig. (2-tailed)	.000	.001		.000
	N	44	24	48	48
OAKSMath Tot	Pearson Correlation	.783**	.806**	.804**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	78	34	48	85

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Multi-ethnic Students in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall tot	wint tot	spr tot	Washington State ASsessment Scale Score
fall_tot	Pearson Correlation	1	.776**	.855**	.863**
	Sig. (2-tailed)		.001	.000	.000
	N	16	14	16	16
wint_tot	Pearson Correlation	.776**	1	.859**	.815**
	Sig. (2-tailed)	.001		.000	.000
	N	14	14	14	14
spr_tot	Pearson Correlation	.855**	.859**	1	.902**
	Sig. (2-tailed)	.000	.000		.000
	N	16	14	17	17
Washington State ASsessment Scale Score	Pearson Correlation	.863**	.815**	.902**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	16	14	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Students who Declined to Report Ethnicity in Grade 6. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKSMath Tot
Fall09TotMath	Pearson Correlation	1.000	.798**	.866**	.770**
	Sig. (2-tailed)		.000	.000	.000
	N	57	32	29	56
Wint10Tot Math	Pearson Correlation	.798**	1.000	.825**	.810**
	Sig. (2-tailed)	.000		.000	.000
	N	32	40	28	37
Spr10TotMath	Pearson Correlation	.866**	.825**	1.000	.831**
	Sig. (2-tailed)	.000	.000		.000
	N	29	28	51	47
OAKSMath Tot	Pearson Correlation	.770**	.810**	.831**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	56	37	47	83

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon and Washington, Construct Validity for Grade 6, Difference Test for Comparison of Confirmatory Factor Analysis Results

Season	n	Chi-square value	df	p-value	Factor Correlations From 3 Factor Model		
					Factor1 with Factor2	Factor1 with Factor3	Factor2 with Factor3
Fall	4055	457.842	3	0.000	0.76	0.87	0.90
Winter	2675	349.901	3	0.000	0.75	0.86	0.83
Spring	2845	487.741	3	0.000	0.94	0.94	0.93

Oregon Construct Validity for All Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.831**	.818**	.802**
	Sig. (2-tailed)		.000	.000	.000
	N	3666	2053	2189	3057
Wint10TotMath	Pearson Correlation	.831**	1.000	.840**	.823**
	Sig. (2-tailed)	.000		.000	.000
	N	2053	2247	1975	1652
Spr10TotMath	Pearson Correlation	.818**	.840**	1.000	.816**
	Sig. (2-tailed)	.000	.000		.000
	N	2189	1975	2415	1846
OAKS Best Math Score	Pearson Correlation	.802**	.823**	.816**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	3057	1652	1846	3471
**. Correlation is significant at the 0.01 level (2-tailed).					

Washington Construct Validity for All Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.845**	.815**	.807**
	Sig. (2-tailed)		.000	.000	.000
	N	550	519	496	548
wint_tot	Pearson Correlation	.845**	1	.838**	.819**
	Sig. (2-tailed)	.000		.000	.000
	N	519	562	508	559
spr_tot	Pearson Correlation	.815**	.838**	1	.813**
	Sig. (2-tailed)	.000	.000		.000
	N	496	508	532	530
Washington State	Pearson Correlation	.807**	.819**	.813**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	548	559	530	617

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for American/Indian Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.667**	.717**	.683**
	Sig. (2-tailed)		.001	.000	.000
	N	46	22	23	43
Wint10TotMath	Pearson Correlation	.667**	1.000	.845**	.762**
	Sig. (2-tailed)	.001		.000	.000
	N	22	24	19	22
Spr10TotMath	Pearson Correlation	.717**	.845**	1.000	.793**
	Sig. (2-tailed)	.000	.000		.000
	N	23	19	25	23
OAKS Best Math Score	Pearson Correlation	.683**	.762**	.793**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	43	22	23	49
**. Correlation is significant at the 0.01 level (2-tailed).					

Oregon Construct Validity for Asian/Pacific Islander Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.870**	.814**	.826**
	Sig. (2-tailed)		.000	.000	.000
	N	288	199	211	179
Wint10TotMath	Pearson Correlation	.870**	1.000	.846**	.830**
	Sig. (2-tailed)	.000		.000	.000
	N	199	214	201	102
Spr10TotMath	Pearson Correlation	.814**	.846**	1.000	.835**
	Sig. (2-tailed)	.000	.000		.000
	N	211	201	227	119
OAKS Best Math Score	Pearson Correlation	.826**	.830**	.835**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	179	102	119	193
**. Correlation is significant at the 0.01 level (2-tailed).					

Washington Construct Validity for Asian/Pacific Islander Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall tot	wint tot	spr tot	Washington State ASessment Scale Score
fall_tot	Pearson Correlation	1	.833**	.813**	.814**
	Sig. (2-tailed)		.000	.000	.000
	N	108	102	99	108
wint_tot	Pearson Correlation	.833**	1	.831**	.832**
	Sig. (2-tailed)	.000		.000	.000
	N	102	111	102	111
spr_tot	Pearson Correlation	.813**	.831**	1	.848**
	Sig. (2-tailed)	.000	.000		.000
	N	99	102	108	108
Washington State ASessment Scale Score	Pearson Correlation	.814**	.832**	.848**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	108	111	108	121

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Black Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.733**	.801**	.738**
	Sig. (2-tailed)		.000	.000	.000
	N	112	71	80	67
Wint10TotMath	Pearson Correlation	.733**	1.000	.801**	.785**
	Sig. (2-tailed)	.000		.000	.000
	N	71	79	71	33
Spr10TotMath	Pearson Correlation	.801**	.801**	1.000	.773**
	Sig. (2-tailed)	.000	.000		.000
	N	80	71	87	42
OAKS Best Math Score	Pearson Correlation	.738**	.785**	.773**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	67	33	42	78
**. Correlation is significant at the 0.01 level (2-tailed).					

Washington Construct Validity for Black Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.713**	.797**	.689**
	Sig. (2-tailed)		.000	.000	.000
	N	45	41	42	44
wint_tot	Pearson Correlation	.713**	1	.781**	.758**
	Sig. (2-tailed)	.000		.000	.000
	N	41	46	42	45
spr_tot	Pearson Correlation	.797**	.781**	1	.811**
	Sig. (2-tailed)	.000	.000		.000
	N	42	42	45	44
Washington State	Pearson Correlation	.689**	.758**	.811**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	44	45	44	49

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Hispanic Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.739**	.733**	.772**
	Sig. (2-tailed)		.000	.000	.000
	N	622	399	391	569
Wint10TotMath	Pearson Correlation	.739**	1.000	.798**	.782**
	Sig. (2-tailed)	.000		.000	.000
	N	399	458	381	406
Spr10TotMath	Pearson Correlation	.733**	.798**	1.000	.788**
	Sig. (2-tailed)	.000	.000		.000
	N	391	381	448	404
OAKS Best Math Score	Pearson Correlation	.772**	.782**	.788**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	569	406	404	709
**. Correlation is significant at the 0.01 level (2-tailed).					

Washington Construct Validity for Hispanic Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.754**	.689**	.768**
	Sig. (2-tailed)		.000	.000	.000
	N	39	37	32	39
wint_tot	Pearson Correlation	.754**	1	.804**	.851**
	Sig. (2-tailed)	.000		.000	.000
	N	37	43	36	42
spr_tot	Pearson Correlation	.689**	.804**	1	.827**
	Sig. (2-tailed)	.000	.000		.000
	N	32	36	37	37
Washington State	Pearson Correlation	.768**	.851**	.827**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	39	42	37	46

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for White Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.837**	.818**	.791**
	Sig. (2-tailed)		.000	.000	.000
	N	2407	1281	1390	2048
Wint10TotMath	Pearson Correlation	.837**	1.000	.833**	.819**
	Sig. (2-tailed)	.000		.000	.000
	N	1281	1373	1218	1015
Spr10TotMath	Pearson Correlation	.818**	.833**	1.000	.809**
	Sig. (2-tailed)	.000	.000		.000
	N	1390	1218	1503	1176
OAKS Best Math Score	Pearson Correlation	.791**	.819**	.809**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	2048	1015	1176	2260
**. Correlation is significant at the 0.01 level (2-tailed).					

Washington Construct Validity for White Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.865**	.820**	.806**
	Sig. (2-tailed)		.000	.000	.000
	N	339	321	305	339
wint_tot	Pearson Correlation	.865**	1	.845**	.806**
	Sig. (2-tailed)	.000		.000	.000
	N	321	341	309	341
spr_tot	Pearson Correlation	.820**	.845**	1	.795**
	Sig. (2-tailed)	.000	.000		.000
	N	305	309	323	323
Washington State	Pearson Correlation	.806**	.806**	.795**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	339	341	323	376

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Multi-ethnic Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.788**	.802**	.797**
	Sig. (2-tailed)		.000	.000	.000
	N	110	42	48	90
Wint10TotMath	Pearson Correlation	.788**	1.000	.817**	.820**
	Sig. (2-tailed)	.000		.000	.000
	N	42	48	42	28
Spr10TotMath	Pearson Correlation	.802**	.817**	1.000	.778**
	Sig. (2-tailed)	.000	.000		.000
	N	48	42	52	35
OAKS Best Math Score	Pearson Correlation	.797**	.820**	.778**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	90	28	35	97

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Multi-ethnic Students in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall tot	wint tot	spr tot	Washington State ASessment Scale Score
fall_tot	Pearson Correlation	1	.738**	.744**	.854**
	Sig. (2-tailed)		.001	.001	.000
	N	17	16	16	16
wint_tot	Pearson Correlation	.738**	1	.821**	.908**
	Sig. (2-tailed)	.001		.000	.000
	N	16	19	17	18
spr_tot	Pearson Correlation	.744**	.821**	1	.784**
	Sig. (2-tailed)	.001	.000		.000
	N	16	17	17	16
Washington State ASessment Scale Score	Pearson Correlation	.854**	.908**	.784**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	16	18	16	22

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Students who Declined to Report Ethnicity in Grade 7. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.786**	.794**	.806**
	Sig. (2-tailed)		.000	.000	.000
	N	59	36	34	59
Wint10TotMath	Pearson Correlation	.786**	1.000	.796**	.786**
	Sig. (2-tailed)	.000		.000	.000
	N	36	43	37	41
Spr10TotMath	Pearson Correlation	.794**	.796**	1.000	.798**
	Sig. (2-tailed)	.000	.000		.000
	N	34	37	51	43
OAKS Best Math Score	Pearson Correlation	.806**	.786**	.798**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	59	41	43	79

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon and Washington, Construct Validity for Grade 7, Difference Test for Comparison of Confirmatory Factor Analysis Results

Season	<i>n</i>	Chi-square value	<i>df</i>	<i>p</i> -value	Factor Correlations From 3 Factor Model		
					Factor1 with Factor2	Factor1 with Factor3	Factor2 with Factor3
Fall	3942	431.884	3	0.000	0.81	0.89	0.85
Winter	2558	399.624	3	0.000	0.78	0.93	0.81
Spring	2532	342.101	3	0.000	0.81	0.93	0.85

Oregon Construct Validity for All Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.819**	.800**	.808**
	Sig. (2-tailed)		.000	.000	.000
	N	3672	1950	2041	3085
Wint10TotMath	Pearson Correlation	.819**	1.000	.837**	.807**
	Sig. (2-tailed)	.000		.000	.000
	N	1950	2210	1903	1617
Spr10TotMath	Pearson Correlation	.800**	.837**	1.000	.803**
	Sig. (2-tailed)	.000	.000		.000
	N	2041	1903	2298	1726
OAKS Best Math Score	Pearson Correlation	.808**	.807**	.803**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	3085	1617	1726	3578

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for All Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.822**	.824**	.805**
	Sig. (2-tailed)		.000	.000	.000
	N	515	458	457	513
wint_tot	Pearson Correlation	.822**	1	.850**	.790**
	Sig. (2-tailed)	.000		.000	.000
	N	458	545	481	543
spr_tot	Pearson Correlation	.824**	.850**	1	.811**
	Sig. (2-tailed)	.000	.000		.000
	N	457	481	537	535
Washington State	Pearson Correlation	.805**	.790**	.811**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	513	543	535	654

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for American/Indian Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.874**	.849**	.792**
	Sig. (2-tailed)		.000	.000	.000
	N	38	23	25	31
Wint10TotMath	Pearson Correlation	.874**	1.000	.881**	.820**
	Sig. (2-tailed)	.000		.000	.000
	N	23	28	25	21
Spr10TotMath	Pearson Correlation	.849**	.881**	1.000	.823**
	Sig. (2-tailed)	.000	.000		.000
	N	25	25	30	22
OAKS Best Math Score	Pearson Correlation	.792**	.820**	.823**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	31	21	22	40
**. Correlation is significant at the 0.01 level (2-tailed).					

Oregon Construct Validity for Asian/Pacific Islander Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.847**	.831**	.789**
	Sig. (2-tailed)		.000	.000	.000
	N	257	180	183	149
Wint10TotMath	Pearson Correlation	.847**	1.000	.868**	.826**
	Sig. (2-tailed)	.000		.000	.000
	N	180	205	190	92
Spr10TotMath	Pearson Correlation	.831**	.868**	1.000	.853**
	Sig. (2-tailed)	.000	.000		.000
	N	183	190	203	88
OAKS Best Math Score	Pearson Correlation	.789**	.826**	.853**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	149	92	88	172

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Asian/Pacific Islander Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall tot	wint tot	spr tot	Washington State ASessment Scale Score
fall_tot	Pearson Correlation	1	.833**	.828**	.798**
	Sig. (2-tailed)		.000	.000	.000
	N	108	97	104	108
wint_tot	Pearson Correlation	.833**	1	.849**	.789**
	Sig. (2-tailed)	.000		.000	.000
	N	97	110	106	110
spr_tot	Pearson Correlation	.828**	.849**	1	.804**
	Sig. (2-tailed)	.000	.000		.000
	N	104	106	115	115
Washington State ASessment Scale Score	Pearson Correlation	.798**	.789**	.804**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	108	110	115	124

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Black Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.819**	.717**	.844**
	Sig. (2-tailed)		.000	.000	.000
	N	119	70	79	80
Wint10TotMath	Pearson Correlation	.819**	1.000	.843**	.767**
	Sig. (2-tailed)	.000		.000	.000
	N	70	82	69	43
Spr10TotMath	Pearson Correlation	.717**	.843**	1.000	.681**
	Sig. (2-tailed)	.000	.000		.000
	N	79	69	91	54
OAKS Best Math Score	Pearson Correlation	.844**	.767**	.681**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	80	43	54	92

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Black Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.891**	.793**	.759**
	Sig. (2-tailed)		.000	.000	.000
	N	37	30	29	36
wint_tot	Pearson Correlation	.891**	1	.906**	.855**
	Sig. (2-tailed)	.000		.000	.000
	N	30	38	30	38
spr_tot	Pearson Correlation	.793**	.906**	1	.821**
	Sig. (2-tailed)	.000	.000		.000
	N	29	30	37	36
Washington State	Pearson Correlation	.759**	.855**	.821**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	36	38	36	50

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Hispanic Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.741**	.713**	.774**
	Sig. (2-tailed)		.000	.000	.000
	N	684	432	405	635
Wint10TotMath	Pearson Correlation	.741**	1.000	.762**	.755**
	Sig. (2-tailed)	.000		.000	.000
	N	432	495	393	441
Spr10TotMath	Pearson Correlation	.713**	.762**	1.000	.775**
	Sig. (2-tailed)	.000	.000		.000
	N	405	393	456	416
OAKS Best Math Score	Pearson Correlation	.774**	.755**	.775**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	635	441	416	771

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Hispanic Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.666**	.799**	.747**
	Sig. (2-tailed)		.000	.000	.000
	N	34	30	28	33
wint_tot	Pearson Correlation	.666**	1	.797**	.747**
	Sig. (2-tailed)	.000		.000	.000
	N	30	41	32	40
spr_tot	Pearson Correlation	.799**	.797**	1	.831**
	Sig. (2-tailed)	.000	.000		.000
	N	28	32	37	37
Washington State	Pearson Correlation	.747**	.747**	.831**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	33	40	37	50

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for White Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.802**	.792**	.799**
	Sig. (2-tailed)		.000	.000	.000
	N	2358	1183	1261	2013
Wint10TotMath	Pearson Correlation	.802**	1.000	.822**	.795**
	Sig. (2-tailed)	.000		.000	.000
	N	1183	1324	1161	960
Spr10TotMath	Pearson Correlation	.792**	.822**	1.000	.787**
	Sig. (2-tailed)	.000	.000		.000
	N	1261	1161	1400	1066
OAKS Best Math Score	Pearson Correlation	.799**	.795**	.787**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	2013	960	1066	2282

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for White Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		Washington State ASsessment Scale			
		fall_tot	wint_tot	spr_tot	Score
fall_tot	Pearson Correlation	1	.811**	.821**	.813**
	Sig. (2-tailed)		.000	.000	.000
	N	318	285	279	318
wint_tot	Pearson Correlation	.811**	1	.828**	.758**
	Sig. (2-tailed)	.000		.000	.000
	N	285	338	295	337
spr_tot	Pearson Correlation	.821**	.828**	1	.799**
	Sig. (2-tailed)	.000	.000		.000
	N	279	295	328	327
Washington State	Pearson Correlation	.813**	.758**	.799**	1
ASsessment Scale	Sig. (2-tailed)	.000	.000	.000	
Score	N	318	337	327	406

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Multi-ethnic Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.853**	.871**	.809**
	Sig. (2-tailed)		.000	.000	.000
	N	108	32	37	95
Wint10TotMath	Pearson Correlation	.853**	1.000	.916**	.820**
	Sig. (2-tailed)	.000		.000	.000
	N	32	38	34	26
Spr10TotMath	Pearson Correlation	.871**	.916**	1.000	.843**
	Sig. (2-tailed)	.000	.000		.000
	N	37	34	43	30
OAKS Best Math Score	Pearson Correlation	.809**	.820**	.843**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	95	26	30	108

** . Correlation is significant at the 0.01 level (2-tailed).

Washington Construct Validity for Multi-ethnic Students in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

		Correlations			
		fall tot	wint tot	spr tot	Washington State ASessment Scale Score
fall_tot	Pearson Correlation	1	.847**	.889**	.835**
	Sig. (2-tailed)		.002	.000	.001
	N	11	10	11	11
wint_tot	Pearson Correlation	.847**	1	.942**	.912**
	Sig. (2-tailed)	.002		.000	.000
	N	10	11	11	11
spr_tot	Pearson Correlation	.889**	.942**	1	.891**
	Sig. (2-tailed)	.000	.000		.000
	N	11	11	12	12
Washington State ASessment Scale Score	Pearson Correlation	.835**	.912**	.891**	1
	Sig. (2-tailed)	.001	.000	.000	
	N	11	11	12	14

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon Construct Validity for Students Who Declined to Report Ethnicity in Grade 8. Correlations Between easyCBM® Math Benchmark Measures and Year-End State Math Test

Correlations					
		Fall09Tot Math	Wint10Tot Math	Spr10Tot Math	OAKS Best Math Score
Fall09TotMath	Pearson Correlation	1.000	.852**	.785**	.725**
	Sig. (2-tailed)		.000	.000	.000
	N	84	28	36	81
Wint10TotMath	Pearson Correlation	.852**	1.000	.856**	.781**
	Sig. (2-tailed)	.000		.000	.000
	N	28	35	29	33
Spr10TotMath	Pearson Correlation	.785**	.856**	1.000	.850**
	Sig. (2-tailed)	.000	.000		.000
	N	36	29	51	49
OAKS Best Math Score	Pearson Correlation	.725**	.781**	.850**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	81	33	49	112

** . Correlation is significant at the 0.01 level (2-tailed).

Oregon and Washington, Construct Validity for Grade 8, Difference Test for Comparison of Confirmatory Factor Analysis Results

Season	<i>n</i>	Chi-square value	<i>df</i>	<i>p</i> -value	Factor Correlations From 3 Factor Model		
					Factor1 with Factor2	Factor1 with Factor3	Factor2 with Factor3
Fall	3905	403.899	3	0.000	0.88	0.83	0.86
Winter	2480	677.791	2	0.000	0.70	0.58	0.75
Spring	2461	350.541	3	0.000	0.83	0.79	0.84

Oregon Concurrent Validity for All Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	211.92	9.530	3119
spr_tot	36.7868	5.78360	3119

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.735 ^a	.540	.540	6.462	.540	3664.088	1	3117	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	167.358	.745		224.594	.000	165.897	168.819			
	spr_tot	1.211	.020	.735	60.532	.000	1.172	1.250	.735	.735	.735

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Asian/Pacific Islander Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	215.72	10.004	155
spr_tot	38.3742	5.02351	155

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.776 ^a	.603	.600	6.327	.603	231.965	1	153	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	156.397	3.928		39.818	.000	148.637	164.157			
	spr_tot	1.546	.101	.776	15.230	.000	1.345	1.746	.776	.776	.776

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Black Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	209.52	8.887	61
spr_tot	35.0656	5.95502	61

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.785 ^a	.617	.610	5.548	.617	94.961	1	59	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	168.425	4.277		39.379	.000	159.866	176.983			
	spr_tot	1.172	.120	.785	9.745	.000	.931	1.413	.785	.785	.785

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Hispanic Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	207.79	9.115	641
spr_tot	33.4587	6.05278	641

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.679 ^a	.461	.460	6.698	.461	546.237	1	639	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	173.589	1.487		116.717	.000	170.668	176.509			
	spr_tot	1.022	.044	.679	23.372	.000	.936	1.108	.679	.679	.679

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for White Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	212.92	9.173	2073
spr_tot	37.7569	5.32412	2073

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.726 ^a	.528	.527	6.306	.528	2313.296	1	2071	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	165.672	.992		166.980	.000	163.726	167.618			
	spr_tot	1.252	.026	.726	48.097	.000	1.200	1.303	.726	.726	.726

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Multi-ethnic Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	214.85	9.220	67
spr_tot	38.2836	5.21015	67

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.743 ^a	.552	.545	6.218	.552	80.132	1	65	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	164.511	5.675		28.991	.000	153.178	175.844			
	spr_tot	1.315	.147	.743	8.952	.000	1.022	1.608	.743	.743	.743

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Students Who Decline to Report Ethnicity in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	211.94	10.261	78
spr_tot	35.9231	6.01895	78

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.687 ^a	.472	.466	7.502	.472	68.061	1	76	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	169.843	5.172		32.837	.000	159.542	180.145			
	spr_tot	1.172	.142	.687	8.250	.000	.889	1.455	.687	.687	.687

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for All Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	218.78	9.967	2965
spr_tot	34.9693	6.39517	2965

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.755 ^a	.570	.570	6.536	.570	3929.959	1	2963	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	177.628	.667		266.185	.000	176.319	178.936			
	spr_tot	1.177	.019	.755	62.689	.000	1.140	1.214	.755	.755	.755

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Asian/Pacific Islander Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	220.07	9.648	148
spr_tot	36.0743	6.20302	148

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.696 ^a	.484	.481	6.952	.484	137.170	1	146	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	181.022	3.383		53.509	.000	174.335	187.708			
	spr_tot	1.083	.092	.696	11.712	.000	.900	1.265	.696	.696	.696

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Black Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	216.39	9.144	74
spr_tot	34.2027	5.48217	74

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.694 ^a	.482	.475	6.628	.482	66.950	1	72	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	176.793	4.901		36.076	.000	167.024	186.562			
	spr_tot	1.158	.141	.694	8.182	.000	.876	1.440	.694	.694	.694

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Hispanic Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	215.09	8.929	622
spr_tot	31.9582	6.49624	622

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.716 ^a	.513	.512	6.235	.513	653.789	1	620	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	183.622	1.256		146.203	.000	181.156	186.089			
	spr_tot	.985	.039	.716	25.569	.000	.909	1.060	.716	.716	.716

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for White Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	220.11	9.932	1905
spr_tot	35.9239	6.02960	1905

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.751 ^a	.564	.564	6.560	.564	2460.977	1	1903	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	175.675	.908		193.416	.000	173.893	177.456			
	spr_tot	1.237	.025	.751	49.608	.000	1.188	1.286	.751	.751	.751

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Multi-ethnic Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	217.88	11.699	102
spr_tot	35.0882	7.26459	102

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.804 ^a	.646	.643	6.995	.646	182.577	1	100	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	172.460	3.432		50.248	.000	165.651	179.269			
	spr_tot	1.295	.096	.804	13.512	.000	1.104	1.485	.804	.804	.804

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Students Who Decline to Report Ethnicity in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	218.79	8.819	62
spr_tot	34.7097	6.46653	62

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.795 ^a	.632	.626	5.395	.632	102.981	1	60	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	181.162	3.771		48.045	.000	173.620	188.705			
	spr_tot	1.084	.107	.795	10.148	.000	.870	1.298	.795	.795	.795

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for All Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	225.26	9.789	3161
spr_tot	37.3559	6.92986	3161

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.723 ^a	.523	.523	6.764	.523	3459.590	1	3159	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	187.105	.660		283.615	.000	185.811	188.398			
	spr_tot	1.021	.017	.723	58.818	.000	.987	1.055	.723	.723	.723

a. Dependent Variable: OAKS Best Math Score

Oregon Concurrent Validity for Asian/Pacific Islander Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	229.16	11.359	176
spr_tot	39.4545	6.20214	176

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.730 ^a	.533	.531	7.781	.533	198.958	1	174	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	176.387	3.787		46.572	.000	168.912	183.862			
	spr_tot	1.338	.095	.730	14.105	.000	1.151	1.525	.730	.730	.730

a. Dependent Variable: OAKS Best Math Score

Oregon Concurrent Validity for Black Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	221.32	9.674	82
spr_tot	34.8049	7.14132	82

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.623 ^a	.388	.380	7.617	.388	50.651	1	80	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	191.962	4.210		45.601	.000	183.585	200.339			
	spr_tot	.843	.119	.623	7.117	.000	.608	1.079	.623	.623	.623

a. Dependent Variable: OAKS Best Math Score

Oregon Concurrent Validity for Hispanic Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	220.39	8.689	619
spr_tot	33.8368	7.59157	619

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.706 ^a	.499	.498	6.154	.499	614.787	1	617	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	193.026	1.131		170.693	.000	190.805	195.247			
	spr_tot	.809	.033	.706	24.795	.000	.745	.873	.706	.706	.706

a. Dependent Variable: OAKS Best Math Score

Oregon Concurrent Validity for White Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	226.63	9.462	2068
spr_tot	38.3419	6.38293	2068

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.710 ^a	.504	.503	6.667	.504	2096.617	1	2066	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	186.294	.893		208.611	.000	184.543	188.046			
	spr_tot	1.052	.023	.710	45.789	.000	1.007	1.097	.710	.710	.710

a. Dependent Variable: OAKS Best Math Score

Oregon Concurrent Validity for Multi-ethnic Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	224.43	8.997	88
spr_tot	38.0909	6.11694	88

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.610 ^a	.372	.365	7.169	.372	51.022	1	86	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	190.246	4.847		39.254	.000	180.611	199.881			
	spr_tot	.897	.126	.610	7.143	.000	.648	1.147	.610	.610	.610

a. Dependent Variable: OAKS Best Math Score

Oregon Concurrent Validity for Students Who Decline to Report Ethnicity in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	225.29	9.490	78
spr_tot	36.5256	7.37621	78

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.747 ^a	.558	.553	6.347	.558	96.131	1	76	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	190.178	3.653		52.060	.000	182.902	197.453			
	spr_tot	.961	.098	.747	9.805	.000	.766	1.157	.747	.747	.747

a. Dependent Variable: OAKS Best Math Score

Oregon Concurrent Validity for All Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	227.05	9.527	2098
spr_tot	33.52	7.808	2098

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.794 ^a	.631	.631	5.788	.631	3585.384	1	2096	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	194.563	.557		349.240	.000	193.470	195.655			
	spr_tot	.969	.016	.794	59.878	.000	.938	1.001	.794	.794	.794

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for American/Indian Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	225.67	8.324	39
spr_tot	34.05	7.660	39

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.794 ^a	.631	.621	5.124	.631	63.271	1	37	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	196.276	3.785		51.858	.000	188.607	203.945			
	spr_tot	.863	.109	.794	7.954	.000	.643	1.083	.794	.794	.794

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Asian/Pacific Islander Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	229.70	9.524	114
spr_tot	36.13	6.783	114

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.747 ^a	.559	.555	6.356	.559	141.682	1	112	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	191.788	3.240		59.187	.000	185.368	198.208			
	spr_tot	1.049	.088	.747	11.903	.000	.875	1.224	.747	.747	.747

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Black Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	226.14	10.882	50
spr_tot	31.48	8.122	50

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.877 ^a	.769	.764	5.284	.769	159.770	1	48	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	189.156	3.020		62.637	.000	183.084	195.228			
	spr_tot	1.175	.093	.877	12.640	.000	.988	1.362	.877	.877	.877

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Hispanic Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	222.74	8.292	473
spr_tot	29.77	7.887	473

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.775 ^a	.601	.600	5.243	.601	709.346	1	471	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	198.480	.942		210.628	.000	196.628	200.332			
	spr_tot	.815	.031	.775	26.634	.000	.755	.875	.775	.775	.775

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for White Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	228.42	9.455	1323
spr_tot	34.64	7.454	1323

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.780 ^a	.609	.609	5.913	.609	2058.666	1	1321	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	194.123	.773		251.098	.000	192.607	195.640			
	spr_tot	.990	.022	.780	45.373	.000	.947	1.033	.780	.780	.780

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Multi-ethnic Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	227.92	10.343	48
spr_tot	34.71	7.495	48

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.807 ^a	.651	.644	6.175	.651	85.866	1	46	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	189.265	4.265		44.373	.000	180.680	197.851			
	spr_tot	1.114	.120	.807	9.266	.000	.872	1.356	.807	.807	.807

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Students who Declined to Report Ethnicity in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	227.23	7.877	47
spr_tot	34.13	6.188	47

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.826 ^a	.682	.675	4.492	.682	96.490	1	45	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	191.355	3.711		51.567	.000	183.881	198.829			
	spr_tot	1.051	.107	.826	9.823	.000	.836	1.267	.826	.826	.826

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for All Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	232.59	9.160	1846
spr_tot	30.52	8.267	1846

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.816 ^a	.665	.665	5.302	.665	3661.863	1	1844	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.009	.472		434.177	.000	204.083	205.935			205.009
	spr_tot	.904	.015	.816	60.513	.000	.874	.933	.816	.816	.904

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for American/Indian Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	229.96	7.696	23
spr_tot	26.78	8.377	23

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.793 ^a	.629	.611	4.798	.629	35.589	1	21	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	210.445	3.420		61.528	.000	203.332	217.558			
	spr_tot	.729	.122	.793	5.966	.000	.475	.982	.793	.793	.793

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Asian/Pacific Islander Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	234.45	8.788	119
spr_tot	30.93	8.313	119

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.835 ^a	.697	.695	4.856	.697	269.412	1	117	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	207.150	1.722		120.296	.000	203.740	210.560			
	spr_tot	.883	.054	.835	16.414	.000	.776	.989	.835	.835	.835

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Black Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	230.19	8.555	42
spr_tot	27.95	9.318	42

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.773 ^a	.598	.588	5.491	.598	59.506	1	40	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	210.345	2.709		77.660	.000	204.871	215.820			
	spr_tot	.710	.092	.773	7.714	.000	.524	.896	.773	.773	.773

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Hispanic Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	228.67	8.115	404
spr_tot	26.64	7.394	404

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.788 ^a	.620	.619	5.007	.620	656.482	1	402	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.641	.933		220.493	.000	203.807	207.474			
	spr_tot	.864	.034	.788	25.622	.000	.798	.931	.788	.788	.788

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for White Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	233.91	9.203	1176
spr_tot	31.98	8.055	1176

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.809 ^a	.654	.654	5.414	.654	2220.975	1	1174	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	204.358	.647		316.053	.000	203.089	205.626			
	spr_tot	.924	.020	.809	47.127	.000	.886	.963	.809	.809	.809

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Multi-ethnic Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	230.57	8.254	35
spr_tot	29.86	7.515	35

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.778 ^a	.606	.594	5.259	.606	50.752	1	33	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.043	3.692		55.538	.000	197.532	212.555			
	spr_tot	.855	.120	.778	7.124	.000	.611	1.099	.778	.778	.778

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Students who Declined to Report Ethnicity in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	233.26	8.732	43
spr_tot	31.23	8.499	43

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.798 ^a	.636	.628	5.329	.636	71.766	1	41	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	207.657	3.129		66.363	.000	201.338	213.977			
	spr_tot	.820	.097	.798	8.471	.000	.624	1.015	.798	.798	.798

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for All Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	233.88	10.145	1726
spr_tot	28.85	8.227	1726

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.803 ^a	.644	.644	6.052	.644	3122.775	1	1724	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.322	.531		386.393	.000	204.280	206.364			
	spr_tot	.990	.018	.803	55.882	.000	.955	1.025	.803	.803	.803

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for American/Indian Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	230.55	9.787	22
spr_tot	25.68	7.767	22

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.823 ^a	.677	.661	5.696	.677	42.001	1	20	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	203.910	4.286		47.581	.000	194.970	212.849			
	spr_tot	1.037	.160	.823	6.481	.000	.703	1.371	.823	.823	.823

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Asian/Pacific Islander Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	237.12	10.851	88
spr_tot	32.05	8.360	88

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.853 ^a	.728	.725	5.690	.728	230.440	1	86	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	201.629	2.416		83.466	.000	196.827	206.431			
	spr_tot	1.108	.073	.853	15.180	.000	.963	1.253	.853	.853	.853

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Black Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	230.39	8.334	54
spr_tot	25.74	7.375	54

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.681 ^a	.464	.454	6.158	.464	45.068	1	52	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	210.568	3.069		68.610	.000	204.410	216.727			
	spr_tot	.770	.115	.681	6.713	.000	.540	1.000	.681	.681	.681

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Hispanic Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	229.51	8.915	416
spr_tot	25.52	7.557	416

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.775 ^a	.601	.600	5.639	.601	623.460	1	414	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.170	.975		211.525	.000	204.254	208.086			
	spr_tot	.915	.037	.775	24.969	.000	.843	.987	.775	.775	.775

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for White Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	235.47	10.129	1066
spr_tot	30.08	8.074	1066

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.787 ^a	.620	.619	6.249	.620	1733.802	1	1064	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.768	.739		278.574	.000	204.318	207.217			
	spr_tot	.988	.024	.787	41.639	.000	.941	1.034	.787	.787	.787

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Multi-ethnic Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	235.50	10.322	30
spr_tot	29.90	9.521	30

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.843 ^a	.711	.701	5.644	.711	68.990	1	28	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	208.162	3.449		60.355	.000	201.097	215.226			
	spr_tot	.914	.110	.843	8.306	.000	.689	1.140	.843	.843	.843

a. Dependent Variable: OAKSMathTot

Oregon Concurrent Validity for Students who Declined to Report Ethnicity in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	234.86	8.718	49
spr_tot	29.14	7.575	49

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.850 ^a	.723	.717	4.637	.723	122.635	1	47	.000

a. Predictors: (Constant), spr_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	95.0% Confidence Interval for B			Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.339	2.659		77.597	.000	200.989	211.688			
	spr_tot	.979	.088	.850	11.074	.000	.801	1.156	.850	.850	.850

a. Dependent Variable: OAKSMathTot

Washington Concurrent Validity for All Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	406.63	33.952	544
ASsessment Scale Score			
spr_tot	37.6268	5.67493	544

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.721 ^a	.520	.519	23.546	.520	587.036	1	542	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	244.301	6.775		36.058	.000	230.992	257.610			
	spr_tot	4.314	.178	.721	24.229	.000	3.964	4.664	.721	.721	.721

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Asian/Pacific Islander Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	415.20	32.108	93
ASsessment Scale Score			
spr_tot	38.5484	4.78566	93

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.629 ^a	.395	.389	25.107	.395	59.457	1	91	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	252.623	21.245		11.891	.000	210.423	294.824			
	spr_tot	4.218	.547	.629	7.711	.000	3.131	5.304	.629	.629	.629

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Black Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	401.15	31.333	41
ASsessment Scale Score			
spr_tot	35.6829	6.36569	41

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.788 ^a	.621	.611	19.537	.621	63.886	1	39	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	262.743	17.583		14.943	.000	227.179	298.307			
	spr_tot	3.879	.485	.788	7.993	.000	2.897	4.860	.788	.788	.788

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Hispanic Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	382.53	34.497	40
ASsessment Scale Score			
spr_tot	33.0250	6.75387	40

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.741 ^a	.549	.537	23.471	.549	46.252	1	38	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	257.543	18.748		13.737	.000	219.589	295.497			
	spr_tot	3.784	.556	.741	6.801	.000	2.658	4.911	.741	.741	.741

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for White Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	406.91	33.882	299
ASsessment Scale Score			
spr_tot	37.9164	5.53843	299

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.724 ^a	.524	.522	23.420	.524	326.705	1	297	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	239.026	9.386		25.466	.000	220.554	257.498			
	spr_tot	4.428	.245	.724	18.075	.000	3.946	4.910	.724	.724	.724

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Multi-ethnic Students in Grade 3, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	412.69	30.499	68
spr_tot	39.2059	4.50392	68

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.609 ^a	.371	.362	24.365	.371	38.984	1	66	.000	

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	250.910	26.079		9.621	.000	198.842	302.978			
	spr_tot	4.126	.661	.609	6.244	.000	2.807	5.446	.609	.609	.609

a. Dependent Variable: Washington State ASessment Scale Score

Washington Concurrent Validity for All Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.04	57.365	614
ASsessment Scale Score			
spr_tot	37.9479	6.47398	614

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.773 ^a	.597	.596	36.453	.597	906.029	1	612	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	160.269	8.755		18.307	.000	143.076	177.462			
	spr_tot	6.846	.227	.773	30.100	.000	6.399	7.292	.773	.773	.773

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Asian/Pacific Islander Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	430.95	62.177	110
ASsessment Scale Score			
spr_tot	38.3273	6.38535	110

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.777 ^a	.604	.600	39.308	.604	164.720	1	108	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	140.901	22.908		6.151	.000	95.494	186.308			
	spr_tot	7.568	.590	.777	12.834	.000	6.399	8.736	.777	.777	.777

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Black Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	373.21	50.469	42
ASsessment Scale Score			
spr_tot	32.8810	8.41080	42

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.872 ^a	.761	.755	24.981	.761	127.351	1	40	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	201.100	15.731		12.784	.000	169.306	232.894			
	spr_tot	5.234	.464	.872	11.285	.000	4.297	6.172	.872	.872	.872

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Hispanic Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	377.04	37.402	26
spr_tot	32.8077	6.56061	26

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.769 ^a	.592	.575	24.397	.592	34.759	1	24	.000	

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	233.184	24.865		9.378	.000	181.866	284.502			
	spr_tot	4.385	.744	.769	5.896	.000	2.850	5.920	.769	.769	.769

a. Dependent Variable: Washington State ASessment Scale Score

Washington Concurrent Validity for White Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	423.76	53.928	364
ASsessment Scale Score			
spr_tot	38.5879	5.83241	364

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.751 ^a	.565	.564	35.629	.565	469.655	1	362	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	155.638	12.512		12.439	.000	131.032	180.244			
	spr_tot	6.948	.321	.751	21.672	.000	6.318	7.579	.751	.751	.751

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Multi-ethnic Students in Grade 4, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	429.06	59.043	66
spr_tot	38.9091	6.46821	66

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.729 ^a	.531	.524	40.741	.531	72.517	1	64	.000	

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	170.201	30.809		5.524	.000	108.653	231.749			
	spr_tot	6.653	.781	.729	8.516	.000	5.092	8.214	.729	.729	.729

a. Dependent Variable: Washington State ASessment Scale Score

Washington Concurrent Validity for All Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	415.79	42.396	585
ASsessment Scale Score			
spr_tot	40.5128	5.48631	585

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.693 ^a	.480	.480	30.584	.480	539.175	1	583	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	198.782	9.431		21.078	.000	180.260	217.305			
	spr_tot	5.356	.231	.693	23.220	.000	4.903	5.809	.693	.693	.693

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Asian/Pacific Islander Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	428.09	44.068	94
spr_tot	41.9787	3.50416	94

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.669 ^a	.448	.442	32.924	.448	74.609	1	92	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	74.812	41.040		1.823	.072	-6.697	156.321			
	spr_tot	8.416	.974	.669	8.638	.000	6.481	10.351	.669	.669	.669

a. Dependent Variable: Washington State ASessment Scale Score

Washington Concurrent Validity for Black Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	388.14	38.451	49
ASsessment Scale Score			
spr_tot	37.4490	7.64052	49

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.723 ^a	.522	.512	26.859	.522	51.376	1	47	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	251.947	19.385		12.997	.000	212.950	290.944			
	spr_tot	3.637	.507	.723	7.168	.000	2.616	4.658	.723	.723	.723

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Hispanic Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	389.10	34.221	42
ASsessment Scale Score			
spr_tot	37.2857	7.00970	42

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.747 ^a	.559	.548	23.017	.559	50.628	1	40	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	253.045	19.448		13.012	.000	213.740	292.351			
	spr_tot	3.649	.513	.747	7.115	.000	2.612	4.685	.747	.747	.747

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for White Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.41	40.925	373
ASsessment Scale Score			
spr_tot	40.9946	5.06516	373

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.680 ^a	.463	.461	30.036	.463	319.620	1	371	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	195.075	12.700		15.361	.000	170.103	220.047			
	spr_tot	5.497	.307	.680	17.878	.000	4.892	6.101	.680	.680	.680

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Multi-ethnic Students in Grade 5, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	403.38	38.058	21
spr_tot	39.8095	5.54634	21

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.737 ^a	.543	.519	26.390	.543	22.595	1	19	.000	

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	202.047	42.745		4.727	.000	112.580	291.514			
	spr_tot	5.057	1.064	.737	4.753	.000	2.831	7.284	.737	.737	.737

a. Dependent Variable: Washington State ASessment Scale Score

Washington Concurrent Validity for All Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASsessment Scale Score	420.13	44.656	585
spr_tot	38.0718	6.95767	585

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.819 ^a	.671	.670	25.652	.671	1186.813	1	583	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B			Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	220.025	5.904		37.264	.000	208.428	231.621			
	spr_tot	5.256	.153	.819	34.450	.000	4.956	5.556	.819	.819	.819

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Asian/Pacific Islander Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	426.38	42.950	107
ASsessment Scale Score			
spr_tot	39.0561	6.06853	107

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.824 ^a	.679	.676	24.457	.679	221.898	1	105	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	198.643	15.470		12.840	.000	167.968	229.317			
	spr_tot	5.831	.391	.824	14.896	.000	5.055	6.607	.824	.824	.824

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Black Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	394.50	40.074	54
ASsessment Scale Score			
spr_tot	34.5926	8.68205	54

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.878 ^a	.771	.767	19.359	.771	175.104	1	52	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	254.295	10.918		23.292	.000	232.387	276.204			
	spr_tot	4.053	.306	.878	13.233	.000	3.438	4.668	.878	.878	.878

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Hispanic Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	399.58	39.744	48
ASsessment Scale Score			
spr_tot	34.3958	8.13906	48

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.807 ^a	.651	.643	23.733	.651	85.810	1	46	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	264.066	15.025		17.575	.000	233.822	294.310	
	spr_tot	3.940	.425	.807	9.263	.000	3.084	4.796	.807	.807	.807

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for White Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	425.98	44.107	350
ASsessment Scale Score			
spr_tot	39.0086	6.32342	350

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.798 ^a	.637	.636	26.616	.637	610.440	1	348	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	208.834	8.903		23.456	.000	191.323	226.345			
	spr_tot	5.567	.225	.798	24.707	.000	5.124	6.010	.798	.798	.798

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Multi-ethnic Students in Grade 6, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	409.71	54.599	17
spr_tot	35.4118	8.52979	17

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.902 ^a	.814	.801	24.349	.814	65.449	1	15	.000	

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.255	25.953		7.909	.000	149.939	260.572			
	spr_tot	5.774	.714	.902	8.090	.000	4.252	7.295	.902	.902	.902

a. Dependent Variable: Washington State ASessment Scale Score

Washington Concurrent Validity for All Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	419.05	47.427	530
ASsessment Scale Score			
spr_tot	34.8321	7.52916	530

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.813 ^a	.660	.660	27.674	.660	1025.683	1	528	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	240.780	5.695		42.281	.000	229.593	251.967			
	spr_tot	5.118	.160	.813	32.026	.000	4.804	5.432	.813	.813	.813

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Asian/Pacific Islander Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	419.50	50.122	108
ASsessment Scale Score			
spr_tot	35.9444	6.85202	108

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.848 ^a	.718	.716	26.727	.718	270.300	1	106	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	196.657	13.796		14.255	.000	169.305	224.009			
	spr_tot	6.200	.377	.848	16.441	.000	5.452	6.947	.848	.848	.848

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Black Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	389.93	40.262	44
ASsessment Scale Score			
spr_tot	30.7500	8.02069	44

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.811 ^a	.658	.650	23.835	.658	80.695	1	42	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	264.750	14.391		18.397	.000	235.708	293.793			
	spr_tot	4.071	.453	.811	8.983	.000	3.156	4.986	.811	.811	.811

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Hispanic Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	397.62	44.123	37
ASsessment Scale Score			
spr_tot	31.0270	8.17342	37

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.827 ^a	.684	.675	25.140	.684	75.891	1	35	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	259.058	16.434		15.764	.000	225.695	292.421			
	spr_tot	4.466	.513	.827	8.712	.000	3.425	5.507	.827	.827	.827

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for White Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	425.47	45.879	323
ASsessment Scale Score			
spr_tot	35.5480	7.29375	323

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.795 ^a	.632	.630	27.891	.632	550.284	1	321	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	247.767	7.733		32.042	.000	232.554	262.979			
	spr_tot	4.999	.213	.795	23.458	.000	4.580	5.418	.795	.795	.795

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Multi-ethnic Students in Grade 7, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	413.19	47.076	16
spr_tot	32.6250	8.16395	16

Model Summary										
Model	R Square			Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.784 ^a	.615	.587	30.255	.615	22.317	1	14	.000	

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B			Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	265.714	32.121		8.272	.000	196.822	334.606			
	spr_tot	4.520	.957	.784	4.724	.000	2.468	6.573	.784	.784	.784

a. Dependent Variable: Washington State ASessment Scale Score

Washington Concurrent Validity for All Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	416.22	42.120	535
ASsessment Scale Score			
spr_tot	34.6075	7.47324	535

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.811 ^a	.658	.657	24.669	.658	1023.740	1	533	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	258.049	5.057		51.025	.000	248.114	267.984			
	spr_tot	4.571	.143	.811	31.996	.000	4.290	4.851	.811	.811	.811

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Asian/Pacific Islander Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	419.62	47.582	115
ASsessment Scale Score			
spr_tot	35.1478	6.52558	115

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.804 ^a	.647	.643	28.414	.647	206.684	1	113	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	213.548	14.577		14.650	.000	184.669	242.427			
	spr_tot	5.863	.408	.804	14.376	.000	5.055	6.671	.804	.804	.804

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Black Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	396.53	46.760	36
ASsessment Scale Score			
spr_tot	31.3889	8.80350	36

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.821 ^a	.674	.664	27.106	.674	70.156	1	34	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	259.697	16.949		15.322	.000	225.252	294.142			
	spr_tot	4.359	.520	.821	8.376	.000	3.302	5.417	.821	.821	.821

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Hispanic Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASsessment Scale Score	393.35	39.675	37
spr_tot	29.7568	8.65835	37

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.831 ^a	.690	.682	22.385	.690	78.086	1	35	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	280.048	13.340		20.993	.000	252.967	307.129			
	spr_tot	3.808	.431	.831	8.837	.000	2.933	4.682	.831	.831	.831

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for White Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.06	38.220	327
ASsessment Scale Score			
spr_tot	35.3242	7.14522	327

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.799 ^a	.638	.637	23.021	.638	573.563	1	325	.000

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	269.098	6.431		41.846	.000	256.447	281.749			
	spr_tot	4.274	.178	.799	23.949	.000	3.923	4.625	.799	.799	.799

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Concurrent Validity for Multi-ethnic Students in Grade 8, Regressing Spring easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	425.58	41.256	12
ASessment Scale			
Score			
spr_tot	36.9167	7.85619	12

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.891 ^a	.793	.773	19.671	.793	38.388	1	10	.000	

a. Predictors: (Constant), spr_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	252.908	28.442		8.892	.000	189.535	316.282			
	spr_tot	4.677	.755	.891	6.196	.000	2.995	6.360	.891	.891	.891

a. Dependent Variable: Washington State ASessment Scale Score

Oregon Predictive Validity for All Students in Grade 3, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	211.75	9.912	2003
fall_tot	28.9596	6.28954	2003
wint_tot	32.3989	6.31532	2003

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.762 ^a	.581	.581	6.417	.581	1388.318	2	2000	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	172.035	.775		222.027	.000	170.516	173.555					
	fall_tot	.671	.032	.425	20.714	.000	.607	.734	.709	.420	.300	.496	2.015
	wint_tot	.626	.032	.399	19.429	.000	.563	.690	.701	.398	.281	.496	2.015

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	211.88	9.650	3302
t fall_tot	29.4891	6.28725	3302

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.694 ^a	.482	.481	6.949	.482	3065.350	1	3300	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	180.471	.580		311.140	.000	179.333	181.608			
	fall_tot	1.065	.019	.694	55.366	.000	1.027	1.103	.694	.694	.694

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 3, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	211.67	9.949	2140
wint_tot	32.2519	6.37709	2140

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.696 ^a	.484	.484	7.145	.484	2009.097	1	2138	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	176.645	.796		221.789	.000	175.083	178.207			
	wint_tot	1.086	.024	.696	44.823	.000	1.038	1.133	.696	.696	.696

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTo	214.81	10.389	182
t fall_tot	31.5330	6.30675	182

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.743 ^a	.552	.549	6.973	.552	221.774	1	180	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	176.217	2.642		66.688	.000	171.003	181.431			
	fall_tot	1.224	.082	.743	14.892	.000	1.062	1.386	.743	.743	.743

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	214.44	9.881	121
wint_tot	33.9091	5.69210	121

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.720 ^a	.518	.514	6.890	.518	127.812	1	119	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	172.079	3.799		45.299	.000	164.558	179.601			
	wint_tot	1.249	.110	.720	11.305	.000	1.030	1.468	.720	.720	.720

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	209.67	9.214	61
fall_tot	28.8525	6.63535	61

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.763 ^a	.582	.575	6.008	.582	82.102	1	59	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	179.112	3.459		51.776	.000	172.190	186.034			
	fall_tot	1.059	.117	.763	9.061	.000	.825	1.293	.763	.763	.763

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	210.00	9.535	34
wint_tot	31.4118	7.56033	34

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.702 ^a	.493	.478	6.891	.493	31.171	1	32	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	182.173	5.122		35.564	.000	171.739	192.607			
	wint_tot	.886	.159	.702	5.583	.000	.563	1.209	.702	.702	.702

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	207.42	9.226	726
t fall_tot	26.4890	5.96512	726

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.607 ^a	.369	.368	7.334	.369	423.303	1	724	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	182.539	1.240		147.236	.000	180.105	184.973			
	fall_tot	.939	.046	.607	20.574	.000	.850	1.029	.607	.607	.607

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	207.50	9.457	577
wint_tot	29.1525	6.11728	577

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.609 ^a	.370	.369	7.510	.370	338.362	1	575	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	180.067	1.524		118.183	.000	177.075	183.060			
	wint_tot	.941	.051	.609	18.395	.000	.840	1.041	.609	.609	.609

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	213.13	9.215	2154
t fall_tot	30.3329	6.06163	2154

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.688 ^a	.473	.473	6.690	.473	1932.152	1	2152	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	181.414	.736		246.561	.000	179.971	182.857			
	fall_tot	1.046	.024	.688	43.956	.000	.999	1.092	.688	.688	.688

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	213.22	9.531	1302
wint_tot	33.5038	6.05709	1302

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.694 ^a	.482	.481	6.865	.482	1207.590	1	1300	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	176.638	1.070		165.101	.000	174.539	178.736			
	wint_tot	1.092	.031	.694	34.750	.000	1.030	1.154	.694	.694	.694

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	214.39	9.184	76
fall_tot	30.1053	6.44273	76

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.610 ^a	.372	.364	7.325	.372	43.893	1	74	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	188.209	4.041		46.577	.000	180.158	196.260			
	fall_tot	.870	.131	.610	6.625	.000	.608	1.131	.610	.610	.610

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	214.76	9.954	37
wint_tot	33.8919	6.37174	37

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.751 ^a	.564	.551	6.669	.564	45.193	1	35	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	175.011	6.013		29.105	.000	162.803	187.218			
	wint_tot	1.173	.174	.751	6.723	.000	.819	1.527	.751	.751	.751

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students Who Decline to Report Ethnicity in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	212.43	9.631	65
fall_tot	29.1692	6.20123	65

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.636 ^a	.404	.395	7.492	.404	42.754	1	63	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	183.627	4.502		40.788	.000	174.631	192.624			
	fall_tot	.987	.151	.636	6.539	.000	.686	1.289	.636	.636	.636

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students Who Decline to Report Ethnicity in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	212.67	10.236	48
wint_tot	31.2292	6.04677	48

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.670 ^a	.449	.437	7.683	.449	37.439	1	46	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	177.254	5.893		30.080	.000	165.393	189.116			
	wint_tot	1.134	.185	.670	6.119	.000	.761	1.507	.670	.670	.670

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 4, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTo	218.87	9.790	1927
fall_tot	30.4167	6.67812	1927
wint_tot	31.6969	6.27730	1927

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.786 ^a	.618	.618	6.053	.618	1557.046	2	1924	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	179.639	.726		247.452	.000	178.216	181.063					
	fall_tot	.658	.032	.449	20.670	.000	.595	.720	.745	.426	.291	.421	2.373
	wint_tot	.607	.034	.389	17.922	.000	.540	.673	.730	.378	.252	.421	2.373

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	219.04	9.876	3116
t fall_tot	31.1550	6.91429	3116

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.750 ^a	.562	.562	6.538	.562	3993.611	1	3114	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	185.688	.541		343.447	.000	184.628	186.748			
	fall_tot	1.071	.017	.750	63.195	.000	1.037	1.104	.750	.750	.750

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 4, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	218.47	9.927	2151
wint_tot	31.4872	6.33313	2151

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.737 ^a	.544	.544	6.707	.544	2561.194	1	2149	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	182.075	.734		248.205	.000	180.637	183.514			
	wint_tot	1.156	.023	.737	50.608	.000	1.111	1.201	.737	.737	.737

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTo	220.94	10.106	159
t fall_tot	32.5660	6.57433	159

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.743 ^a	.551	.549	6.790	.551	193.023	1	157	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	183.762	2.729		67.326	.000	178.370	189.153			
	fall_tot	1.142	.082	.743	13.893	.000	.979	1.304	.743	.743	.743

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	219.93	10.243	127
wint_tot	32.7165	6.13719	127

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.733 ^a	.537	.533	6.999	.537	144.867	1	125	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	179.921	3.382		53.207	.000	173.229	186.614			
	wint_tot	1.223	.102	.733	12.036	.000	1.022	1.424	.733	.733	.733

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	217.21	9.139	72
t fall_tot	29.4583	6.09534	72

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.702 ^a	.493	.485	6.556	.493	67.984	1	70	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	186.206	3.839		48.509	.000	178.550	193.862			
	fall_tot	1.052	.128	.702	8.245	.000	.798	1.307	.702	.702	.702

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	217.14	9.375	44
wint_tot	31.8409	6.36101	44

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.774 ^a	.600	.590	6.001	.600	62.952	1	42	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	180.792	4.669		38.721	.000	171.370	190.215			
	wint_tot	1.141	.144	.774	7.934	.000	.851	1.432	.774	.774	.774

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	214.70	8.893	703
t fall_tot	27.3997	6.25214	703

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.691 ^a	.478	.477	6.433	.478	640.901	1	701	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	187.763	1.091		172.058	.000	185.620	189.906			
	fall_tot	.983	.039	.691	25.316	.000	.907	1.059	.691	.691	.691

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	214.84	8.655	588
wint_tot	28.6531	6.00698	588

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.679 ^a	.462	.461	6.355	.462	502.543	1	586	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	186.794	1.278		146.116	.000	184.283	189.305			
	wint_tot	.979	.044	.679	22.417	.000	.893	1.065	.679	.679	.679

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	220.58	9.680	1976
t fall_tot	32.4494	6.68173	1976

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.737 ^a	.544	.544	6.539	.544	2353.626	1	1974	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	185.912	.730		254.815	.000	184.481	187.343			
	fall_tot	1.068	.022	.737	48.514	.000	1.025	1.112	.737	.737	.737

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	220.13	9.918	1265
wint_tot	32.6798	6.04462	1265

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.733 ^a	.538	.537	6.745	.538	1469.772	1	1263	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	180.804	1.043		173.336	.000	178.757	182.850			
	wint_tot	1.203	.031	.733	38.338	.000	1.142	1.265	.733	.733	.733

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	218.68	11.580	102
t fall_tot	31.3431	7.37469	102

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.798 ^a	.637	.633	7.012	.637	175.501	1	100	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	179.394	3.045		58.907	.000	173.352	185.436			
	fall_tot	1.253	.095	.798	13.248	.000	1.066	1.441	.798	.798	.798

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	217.85	11.993	54
wint_tot	32.4444	6.70023	54

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.766 ^a	.587	.579	7.785	.587	73.760	1	52	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	173.377	5.286		32.801	.000	162.771	183.984			
	wint_tot	1.371	.160	.766	8.588	.000	1.051	1.691	.766	.766	.766

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students Who Decline to Report Ethnicity in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	218.80	8.837	56
fall_tot	30.5536	6.68219	56

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.727 ^a	.529	.520	6.123	.529	60.538	1	54	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	189.429	3.863		49.036	.000	181.684	197.174			
	fall_tot	.961	.124	.727	7.781	.000	.714	1.209	.727	.727	.727

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students Who Decline to Report Ethnicity in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	219.53	9.991	43
wint_tot	30.7907	6.11617	43

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.768 ^a	.590	.580	6.478	.590	58.913	1	41	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	180.911	5.128		35.278	.000	170.554	191.267			
	wint_tot	1.254	.163	.768	7.675	.000	.924	1.584	.768	.768	.768

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 5, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	224.65	9.642	2129
fall_tot	29.6646	6.69427	2129
wint_tot	32.5975	7.18996	2129

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.793 ^a	.628	.628	5.881	.628	1797.336	2	2126	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	188.219	.622		302.841	.000	187.000	189.438					
	fall_tot	.636	.030	.441	21.439	.000	.578	.694	.750	.422	.283	.412	2.426
	wint_tot	.539	.028	.402	19.514	.000	.485	.593	.740	.390	.258	.412	2.426

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for All Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	225.14	9.655	3355
fall_tot	30.3928	6.85331	3355

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.754 ^a	.569	.569	6.341	.569	4422.506	1	3353	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	192.844	.498		387.409	.000	191.868	193.820			
	fall_tot	1.063	.016	.754	66.502	.000	1.031	1.094	.754	.754	.754

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for All Students in Grade 5, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	224.48	9.616	2262
wint_tot	32.4691	7.18565	2262

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.738 ^a	.544	.544	6.491	.544	2701.109	1	2260	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	192.425	.632		304.576	.000	191.186	193.664			
	wint_tot	.987	.019	.738	51.972	.000	.950	1.025	.738	.738	.738

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	228.62	10.758	194
fall_tot	32.6134	7.23263	194

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.776 ^a	.603	.601	6.797	.603	291.491	1	192	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	190.952	2.260		84.509	.000	186.495	195.408			
	fall_tot	1.155	.068	.776	17.073	.000	1.022	1.288	.776	.776	.776

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	228.29	10.252	147
wint_tot	34.6939	7.08231	147

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.733 ^a	.538	.534	6.996	.538	168.585	1	145	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	191.462	2.894		66.154	.000	185.741	197.182			
	wint_tot	1.061	.082	.733	12.984	.000	.900	1.223	.733	.733	.733

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Black Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	220.83	9.579	83
fall_tot	26.4699	6.06537	83

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.728 ^a	.530	.524	6.607	.530	91.372	1	81	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	190.396	3.266		58.305	.000	183.899	196.894			
	fall_tot	1.150	.120	.728	9.559	.000	.910	1.389	.728	.728	.728

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Black Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	221.86	8.452	57
wint_tot	29.0000	6.80074	57

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.698 ^a	.487	.478	6.107	.487	52.265	1	55	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	196.700	3.573		55.053	.000	189.540	203.860			
	wint_tot	.868	.120	.698	7.229	.000	.627	1.108	.698	.698	.698

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Hispanic Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	220.22	8.382	708
fall_tot	26.8517	6.13606	708

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.648 ^a	.420	.420	6.386	.420	511.996	1	706	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	196.443	1.078		182.220	.000	194.327	198.560			
	fall_tot	.886	.039	.648	22.627	.000	.809	.962	.648	.648	.648

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Hispanic Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	220.32	8.238	588
wint_tot	29.3027	6.72458	588

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.695 ^a	.482	.482	5.932	.482	546.340	1	586	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	195.389	1.094		178.519	.000	193.240	197.539			
	wint_tot	.851	.036	.695	23.374	.000	.779	.922	.695	.695	.695

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for White Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	226.68	9.374	2150
fall_tot	31.5433	6.61222	2150

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.746 ^a	.556	.556	6.246	.556	2692.550	1	2148	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	193.323	.657		294.373	.000	192.035	194.611			
	fall_tot	1.057	.020	.746	51.890	.000	1.017	1.097	.746	.746	.746

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for White Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	226.00	9.571	1337
wint_tot	33.7158	6.96409	1337

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.724 ^a	.525	.524	6.601	.525	1473.550	1	1335	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	192.440	.893		215.548	.000	190.689	194.192			
	wint_tot	.995	.026	.724	38.387	.000	.945	1.046	.724	.724	.724

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Multi-ethnic Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	224.35	9.031	94
fall_tot	30.3298	6.36250	94

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.762 ^a	.581	.576	5.880	.581	127.392	1	92	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	191.545	2.969		64.512	.000	185.648	197.442			
	fall_tot	1.082	.096	.762	11.287	.000	.891	1.272	.762	.762	.762

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Multi-ethnic Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	224.12	9.990	52
wint_tot	33.2692	6.33111	52

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.688 ^a	.473	.463	7.321	.473	44.958	1	50	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	187.996	5.482		34.295	.000	176.985	199.006			
	wint_tot	1.086	.162	.688	6.705	.000	.760	1.411	.688	.688	.688

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Students Who Decline to Report Ethnicity in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	226.28	9.181	71
fall_tot	30.2254	7.07349	71

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.784 ^a	.615	.609	5.739	.615	110.139	1	69	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	195.520	3.009		64.974	.000	189.517	201.524			
	fall_tot	1.018	.097	.784	10.495	.000	.824	1.211	.784	.784	.784

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for Students Who Decline to Report Ethnicity in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKS Best Math Score	227.00	9.274	42
wint_tot	33.5952	6.76454	42

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.749 ^a	.561	.550	6.218	.561	51.185	1	40	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	192.494	4.918		39.144	.000	182.555	202.433			
	wint_tot	1.027	.144	.749	7.154	.000	.737	1.317	.749	.749	.749

a. Dependent Variable: OAKS Best Math Score

Oregon Predictive Validity for All Students in Grade 6, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	226.97	9.828	1757
fall_tot	28.99	6.846	1757
wint_tot	29.65	7.066	1757

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.839 ^a	.704	.704	5.350	.704	2086.337	2	1754	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	190.251	.583		326.386	.000	189.107	191.394					
	fall_tot	.605	.030	.422	19.865	.000	.546	.665	.789	.429	.258	.374	2.671
	wint_tot	.647	.030	.465	21.898	.000	.589	.704	.798	.463	.284	.374	2.671

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 6, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	227.45	9.726	3251
fall_tot	29.87	7.042	3251

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.792 ^a	.627	.627	5.943	.627	5455.138	1	3249	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	194.785	.454		428.735	.000	193.894	195.675			
	fall_tot	1.093	.015	.792	73.859	.000	1.064	1.122	.792	.792	.792

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 6, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	226.74	9.861	1887
wint_tot	29.49	7.095	1887

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.800 ^a	.640	.640	5.920	.640	3349.033	1	1885	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	193.947	.583		332.793	.000	192.804	195.090			
	wint_tot	1.112	.019	.800	57.871	.000	1.074	1.150	.800	.800	.800

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for American/Indian Students in Grade 6, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	225.90	7.844	61
fall_tot	29.82	6.937	61

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.727 ^a	.529	.521	5.430	.529	66.212	1	59	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	201.382	3.093		65.119	.000	195.194	207.570			
	fall_tot	.822	.101	.727	8.137	.000	.620	1.024	.727	.727	.727

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for American/Indian Students in Grade 6, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	226.15	7.137	26
wint_tot	31.81	5.636	26

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.723 ^a	.522	.502	5.034	.522	26.250	1	24	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	197.041	5.767		34.164	.000	185.137	208.944			
	wint_tot	.915	.179	.723	5.123	.000	.547	1.284	.723	.723	.723

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 6, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	231.00	9.284	170
fall_tot	33.38	6.562	170

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.791 ^a	.626	.624	5.691	.626	281.753	1	168	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	193.619	2.269		85.318	.000	189.139	198.099			
	fall_tot	1.120	.067	.791	16.785	.000	.988	1.251	.791	.791	.791

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 6, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	230.18	8.919	102
wint_tot	32.20	6.002	102

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.771 ^a	.595	.591	5.706	.595	146.744	1	100	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	193.278	3.098		62.388	.000	187.131	199.424			
	wint_tot	1.146	.095	.771	12.114	.000	.958	1.334	.771	.771	.771

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 6, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	224.27	10.065	75
fall_tot	27.03	6.596	75

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.800 ^a	.640	.635	6.083	.640	129.587	1	73	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	191.285	2.981		64.163	.000	185.343	197.226			
	fall_tot	1.220	.107	.800	11.384	.000	1.007	1.434	.800	.800	.800

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 6, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	224.68	11.517	44
wint_tot	27.80	7.190	44

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.850 ^a	.722	.716	6.142	.722	109.192	1	42	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	186.847	3.737		49.996	.000	179.305	194.389			
	wint_tot	1.361	.130	.850	10.449	.000	1.098	1.624	.850	.850	.850

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 6, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	222.71	8.121	690
fall_tot	26.24	6.302	690

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.711 ^a	.506	.505	5.715	.506	703.431	1	688	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	198.663	.932		213.085	.000	196.832	200.493			
	fall_tot	.916	.035	.711	26.522	.000	.848	.984	.711	.711	.711

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 6, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	222.38	8.183	540
wint_tot	25.96	6.415	540

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.720 ^a	.518	.517	5.686	.518	578.063	1	538	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	198.550	1.021		194.498	.000	196.544	200.555			
	wint_tot	.918	.038	.720	24.043	.000	.843	.993	.720	.720	.720

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 6, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	228.81	9.753	2118
fall_tot	30.79	6.903	2118

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.791 ^a	.625	.625	5.970	.625	3532.760	1	2116	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	194.416	.593		327.820	.000	193.253	195.579			
	fall_tot	1.117	.019	.791	59.437	.000	1.080	1.154	.791	.791	.791

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 6, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	228.60	9.945	1101
wint_tot	30.94	6.898	1101

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.800 ^a	.641	.640	5.964	.641	1959.707	1	1099	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	192.897	.826		233.477	.000	191.276	194.518			
	wint_tot	1.154	.026	.800	44.269	.000	1.103	1.205	.800	.800	.800

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 6, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	227.51	10.421	78
fall_tot	30.86	6.989	78

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.783 ^a	.613	.608	6.523	.613	120.493	1	76	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	191.484	3.364		56.916	.000	184.783	198.184			
	fall_tot	1.168	.106	.783	10.977	.000	.956	1.379	.783	.783	.783

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 6, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	228.09	11.191	34
wint_tot	30.47	7.085	34

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.806 ^a	.649	.638	6.734	.649	59.131	1	32	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	189.319	5.172		36.603	.000	178.784	199.855			
	wint_tot	1.272	.165	.806	7.690	.000	.935	1.609	.806	.806	.806

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students who Declined to Report Ethnicity in Grade 6, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	229.05	8.333	56
fall_tot	31.46	5.877	56

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.770 ^a	.593	.586	5.364	.593	78.744	1	54	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	194.696	3.938		49.446	.000	186.802	202.591			
	fall_tot	1.092	.123	.770	8.874	.000	.845	1.339	.770	.770	.770

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students who Declined to Report Ethnicity in Grade 6, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	227.73	8.977	37
wint_tot	30.46	6.615	37

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.810 ^a	.655	.645	5.345	.655	66.549	1	35	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	194.265	4.195		46.306	.000	185.748	202.782			
	wint_tot	1.099	.135	.810	8.158	.000	.825	1.372	.810	.810	.810

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 7, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	232.64	9.035	1509
fall_tot	28.10	7.754	1509
wint_tot	28.47	7.761	1509

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.852 ^a	.726	.726	4.730	.726	1997.845	2	1506	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	95.0% Confidence Interval for B			Correlations			Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	203.162	.482		421.548	.000	202.217	204.108					
	fall_tot	.512	.027	.439	18.907	.000	.459	.565	.810	.438	.255	.337	2.972
	wint_tot	.530	.027	.455	19.589	.000	.477	.583	.813	.451	.264	.337	2.972

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 7, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	233.63	9.381	3057
fall_tot	29.41	8.091	3057

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.802 ^a	.643	.643	5.608	.643	5495.955	1	3055	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.295	.382		539.461	.000	205.545	207.045			
	fall_tot	.930	.013	.802	74.135	.000	.905	.954	.802	.802	.802

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 7, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	232.55	9.232	1652
wint_tot	28.41	7.899	1652

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.823 ^a	.678	.678	5.240	.678	3475.072	1	1650	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.200	.481		426.197	.000	204.256	206.144			
	wint_tot	.962	.016	.823	58.950	.000	.930	.994	.823	.823	.823

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for American/Indian Students in Grade 7, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	230.09	6.739	43
fall_tot	27.33	6.372	43

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.683 ^a	.467	.454	4.980	.467	35.933	1	41	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	210.342	3.381		62.208	.000	203.513	217.171			
	fall_tot	.723	.121	.683	5.994	.000	.479	.966	.683	.683	.683

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for American/Indian Students in Grade 7, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	229.50	7.475	22
wint_tot	26.86	6.050	22

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.762 ^a	.580	.559	4.962	.580	27.660	1	20	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	204.212	4.923		41.480	.000	193.943	214.482			
	wint_tot	.941	.179	.762	5.259	.000	.568	1.315	.762	.762	.762

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 7, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	236.40	10.399	179
fall_tot	31.94	8.189	179

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.826 ^a	.683	.681	5.874	.683	380.793	1	177	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	202.885	1.773		114.443	.000	199.387	206.384			
	fall_tot	1.049	.054	.826	19.514	.000	.943	1.155	.826	.826	.826

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 7, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	234.72	8.689	102
wint_tot	29.78	8.182	102

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.830 ^a	.689	.686	4.866	.689	221.994	1	100	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	208.453	1.827		114.077	.000	204.828	212.079			
	wint_tot	.882	.059	.830	14.899	.000	.764	.999	.830	.830	.830

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 7, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	230.18	7.207	67
fall_tot	27.15	7.915	67

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.738 ^a	.544	.537	4.903	.544	77.611	1	65	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	211.943	2.155		98.351	.000	207.639	216.246			
	fall_tot	.672	.076	.738	8.810	.000	.519	.824	.738	.738	.738

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 7, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	229.97	8.932	33
wint_tot	26.58	8.864	33

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		df2
1	.785 ^a	.617	.604	5.618	.617	49.884	1	31	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	208.938	3.134		66.663	.000	202.546	215.331			
	wint_tot	.791	.112	.785	7.063	.000	.563	1.020	.785	.785	.785

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 7, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	229.20	8.431	569
fall_tot	25.06	7.700	569

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.772 ^a	.597	.596	5.359	.597	838.823	1	567	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	208.010	.765		271.743	.000	206.507	209.514			
	fall_tot	.846	.029	.772	28.962	.000	.788	.903	.772	.772	.772

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 7, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	228.25	8.374	406
wint_tot	24.78	7.289	406

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.782 ^a	.611	.610	5.231	.611	633.980	1	404	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.001	.921		223.708	.000	204.190	207.811			
	wint_tot	.898	.036	.782	25.179	.000	.828	.968	.782	.782	.782

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 7, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	234.81	9.219	2048
fall_tot	30.48	7.806	2048

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.791 ^a	.626	.626	5.639	.626	3423.857	1	2046	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.330	.502		410.700	.000	205.345	207.315			
	fall_tot	.934	.016	.791	58.514	.000	.903	.966	.791	.791	.791

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 7, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	234.21	9.111	1015
wint_tot	29.86	7.616	1015

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		df2
1	.819 ^a	.670	.670	5.236	.670	2056.950	1	1013	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.001	.921		223.708	.000	204.190	207.811			
	wint_tot	.898	.036	.782	25.179	.000	.828	.968	.782	.782	.782

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 7, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	233.27	9.247	90
fall_tot	29.79	8.072	90

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.797 ^a	.635	.631	5.617	.635	153.184	1	88	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.072	2.276		90.555	.000	201.549	210.594			
	fall_tot	.913	.074	.797	12.377	.000	.766	1.060	.797	.797	.797

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 7, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	231.32	8.735	28
wint_tot	27.25	8.067	28

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.820 ^a	.672	.659	5.098	.672	53.275	1	26	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	207.134	3.451		60.021	.000	200.040	214.228			
	wint_tot	.888	.122	.820	7.299	.000	.638	1.138	.820	.820	.820

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students who Declined to Report Ethnicity in Grade 7, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	234.32	9.723	59
fall_tot	30.17	7.238	59

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.806 ^a	.650	.644	5.805	.650	105.704	1	57	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	201.655	3.266		61.745	.000	195.116	208.195			
	fall_tot	1.083	.105	.806	10.281	.000	.872	1.294	.806	.806	.806

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students who Declined to Report Ethnicity in Grade 7, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	233.00	8.328	41
wint_tot	28.61	7.959	41

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.786 ^a	.618	.608	5.213	.618	63.070	1	39	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	209.469	3.073		68.167	.000	203.253	215.684			
	wint_tot	.822	.104	.786	7.942	.000	.613	1.032	.786	.786	.786

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 8, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	234.48	10.670	1457
fall_tot	28.14	8.053	1457
wint_tot	28.38	8.464	1457

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.855 ^a	.731	.730	5.540	.731	1973.035	2	1454	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	95.0% Confidence Interval for B			Correlations			Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	201.528	.544		370.147	.000	200.460	202.596					
	fall_tot	.659	.030	.497	21.851	.000	.599	.718	.820	.497	.297	.358	2.794
	wint_tot	.508	.029	.403	17.725	.000	.452	.564	.801	.422	.241	.358	2.794

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 8, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	235.51	10.745	3085
fall_tot	28.62	8.152	3085

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.808 ^a	.653	.652	6.335	.653	5789.725	1	3083	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.040	.416		492.405	.000	204.224	205.857			
	fall_tot	1.065	.014	.808	76.090	.000	1.037	1.092	.808	.808	.808

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for All Students in Grade 8, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	234.29	10.779	1617
wint_tot	28.32	8.549	1617

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		df2
1	.807 ^a	.651	.651	6.367	.651	3016.270	1	1615	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.476	.548		374.884	.000	204.401	206.551			
	wint_tot	1.018	.019	.807	54.921	.000	.981	1.054	.807	.807	.807

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for American/Indian Students in Grade 8, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	231.81	10.068	31
fall_tot	25.52	7.895	31

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.792 ^a	.627	.614	6.254	.627	48.750	1	29	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.040	3.858		53.412	.000	198.150	213.929			
	fall_tot	1.010	.145	.792	6.982	.000	.714	1.306	.792	.792	.792

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for American/Indian Students in Grade 8, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	232.38	12.233	21
wint_tot	25.43	8.364	21

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.820 ^a	.673	.656	7.179	.673	39.077	1	19	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	201.874	5.125		39.386	.000	191.146	212.602			
	wint_tot	1.200	.192	.820	6.251	.000	.798	1.601	.820	.820	.820

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 8, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	240.81	14.189	149
fall_tot	32.32	8.313	149

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.789 ^a	.623	.620	8.746	.623	242.496	1	147	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	197.273	2.886		68.358	.000	191.570	202.976			
	fall_tot	1.347	.086	.789	15.572	.000	1.176	1.518	.789	.789	.789

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Asian/Pacific Islander Students in Grade 8, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	238.35	11.707	92
wint_tot	32.37	8.556	92

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.826 ^a	.682	.678	6.638	.682	193.040	1	90	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	201.771	2.722		74.126	.000	196.364	207.179			
	wint_tot	1.130	.081	.826	13.894	.000	.968	1.292	.826	.826	.826

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 8, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	231.64	8.079	80
fall_tot	26.69	7.620	80

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.844 ^a	.713	.709	4.355	.713	193.849	1	78	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	207.744	1.784		116.457	.000	204.193	211.295			
	fall_tot	.895	.064	.844	13.923	.000	.767	1.023	.844	.844	.844

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Black Students in Grade 8, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	231.26	8.133	43
wint_tot	26.53	8.598	43

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.767 ^a	.588	.578	5.283	.588	58.522	1	41	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	212.008	2.642		80.246	.000	206.672	217.343			
	wint_tot	.725	.095	.767	7.650	.000	.534	.917	.767	.767	.767

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 8, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	229.70	8.919	635
fall_tot	24.50	7.171	635

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.774 ^a	.598	.598	5.656	.598	943.367	1	633	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.133	.800		257.804	.000	204.563	207.703			
	fall_tot	.962	.031	.774	30.714	.000	.901	1.024	.774	.774	.774

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Hispanic Students in Grade 8, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	229.02	9.156	441
wint_tot	24.21	7.372	441

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.755 ^a	.571	.570	6.007	.571	583.318	1	439	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.305	.983		209.903	.000	204.374	208.237			
	wint_tot	.938	.039	.755	24.152	.000	.862	1.015	.755	.755	.755

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 8, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	237.14	10.487	2013
fall_tot	29.70	8.033	2013

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.799 ^a	.638	.638	6.313	.638	3540.601	1	2011	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	206.180	.539		382.504	.000	205.123	207.238			
	fall_tot	1.043	.018	.799	59.503	.000	1.008	1.077	.799	.799	.799

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for White Students in Grade 8, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	236.46	10.667	960
wint_tot	29.98	8.325	960

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		df2
1	.795 ^a	.632	.631	6.476	.632	1644.209	1	958	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	205.930	.781		263.542	.000	204.397	207.464			
	wint_tot	1.018	.025	.795	40.549	.000	.969	1.068	.795	.795	.795

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 8, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	236.02	9.679	95
fall_tot	29.01	8.235	95

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.809 ^a	.655	.652	5.714	.655	176.755	1	93	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	208.421	2.157		96.619	.000	204.138	212.705			
	fall_tot	.951	.072	.809	13.295	.000	.809	1.093	.809	.809	.809

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Multi-ethnic Students in Grade 8, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	235.00	10.929	26
wint_tot	28.58	9.684	26

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.820 ^a	.673	.659	6.382	.673	49.323	1	24	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	208.548	3.969		52.545	.000	200.357	216.740			
	wint_tot	.926	.132	.820	7.023	.000	.654	1.198	.820	.820	.820

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students who Declined to Report Ethnicity in Grade 8, Regressing Fall easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	235.53	7.855	81
fall_tot	30.06	6.581	81

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.725 ^a	.525	.519	5.448	.525	87.303	1	79	.000

a. Predictors: (Constant), fall_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	209.533	2.848		73.584	.000	203.865	215.201			
	fall_tot	.865	.093	.725	9.344	.000	.681	1.049	.725	.725	.725

a. Dependent Variable: OAKSMathTot

Oregon Predictive Validity for Students who Declined to Report Ethnicity in Grade 8, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics

	Mean	Std. Deviation	N
OAKSMathTot	235.24	7.259	33
wint_tot	28.12	8.354	33

Model Summary

Model	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.781 ^a	.610	.597	4.609	.610	48.387	1	31	.000

a. Predictors: (Constant), wint_tot

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	216.167	2.857		75.658	.000	210.340	221.995			
	wint_tot	.678	.098	.781	6.956	.000	.479	.877	.781	.781	.781

a. Dependent Variable: OAKSMathTot

Washington Predictive Validity for All Students in Grade 3, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	409.36	33.166	481
ASsessment Scale Score			
fall_tot	31.8524	6.10848	481
wint_tot	35.6611	5.80261	481

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.751 ^a	.564	.562	21.950	.564	308.938	2	478	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a													
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	256.492	6.316		40.607	.000	244.080	268.903					
	fall_tot	1.945	.244	.358	7.975	.000	1.466	2.424	.688	.343	.241	.452	2.212
	wint_tot	2.549	.257	.446	9.928	.000	2.045	3.054	.711	.413	.300	.452	2.212

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASsessment Scale Score	408.50	33.573	522
fall_tot	31.8161	6.22149	522

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.703 ^a	.494	.493	23.901	.494	507.945	1	520	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	287.815	5.456		52.750	.000	277.096	298.534			
	fall_tot	3.793	.168	.703	22.538	.000	3.463	4.124	.703	.703	.703

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	415.75	32.685	92
ASsessment Scale Score			
fall_tot	33.1087	6.16345	92

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.691 ^a	.478	.472	23.744	.478	82.439	1	90	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	294.350	13.598		21.647	.000	267.336	321.364			
	fall_tot	3.667	.404	.691	9.080	.000	2.864	4.469	.691	.691	.691

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	403.58	30.706	36
ASsessment Scale Score			
fall_tot	29.3889	7.60931	36

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.793 ^a	.628	.617	18.996	.628	57.453	1	34	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	309.584	12.799		24.188	.000	283.574	335.595			
	fall_tot	3.198	.422	.793	7.580	.000	2.341	4.056	.793	.793	.793

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	385.97	34.582	37
ASsessment Scale Score			
fall_tot	28.2973	6.53990	37

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.658 ^a	.432	.416	26.422	.432	26.671	1	35	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	287.571	19.543		14.715	.000	247.897	327.245			
	fall_tot	3.477	.673	.658	5.164	.000	2.110	4.844	.658	.658	.658

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for White Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	409.06	33.021	296
ASsessment Scale Score			
fall_tot	32.1149	5.91811	296

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.700 ^a	.490	.489	23.611	.490	282.988	1	294	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	283.572	7.585		37.385	.000	268.644	298.500			
	fall_tot	3.908	.232	.700	16.822	.000	3.450	4.365	.700	.700	.700

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 3, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	412.53	32.604	60
ASsessment Scale Score			
fall_tot	32.0333	5.74889	60

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.643 ^a	.413	.403	25.197	.413	40.787	1	58	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	295.798	18.566		15.932	.000	258.634	332.961			
	fall_tot	3.644	.571	.643	6.386	.000	2.502	4.786	.643	.643	.643

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 3, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	408.25	33.845	514
ASsessment Scale Score			
wint_tot	35.2996	6.17703	514

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.721 ^a	.520	.519	23.474	.520	554.487	1	512	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	268.784	6.012		44.705	.000	256.972	280.596			
	wint_tot	3.951	.168	.721	23.548	.000	3.621	4.280	.721	.721	.721

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	416.63	31.557	84
ASsessment Scale Score			
wint_tot	36.0595	5.00927	84

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.616 ^a	.379	.372	25.014	.379	50.097	1	82	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	276.738	19.952		13.870	.000	237.047	316.429			
	wint_tot	3.880	.548	.616	7.078	.000	2.789	4.970	.616	.616	.616

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	400.89	31.541	38
ASsessment Scale Score			
wint_tot	33.3947	6.44536	38

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.727 ^a	.529	.516	21.951	.529	40.393	1	36	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	282.062	19.034		14.819	.000	243.460	320.664			
	wint_tot	3.558	.560	.727	6.356	.000	2.423	4.694	.727	.727	.727

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	384.18	34.409	38
ASsessment Scale Score			
wint_tot	30.7368	7.52180	38

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.807 ^a	.652	.642	20.577	.652	67.464	1	36	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	270.643	14.221		19.031	.000	241.802	299.484			
	wint_tot	3.694	.450	.807	8.214	.000	2.782	4.606	.807	.807	.807

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for White Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	409.00	33.508	293
ASsessment Scale Score			
wint_tot	35.7235	5.90988	293

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.692 ^a	.479	.477	24.223	.479	267.740	1	291	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	268.790	8.685		30.949	.000	251.697	285.884			
	wint_tot	3.925	.240	.692	16.363	.000	3.453	4.397	.692	.692	.692

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 3, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	414.86	31.188	59
ASsessment Scale Score			
wint_tot	36.7797	5.93083	59

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.777 ^a	.603	.596	19.822	.603	86.594	1	57	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	264.668	16.345		16.192	.000	231.937	297.400			
	wint_tot	4.084	.439	.777	9.306	.000	3.205	4.962	.777	.777	.777

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 4, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	422.45	57.617	558
ASsessment Scale Score			
fall_tot	33.9785	6.96152	558
wint_tot	35.8978	6.20870	558

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.819 ^a	.671	.669	33.127	.671	565.008	2	555	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a												
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	VIF
1	(Constant)	158.497	8.241		19.233	.000	142.310	174.684				
	fall_tot	3.455	.356	.417	9.699	.000	2.755	4.155	.780	.381	.236	3.122
	wint_tot	4.083	.399	.440	10.221	.000	3.298	4.867	.784	.398	.249	3.122

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	422.05	57.513	608
ASsessment Scale Score			
fall_tot	34.0197	6.90936	608

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.780 ^a	.609	.608	35.991	.609	943.953	1	606	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	201.058	7.339		27.394	.000	186.644	215.472			
	fall_tot	6.496	.211	.780	30.724	.000	6.081	6.911	.780	.780	.780

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	431.16	62.821	114
ASsessment Scale Score			
fall_tot	34.4912	6.95783	114

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.786 ^a	.617	.614	39.040	.617	180.597	1	112	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	186.499	18.569		10.043	.000	149.707	223.292			
	fall_tot	7.093	.528	.786	13.439	.000	6.048	8.139	.786	.786	.786

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	378.00	49.385	38
ASsessment Scale Score			
fall_tot	27.6316	6.99197	38

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.819 ^a	.670	.661	28.747	.670	73.192	1	36	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	218.215	19.250		11.336	.000	179.173	257.256	
	fall_tot	5.783	.676	.819	8.555	.000	4.412	7.154	.819	.819	.819

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	375.48	39.458	25
fall_tot	27.7600	6.11201	25

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.734 ^a	.538	.518	27.393	.538	26.796	1	23	.000	

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	244.016	25.981		9.392	.000	190.271	297.761			
	fall_tot	4.736	.915	.734	5.177	.000	2.843	6.628	.734	.734	.734

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for White Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	425.31	54.516	359
ASsessment Scale Score			
fall_tot	34.6602	6.41588	359

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.765 ^a	.585	.584	35.181	.585	502.604	1	357	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	200.114	10.215		19.590	.000	180.025	220.203	
	fall_tot	6.497	.290	.765	22.419	.000	5.927	7.067	.765	.765	.765

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 4, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	432.73	56.943	66
fall_tot	35.8030	6.71215	66

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.688 ^a	.473	.465	41.643	.473	57.536	1	64	.000	

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	223.743	28.024		7.984	.000	167.758	279.728			
	fall_tot	5.837	.770	.688	7.585	.000	4.300	7.374	.688	.688	.688

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for All Students in Grade 4, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.81	58.225	583
ASsessment Scale Score			
wint_tot	35.7015	6.41841	583

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.789 ^a	.622	.621	35.830	.622	955.880	1	581	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	165.393	8.393		19.705	.000	148.908	181.878			
	wint_tot	7.154	.231	.789	30.917	.000	6.700	7.609	.789	.789	.789

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	432.49	62.155	107
ASsessment Scale Score			
wint_tot	36.8318	6.27437	107

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.800 ^a	.639	.636	37.499	.639	186.209	1	105	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	140.727	21.686		6.489	.000	97.728	183.726			
	wint_tot	7.921	.580	.800	13.646	.000	6.770	9.072	.800	.800	.800

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	381.58	47.651	36
wint_tot	31.7222	5.80449	36

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.736 ^a	.541	.528	32.741	.541	40.136	1	34	.000	

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B			Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	189.972	30.733		6.181	.000	127.514	252.430			
	wint_tot	6.040	.953	.736	6.335	.000	4.103	7.978	.736	.736	.736

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	374.74	38.570	27
wint_tot	30.1852	5.81799	27

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.781 ^a	.610	.594	24.577	.610	39.035	1	25	.000	

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	218.501	25.451		8.585	.000	166.085	270.917			
	wint_tot	5.176	.828	.781	6.248	.000	3.470	6.882	.781	.781	.781

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for White Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	422.88	56.320	343
ASsessment Scale Score			
wint_tot	35.8950	6.41595	343

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.786 ^a	.618	.617	34.849	.618	552.281	1	341	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	175.121	10.709		16.352	.000	154.056	196.185			
	wint_tot	6.902	.294	.786	23.501	.000	6.325	7.480	.786	.786	.786

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 4, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	432.63	57.579	65
wint_tot	37.4615	5.17529	65

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.716 ^a	.513	.505	40.513	.513	66.275	1	63	.000	

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	134.209	37.000		3.627	.001	60.272	208.147			
	wint_tot	7.966	.979	.716	8.141	.000	6.011	9.921	.716	.716	.716

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for All Students in Grade 5, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	417.89	41.336	558
ASsessment Scale Score			
fall_tot	34.1918	6.83066	558
wint_tot	37.6004	5.91652	558

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.806 ^a	.650	.649	24.486	.650	516.212	2	555	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a												
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	VIF
1	(Constant)	218.956	6.675		32.803	.000	205.845	232.067				
	fall_tot	2.680	.250	.443	10.719	.000	2.189	3.172	.767	.414	.269	2.711
	wint_tot	2.853	.289	.408	9.883	.000	2.286	3.420	.760	.387	.248	2.711

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	417.09	41.626	573
ASsessment Scale Score			
fall_tot	34.0209	6.91883	573

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.769 ^a	.591	.590	26.642	.591	825.395	1	571	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	259.726	5.589		46.468	.000	248.748	270.704			
	fall_tot	4.626	.161	.769	28.730	.000	4.309	4.942	.769	.769	.769

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	428.76	43.860	90
ASsessment Scale Score			
fall_tot	35.2889	6.40969	90

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.811 ^a	.658	.654	25.802	.658	169.175	1	88	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	232.904	15.301		15.221	.000	202.495	263.312	
	fall_tot	5.550	.427	.811	13.007	.000	4.702	6.398	.811	.811	.811

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	391.87	36.592	46
ASsessment Scale Score			
fall_tot	28.9348	7.15356	46

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.693 ^a	.481	.469	26.669	.481	40.722	1	44	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	289.256	16.554		17.474	.000	255.894	322.618			
	fall_tot	3.546	.556	.693	6.381	.000	2.426	4.666	.693	.693	.693

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	386.93	33.873	40
ASsessment Scale Score			
fall_tot	28.0500	6.92061	40

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.700 ^a	.490	.476	24.513	.490	36.473	1	38	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	290.845	16.374		17.762	.000	257.697	323.993	
	fall_tot	3.425	.567	.700	6.039	.000	2.277	4.573	.700	.700	.700

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for White Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	421.58	40.235	370
ASsessment Scale Score			
fall_tot	35.0811	6.37568	370

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.748 ^a	.560	.559	26.733	.560	467.867	1	368	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	255.945	7.783		32.887	.000	240.641	271.249	
	fall_tot	4.721	.218	.748	21.630	.000	4.292	5.151	.748	.748	.748

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 5, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	407.90	36.099	20
ASsessment Scale Score			
fall_tot	33.4000	7.58392	20

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.710 ^a	.504	.476	26.121	.504	18.290	1	18	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	295.034	27.030		10.915	.000	238.247	351.822			
	fall_tot	3.379	.790	.710	4.277	.000	1.719	5.039	.710	.710	.710

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 5, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	416.07	42.460	591
ASsessment Scale Score			
wint_tot	37.3299	6.30962	591

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.774 ^a	.599	.598	26.909	.599	880.013	1	589	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	221.639	6.647		33.344	.000	208.584	234.694			
	wint_tot	5.208	.176	.774	29.665	.000	4.864	5.553	.774	.774	.774

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	428.80	44.581	92
ASsessment Scale Score			
wint_tot	39.1087	5.16211	92

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.760 ^a	.577	.573	29.147	.577	122.884	1	90	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	172.194	23.347		7.375	.000	125.811	218.578			
	wint_tot	6.561	.592	.760	11.085	.000	5.386	7.737	.760	.760	.760

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	391.74	36.766	46
ASsessment Scale Score			
wint_tot	33.7826	7.32094	46

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.774 ^a	.598	.589	23.564	.598	65.553	1	44	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	260.501	16.577		15.714	.000	227.092	293.911			
	wint_tot	3.885	.480	.774	8.096	.000	2.918	4.852	.774	.774	.774

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	385.59	38.162	39
wint_tot	32.4103	6.04247	39

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.686 ^a	.471	.457	28.128	.471	32.943	1	37	.000	

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	245.114	24.886		9.849	.000	194.690	295.538			
	wint_tot	4.334	.755	.686	5.740	.000	2.804	5.864	.686	.686	.686

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for White Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.23	40.976	386
ASsessment Scale Score			
wint_tot	37.8653	6.09982	386

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.769 ^a	.591	.590	26.241	.591	554.749	1	384	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	224.688	8.409		26.721	.000	208.155	241.221			
	wint_tot	5.164	.219	.769	23.553	.000	4.733	5.595	.769	.769	.769

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 5, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	401.10	35.395	21
wint_tot	36.2857	6.55090	21

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.796 ^a	.633	.614	22.001	.633	32.766	1	19	.000	

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	245.117	27.669		8.859	.000	187.206	303.029			
	wint_tot	4.299	.751	.796	5.724	.000	2.727	5.870	.796	.796	.796

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for All Students in Grade 6, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.99	43.682	575
ASsessment Scale Score			
fall_tot	33.2887	7.07132	575
wint_tot	35.4296	7.02496	575

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.849 ^a	.721	.720	23.120	.721	738.478	2	572	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a													
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	231.071	5.069		45.589	.000	221.116	241.027					
	fall_tot	2.861	.232	.463	12.349	.000	2.406	3.316	.810	.459	.273	.347	2.881
	wint_tot	2.673	.233	.430	11.461	.000	2.215	3.131	.804	.432	.253	.347	2.881

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 6, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	419.67	43.992	600
ASsessment Scale Score			
fall_tot	33.0667	7.11641	600

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.817 ^a	.668	.667	25.377	.668	1202.054	1	598	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	252.626	4.928		51.262	.000	242.948	262.305			
	fall_tot	5.052	.146	.817	34.671	.000	4.766	5.338	.817	.817	.817

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 6, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	427.35	40.737	101
ASsessment Scale Score			
fall_tot	34.0495	6.34882	101

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.820 ^a	.672	.669	23.445	.672	202.922	1	99	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	248.233	12.788		19.411	.000	222.859	273.608			
	fall_tot	5.260	.369	.820	14.245	.000	4.528	5.993	.820	.820	.820

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 6, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	394.63	40.554	52
ASsessment Scale Score			
fall_tot	29.1538	7.58839	52

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.845 ^a	.715	.709	21.883	.715	125.162	1	50	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	262.931	12.157		21.628	.000	238.513	287.350			
	fall_tot	4.518	.404	.845	11.188	.000	3.706	5.329	.845	.845	.845

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 6, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	396.30	38.823	50
ASsessment Scale Score			
fall_tot	29.4200	6.56239	50

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.799 ^a	.639	.631	23.582	.639	84.802	1	48	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	257.219	15.467		16.630	.000	226.121	288.318	
	fall_tot	4.727	.513	.799	9.209	.000	3.695	5.760	.799	.799	.799

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for White Students in Grade 6, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	425.16	43.399	372
ASsessment Scale Score			
fall_tot	34.0565	6.97547	372

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.799 ^a	.639	.638	26.123	.639	653.921	1	370	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	255.835	6.759		37.852	.000	242.545	269.126			
	fall_tot	4.972	.194	.799	25.572	.000	4.590	5.354	.799	.799	.799

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 6, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	411.88	55.628	16
fall_tot	31.1875	6.35839	16

Model Summary										
Model	R Square			Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.863 ^a	.746	.727	29.041	.746	41.037	1	14	.000	

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	176.267	37.489		4.702	.000	95.861	256.672			
	fall_tot	7.555	1.179	.863	6.406	.000	5.025	10.084	.863	.863	.863

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for All Students in Grade 6, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.56	44.304	594
ASsessment Scale Score			
wint_tot	35.3418	7.13489	594

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.811 ^a	.657	.657	25.963	.657	1134.742	1	592	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	242.660	5.388		45.041	.000	232.079	253.241			
	wint_tot	5.034	.149	.811	33.686	.000	4.740	5.327	.811	.811	.811

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 6, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	427.11	42.375	103
ASsessment Scale Score			
wint_tot	36.1845	6.41498	103

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.848 ^a	.720	.717	22.549	.720	259.207	1	101	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	224.344	12.788		17.543	.000	198.976	249.713			
	wint_tot	5.604	.348	.848	16.100	.000	4.913	6.294	.848	.848	.848

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 6, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	392.85	41.207	54
ASsessment Scale Score			
wint_tot	32.2963	7.87791	54

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.858 ^a	.737	.732	21.346	.737	145.506	1	52	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	247.855	12.366		20.043	.000	223.040	272.670			
	wint_tot	4.490	.372	.858	12.063	.000	3.743	5.236	.858	.858	.858

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 6, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	397.42	39.922	48
ASsessment Scale Score			
wint_tot	30.8750	6.49591	48

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.803 ^a	.644	.636	24.072	.644	83.273	1	46	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	245.124	17.047		14.380	.000	210.811	279.437			
	wint_tot	4.933	.541	.803	9.125	.000	3.845	6.021	.803	.803	.803

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for White Students in Grade 6, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	426.73	43.079	366
ASsessment Scale Score			
wint_tot	36.3525	6.89759	366

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.780 ^a	.609	.608	26.977	.609	566.812	1	364	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	249.557	7.574		32.948	.000	234.663	264.452			
	wint_tot	4.874	.205	.780	23.808	.000	4.471	5.276	.780	.780	.780

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 6, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASessment Scale Score	410.29	56.519	14
wint_tot	32.2143	8.48690	14

Model Summary										
Model				Std. Error of the Estimate	Change Statistics					
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change	
1	.815 ^a	.664	.637	34.074	.664	23.767	1	12	.000	

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	235.406	37.009		6.361	.000	154.770	316.042			
	wint_tot	5.429	1.114	.815	4.875	.000	3.002	7.855	.815	.815	.815

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for All Students in Grade 7, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	419.56	47.589	517
ASessment Scale Score			
fall_tot	31.7505	8.04286	517
wint_tot	32.1915	8.08866	517

Model Summary									
Model	R			Std. Error of the	Change Statistics				
	R	R Square	Adjusted R Square	Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.847 ^a	.718	.717	25.318	.718	654.553	2	514	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a													
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	253.216	4.732		53.513	.000	243.920	262.513					
	fall_tot	2.247	.260	.380	8.649	.000	1.736	2.757	.804	.356	.203	.285	3.515
	wint_tot	2.951	.258	.502	11.424	.000	2.444	3.459	.823	.450	.268	.285	3.515

a. Dependent Variable: Washington State ASessment Scale Score

Washington Predictive Validity for All Students in Grade 7, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	417.46	47.979	548
ASsessment Scale Score			
fall_tot	31.4489	8.14848	548

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.807 ^a	.652	.651	28.349	.652	1020.785	1	546	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	267.993	4.832		55.458	.000	258.501	277.485			
	fall_tot	4.753	.149	.807	31.950	.000	4.460	5.045	.807	.807	.807

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 7, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	416.06	50.171	108
ASsessment Scale Score			
fall_tot	32.1852	7.97912	108

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.814 ^a	.663	.660	29.271	.663	208.340	1	106	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	251.301	11.757		21.375	.000	227.992	274.610			
	fall_tot	5.119	.355	.814	14.434	.000	4.416	5.822	.814	.814	.814

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 7, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	386.93	39.557	44
ASsessment Scale Score			
fall_tot	26.5455	7.87240	44

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.689 ^a	.475	.462	29.010	.475	37.950	1	42	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	295.034	15.545		18.979	.000	263.662	326.406	
	fall_tot	3.462	.562	.689	6.160	.000	2.328	4.596	.689	.689	.689

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 7, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	397.18	39.650	39
ASsessment Scale Score			
fall_tot	27.3077	7.14936	39

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.768 ^a	.590	.579	25.740	.590	53.171	1	37	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	280.882	16.473		17.051	.000	247.505	314.259	
	fall_tot	4.259	.584	.768	7.292	.000	3.075	5.442	.768	.768	.768

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for White Students in Grade 7, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	424.15	47.365	339
ASsessment Scale Score			
fall_tot	32.3481	8.00350	339

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.806 ^a	.649	.648	28.100	.649	623.289	1	337	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	269.921	6.363		42.418	.000	257.404	282.438	
	fall_tot	4.768	.191	.806	24.966	.000	4.392	5.143	.806	.806	.806

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 7, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	415.31	44.540	16
ASsessment Scale Score			
fall_tot	30.3125	8.59239	16

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.854 ^a	.730	.711	23.960	.730	37.833	1	14	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	281.069	22.632		12.419	.000	232.528	329.611	
	fall_tot	4.429	.720	.854	6.151	.000	2.884	5.973	.854	.854	.854

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 7, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.24	47.227	559
ASsessment Scale Score			
wint_tot	32.3685	8.12052	559

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.819 ^a	.670	.669	27.151	.670	1131.201	1	557	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	266.146	4.723		56.347	.000	256.868	275.424			
	wint_tot	4.761	.142	.819	33.633	.000	4.483	5.039	.819	.819	.819

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 7, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	419.06	50.018	111
ASsessment Scale Score			
wint_tot	33.1351	7.98577	111

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.832 ^a	.692	.689	27.881	.692	245.028	1	109	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	246.405	11.343		21.723	.000	223.924	268.887			
	wint_tot	5.211	.333	.832	15.653	.000	4.551	5.870	.832	.832	.832

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 7, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	394.71	40.673	45
ASsessment Scale Score			
wint_tot	29.1556	8.09870	45

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.758 ^a	.575	.565	26.826	.575	58.145	1	43	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	283.692	15.099		18.789	.000	253.243	314.141			
	wint_tot	3.808	.499	.758	7.625	.000	2.801	4.815	.758	.758	.758

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 7, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	400.10	40.506	42
ASsessment Scale Score			
wint_tot	27.4286	6.81513	42

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.851 ^a	.723	.716	21.569	.723	104.603	1	40	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	261.442	13.959		18.729	.000	233.229	289.655	
	wint_tot	5.055	.494	.851	10.228	.000	4.056	6.054	.851	.851	.851

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for White Students in Grade 7, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	426.82	46.334	341
ASsessment Scale Score			
wint_tot	33.2229	8.00314	341

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.806 ^a	.650	.649	27.470	.650	628.287	1	339	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	271.800	6.361		42.731	.000	259.288	284.311			
	wint_tot	4.666	.186	.806	25.066	.000	4.300	5.032	.806	.806	.806

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 7, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	411.22	45.140	18
ASsessment Scale Score			
wint_tot	30.3889	8.60327	18

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.908 ^a	.825	.814	19.450	.825	75.563	1	16	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	266.377	17.282		15.414	.000	229.741	303.013			
	wint_tot	4.766	.548	.908	8.693	.000	3.604	5.929	.908	.908	.908

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 8, Regressing Fall and Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	416.59	41.670	457
ASsessment Scale Score			
fall_tot	33.0066	7.79183	457
wint_tot	35.2385	7.77042	457

Model Summary									
Model	R			Std. Error of the	Change Statistics				
	R	R Square	Adjusted R Square	Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.839 ^a	.704	.703	22.728	.704	539.435	2	454	.000

a. Predictors: (Constant), wint_tot, fall_tot

Coefficients^a												
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	VIF
1	(Constant)	256.672	5.034		50.991	.000	246.780	266.564				
	fall_tot	2.621	.239	.490	10.947	.000	2.150	3.091	.809	.457	.280	3.072
	wint_tot	2.083	.240	.389	8.679	.000	1.612	2.555	.791	.377	.222	3.072

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 8, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State ASsessment Scale Score	416.30	41.555	513
fall_tot	32.8246	7.78598	513

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.805 ^a	.648	.647	24.679	.648	940.599	1	511	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	275.280	4.725		58.254	.000	265.997	284.564			
	fall_tot	4.296	.140	.805	30.669	.000	4.021	4.571	.805	.805	.805

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 8, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	418.22	48.161	108
ASsessment Scale Score			
fall_tot	32.7037	7.83624	108

Model Summary									
Model	R Square Statistics			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.798 ^a	.637	.634	29.148	.637	186.118	1	106	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	257.787	12.090		21.323	.000	233.818	281.756			
	fall_tot	4.906	.360	.798	13.642	.000	4.193	5.619	.798	.798	.798

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 8, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	398.42	41.684	36
ASsessment Scale Score			
fall_tot	30.7500	7.82806	36

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.759 ^a	.576	.563	27.552	.576	46.115	1	34	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	274.187	18.861		14.537	.000	235.856	312.518			
	fall_tot	4.040	.595	.759	6.791	.000	2.831	5.249	.759	.759	.759

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 8, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	391.52	41.544	33
ASsessment Scale Score			
fall_tot	28.3030	6.61194	33

Model Summary									
Model				Std. Error of the	Change Statistics				
	R	R Square	Adjusted R Square	Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.747 ^a	.559	.544	28.041	.559	39.239	1	31	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		1	(Constant)	258.598	21.773		11.877	.000	214.192	303.005	
	fall_tot	4.696	.750	.747	6.264	.000	3.167	6.225	.747	.747	.747

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for White Students in Grade 8, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.52	37.424	318
ASsessment Scale Score			
fall_tot	33.6101	7.54913	318

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.813 ^a	.662	.661	21.804	.662	617.890	1	316	.000

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	284.995	5.588		51.005	.000	274.001	295.989			
	fall_tot	4.032	.162	.813	24.857	.000	3.713	4.351	.813	.813	.813

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 8, Regressing Fall easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	421.55	40.707	11
ASsessment Scale Score			
fall_tot	33.7273	10.79899	11

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.835 ^a	.696	.663	23.640	.696	20.651	1	9	.001

a. Predictors: (Constant), fall_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	315.444	24.412		12.922	.000	260.221	370.668			
	fall_tot	3.146	.692	.835	4.544	.001	1.580	4.712	.835	.835	.835

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for All Students in Grade 8, Regressing Winter easyCBM® Math Benchmarks on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	415.62	41.317	543
ASsessment Scale Score			
wint_tot	34.8895	7.85117	543

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.790 ^a	.624	.623	25.366	.624	896.911	1	541	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Correlations			
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	270.616	4.963		54.529	.000	260.867	280.365			
	wint_tot	4.156	.139	.790	29.948	.000	3.884	4.429	.790	.790	.790

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Asian/Pacific Islander Students in Grade 8, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	418.99	45.874	110
ASsessment Scale Score			
wint_tot	35.8091	7.47779	110

Model Summary									
Model	R Square			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.789 ^a	.622	.619	28.326	.622	177.891	1	108	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	245.704	13.270		18.516	.000	219.400	272.008			
	wint_tot	4.839	.363	.789	13.338	.000	4.120	5.558	.789	.789	.789

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Black Students in Grade 8, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	393.79	44.482	38
ASsessment Scale Score			
wint_tot	31.3684	8.40984	38

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.855 ^a	.732	.724	23.352	.732	98.254	1	36	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	251.851	14.812		17.003	.000	221.810	281.891			
	wint_tot	4.525	.456	.855	9.912	.000	3.599	5.451	.855	.855	.855

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Hispanic Students in Grade 8, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	389.85	36.777	40
ASsessment Scale Score			
wint_tot	29.1000	8.86306	40

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.747 ^a	.558	.546	24.768	.558	47.987	1	38	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	299.645	13.598		22.036	.000	272.118	327.173			
	wint_tot	3.100	.447	.747	6.927	.000	2.194	4.006	.747	.747	.747

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for White Students in Grade 8, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.53	37.806	337
ASsessment Scale Score			
wint_tot	35.7448	7.30339	337

Model Summary									
Model				Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.758 ^a	.574	.573	24.701	.574	452.115	1	335	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	280.297	6.731		41.642	.000	267.057	293.538			
	wint_tot	3.923	.185	.758	21.263	.000	3.560	4.286	.758	.758	.758

a. Dependent Variable: Washington State ASsessment Scale Score

Washington Predictive Validity for Multi-ethnic Students in Grade 8, Regressing Winter easyCBM® Math Benchmark on Year-End State Math Test

Descriptive Statistics			
	Mean	Std. Deviation	N
Washington State	420.55	39.208	11
ASsessment Scale Score			
wint_tot	36.4545	8.47778	11

Model Summary									
Model	R			Std. Error of the Estimate	Change Statistics				
	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.912 ^a	.832	.813	16.958	.832	44.457	1	9	.000

a. Predictors: (Constant), wint_tot

Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	266.796	23.619		11.296	.000	213.366	320.227			
	wint_tot	4.218	.633	.912	6.668	.000	2.787	5.648	.912	.912	.912

a. Dependent Variable: Washington State ASsessment Scale Score

Oregon, Descriptive Statistics for Grade 3 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	3401	
Ethnicity		
American Indian/ Alaskan Native		0.84
Asian/Pacific Islander		7.03
Black		2.55
Latino		20.25
White		63.31
Multi-Ethnic		3.49
Decline to report		0.79
Special Education		14.29
Female		48.00
ELL		9.53
FRL		29.71
Missing		38.14

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon, Descriptive Statistics for Grade 4 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	3219	
Ethnicity		
American Indian/ Alaskan Native		1.15
Asian/Pacific Islander		5.25
Black		2.24
Latino		22.68
White		62.53
Multi-Ethnic		3.23
Decline to report		1.77
Special Education		14.63
Female		48.00
ELL		7.95
FRL		29.33
Missing		44.24

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon, Descriptive Statistics for Grade 5 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	3450	
Ethnicity		
American Indian/ Alaskan Native		1.22
Asian/Pacific Islander		5.74
Black		2.49
Latino		21.28
White		63.30
Multi-Ethnic		2.75
Decline to report		2.20
Special Education		15.86
Female		48.00
ELL		7.28
FRL		29.45
Missing		42.99

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon, Descriptive Statistics for Grade 6 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	3354	
Ethnicity		
American Indian/ Alaskan Native		1.85
Asian/Pacific Islander		5.28
Black		2.36
Latino		21.26
White		64.13
Multi-Ethnic		2.36
Decline to report		1.70
Special Education		15.44
Female		50.00
ELL		6.59
FRL		27.55
Missing		43.20

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon, Descriptive Statistics for Grade 7 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	3116	
Ethnicity		
American Indian/ Alaskan Native		1.41
Asian/Pacific Islander		5.78
Black		2.15
Latino		18.71
White		66.37
Multi-Ethnic		2.98
Decline to report		1.89
Special Education		12.74
Female		50.00
ELL		4.59
FRL		26.89
Missing		42.30

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon, Descriptive Statistics for Grade 8 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	3157	
Ethnicity		
American Indian/ Alaskan Native		0.98
Asian/Pacific Islander		4.72
Black		2.60
Latino		20.59
White		64.62
Multi-Ethnic		3.07
Decline to report		2.66
Special Education		12.64
Female		47.00
ELL		4.78
FRL		26.67
Missing		41.88

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 3 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	524	
Ethnicity		
American Indian/ Alaskan Native	1	0.19
Asian/Pacific Islander	94	17.74
Black	36	6.87
Latino	37	7.06
White	296	56.49
Multi-Ethnic	60	11.45
Special Education	71	13.55
Female	263	50.00
ELL	32	6.11
FRL	156	29.77

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 4 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	609	
Ethnicity		
American Indian/ Alaskan Native	6	0.99
Asian/Pacific Islander	114	18.72
Black	38	6.24
Latino	25	4.11
White	360	59.11
Multi-Ethnic	66	10.84
Special Education	82	13.46
Female	280	46.00
ELL	28	4.60
FRL	161	26.44

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 5 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	576	
Ethnicity		
American Indian/ Alaskan Native	8	1.39
Asian/Pacific Islander	92	15.97
Black	46	7.99
Latino	40	6.94
White	370	64.24
Multi-Ethnic	20	3.47
Special Education	75	13.02
Female	263	46.00
ELL	23	3.99
FRL	158	27.43

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 6 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	603	
Ethnicity		
American Indian/ Alaskan Native	9	1.49
Asian/Pacific Islander	101	16.75
Black	52	8.62
Latino	50	8.29
White	375	62.19
Multi-Ethnic	16	2.65
Special Education	64	10.61
Female	309	51.00
ELL	19	3.15
FRL	158	26.20

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 7 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	550	
Ethnicity		
American Indian/ Alaskan Native	2	0.36
Asian/Pacific Islander	108	19.64
Black	45	8.18
Latino	39	7.09
White	339	61.64
Multi-Ethnic	17	3.09
Special Education	57	10.36
Female	271	49.00
ELL	28	5.09
FRL	158	28.73

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Washington Descriptive Statistics for Grade 8 easyCBM[®] Mathematics

	<i>n</i>	Percent
Total sample size	515	
Ethnicity		
American Indian/ Alaskan Native	7	1.36
Asian/Pacific Islander	108	20.97
Black	37	7.18
Latino	34	6.60
White	318	61.75
Multi-Ethnic	11	2.14
Special Education	57	11.07
Female	254	49.00
ELL	20	3.88
FRL	125	24.27

Note. SEPD = receives special education services. ELL = receives English language learner services. FRL = receives free/reduced lunch.

Oregon, Predictive Validity Results for All Students in Grade 3

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (OAKS)	N
1	All Students	21.623	0.108	0.417	9.731	2.743	0.595	972
	White	22.066	0.149	0.367	9.702	2.236	0.598	497
	Hispanic	21.126	0.183	0.440	9.821	2.973	0.545	347
	Black	--	--	--	--	--	--	25
	Asian	22.062	0.553	0.635	6.287	4.257	0.693	32
	American Indian/Alaskan							
	Native	--	--	--	--	--	--	7
	Multi-Ethnic	--	--	--	--	--	--	19
	Decline to identify	--	--	--	--	--	--	23
2	All Students	27.647	0.081	0.000	5.427	0.000	0.552	734
	White	27.660	0.102	0.000	5.371	0.000	0.547	466
	Hispanic	27.531	0.175	0.000	6.064	0.000	0.504	177
	Black	--	--	--	--	--	--	11
	Asian	27.843	0.336	0.233	4.486	0.523	0.672	40
	American Indian/Alaskan							
	Native	--	--	--	--	--	--	11
	Multi-Ethnic	--	--	--	--	--	--	15
	Decline to identify	--	--	--	--	--	--	13
3	All Students	31.937	0.071	0.150	4.865	0.341	0.498	931
	White	32.001	0.079	0.156	4.175	0.310	0.525	657
	Hispanic	31.623	0.196	0.144	6.571	0.419	0.337	162
	Black	*--	*--	*--	*--	*--	*--	16
	Asian	31.805	0.381	0.000	7.260	0.000	0.493	44
	American Indian/Alaskan							
	Native	--	--	--	--	--	--	6
	Multi-Ethnic	--	--	--	--	--	--	25
	Decline to identify	--	--	--	--	--	--	18
4	All Students	37.507	0.092	0.470	5.081	1.875	0.615	764
	White	37.588	0.107	0.461	5.108	1.831	0.605	569
	Hispanic	36.575	0.288	0.287	5.662	0.904	0.570	72
	Black	--	--	--	--	--	--	12
	Asian	38.021	0.336	0.650	4.389	3.449	0.703	66
	American Indian/Alaskan							
	Native	--	--	--	--	--	--	8
	Multi-Ethnic	--	--	--	--	--	--	18
	Decline to identify	--	--	--	--	--	--	14

Excluded results not reported due to convergence issues.

Oregon, Predictive Validity Results for All Students in Grade 4

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (OAKS)	N
1	All Students	22.383	0.111	0.448	9.062	2.980	0.567	904
	White	22.864	0.152	0.347	8.835	1.893	0.523	424
	Hispanic	21.800	0.183	0.503	8.740	3.606	0.593	341
	Black	--	--	--	--	--	--	25
	Asian	23.550	0.493	0.107	9.905	0.470	0.443	38
	American Indian/Alaskan Native	--	--	--	--	--	--	8
	Multi-Ethnic	22.558	0.613	0.625	7.300	5.059	0.662	31
	Decline to identify	--	--	--	--	--	--	15
	2	All Students	28.812	0.080	0.160	5.111	0.383	0.521
White		28.853	0.103	0.000	5.420	0.000	0.518	457
Hispanic		28.688	0.152	0.153	5.110	0.365	0.514	213
Black		--	--	--	--	--	--	24
Asian		28.674	0.394	0.352	4.430	0.922	0.475	31
American Indian/Alaskan Native		--	--	--	--	--	--	9
Multi-Ethnic		--	--	--	--	--	--	22
Decline to identify		--	--	--	--	--	--	18
3		All Students	34.171	0.077	0.276	4.710	0.735	0.532
	White	34.261	0.091	0.242	4.657	0.615	0.567	589
	Hispanic	33.802	0.205	0.340	4.939	1.015	0.425	129
	Black	--	--	--	--	--	--	12
	Asian	34.177	0.316	0.235	5.069	0.623	0.468	52
	American Indian/Alaskan Native	--	--	--	--	--	--	12
	Multi-Ethnic	--	--	--	--	--	--	24
	Decline to identify	--	--	--	--	--	--	12
	4	All Students	40.049	0.085	0.398	4.261	1.197	0.578
White		40.112	0.099	0.414	4.389	1.316	0.574	543
Hispanic		39.509	0.309	0.229	4.390	0.528	0.577	47
Black		--	--	--	--	--	--	11
Asian		40.321	0.307	0.478	3.398	1.404	0.618	48
American Indian/Alaskan Native		--	--	--	--	--	--	8
Multi-Ethnic		--	--	--	--	--	--	27
Decline to identify		--	--	--	--	--	--	12

Excluded results not reported due to convergence issues.

Oregon, Predictive Validity Results for All Students in Grade 5

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (OAKS)	N
1	All Students	21.401	0.111	0.307	10.586	1.837	0.587	906
	White	21.773	0.163	0.305	10.754	1.848	0.606	428
	Hispanic	21.177	0.185	0.200	11.332	1.093	0.605	323
	Black	20.849	0.471	0.334	8.027	1.643	0.244	40
	Asian	19.940	0.603	0.533	9.235	4.151	0.488	34
	American Indian/Alaskan Native	--	--	--	--	--	--	13
	Multi-Ethnic	--	--	--	--	--	--	25
	Decline to identify	--	--	--	--	--	--	23
	2	All Students	27.879	0.084	0.000	6.885	0	0.554
White		27.980	0.113	0.000	7.514	0	0.566	527
Hispanic		27.643	0.162	0.184	5.789	0.503	0.585	214
Black		--	--	--	--	--	--	28
Asian		27.740	0.425	0.000	7.268	0	0.332	35
American Indian/Alaskan Native		--	--	--	--	--	--	10
Multi-Ethnic		--	--	--	--	--	--	24
Decline to identify		--	--	--	--	--	--	18
3		All Students	32.693	0.081	0.211	5.418	0.58	0.473
	White	32.822	0.095	0.201	5.250	0.531	0.465	587
	Hispanic	*--	*--	*--	*--	*--	*--	128
	Black	--	--	--	--	--	--	10
	Asian	32.708	0.361	0.300	6.026	1.032	0.541	49
	American Indian/Alaskan Native	--	--	--	--	--	--	9
	Multi-Ethnic	--	--	--	--	--	--	24
	Decline to identify	--	--	--	--	--	--	15
	4	All Students	39.065	0.086	0.587	4.214	2.479	0.611
White		39.210	0.098	0.572	4.168	2.325	0.588	642
Hispanic		*--	*--	*--	*--	*--	*--	69
Black		--	--	--	--	--	--	8
Asian		39.025	0.314	0.698	4.376	3.996	-0.686	80
American Indian/Alaskan Native		--	--	--	--	--	--	10
Multi-Ethnic		--	--	--	--	--	--	22
Decline to identify		--	--	--	--	--	--	20

Excluded results not reported due to convergence issues.

Oregon, Predictive Validity Results for All Students in Grade 6

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (OAKS)	N
1	All Students	21.177	0.109	0.480	8.943	3.354	0.593	965
	White	21.701	0.141	0.396	8.551	2.244	0.592	508
	Hispanic	20.519	0.187	0.465	9.209	3.258	0.561	331
	Black	21.067	0.740	0.814	7.026	11.696	0.334	33
	Asian	--	--	--	--	--	--	24
	American Indian/Alaskan Native	--	--	--	--	--	--	16
	Multi-Ethnic	--	--	--	--	--	--	18
	Decline to identify	--	--	--	--	--	--	10
	2	All Students	27.733	0.078	0.000	5.927	0.000	0.501
White		27.916	0.095	0.000	5.533	0.000	0.475	566
Hispanic		27.161	0.174	0.000	7.243	0.000	0.512	213
Black		--	--	--	--	--	--	20
Asian		28.012	0.300	0.000	4.272	0.000	0.386	43
American Indian/Alaskan Native		--	--	--	--	--	--	18
Multi-Ethnic		--	--	--	--	--	--	21
Decline to identify		--	--	--	--	--	--	13
3		All Students	32.495	0.083	0.000	5.670	0.000	0.504
	White	32.539	0.099	0.000	5.449	0.000	0.505	515
	Hispanic	32.227	0.234	0.000	6.876	0.000	0.596	113
	Black	--	--	--	--	--	--	15
	Asian	32.550	0.343	0.000	5.698	0.000	0.222	44
	American Indian/Alaskan Native	--	--	--	--	--	--	17
	Multi-Ethnic	--	--	--	--	--	--	19
	Decline to identify	--	--	--	--	--	--	18
	4	All Students	39.195	0.112	0.563	6.463	3.400	0.631
White		39.301	0.130	0.563	6.494	3.424	0.630	562
Hispanic		37.803	0.396	0.248	8.665	1.060	0.569	56
Black		--	--	--	--	--	--	11
Asian		40.127	0.365	0.738	4.171	4.946	0.607	66
American Indian/Alaskan Native		--	--	--	--	--	--	11
Multi-Ethnic		*--	*--	*--	*--	*--	*--	21
Decline to identify		--	--	--	--	--	--	16

Excluded results not reported due to convergence issues.

Oregon, Predictive Validity Results for All Students in Grade 7

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (OAKS)	N
1	All Students	18.688	0.128	0.480	10.332	3.670	0.555	797
	White	19.109	0.174	0.447	10.278	3.207	0.538	417
	Hispanic	17.980	0.229	0.521	10.255	4.239	0.605	257
	Black	--	--	--	--	--	--	20
	Asian	19.392	0.603	0.428	9.438	2.584	0.508	30
	American Indian/Alaskan Native	--	--	--	--	--	--	15
	Multi-Ethnic	--	--	--	--	--	--	27
	Decline to identify	--	--	--	--	--	--	11
	2	All Students	27.029	0.093	0.194	7.724	0.683	0.512
White		27.144	0.115	0.196	7.722	0.699	0.514	582
Hispanic		26.711	0.205	0.219	7.975	0.814	0.548	188
Black		--	--	--	--	--	--	25
Asian		26.976	0.319	0.000	6.164	0.000	0.407	54
American Indian/Alaskan Native		--	--	--	--	--	--	16
Multi-Ethnic		--	--	--	--	--	--	19
Decline to identify		--	--	--	--	--	--	14
3		All Students	32.735	0.090	0.000	5.672	0.000	0.378
	White	32.791	0.102	0.000	5.459	0.000	0.380	476
	Hispanic	32.248	0.269	0.000	6.661	0.000	0.438	82
	Black	--	--	--	--	--	--	12
	Asian	--	--	--	--	--	--	29
	American Indian/Alaskan Native	--	--	--	--	--	--	8
	Multi-Ethnic	--	--	--	--	--	--	18
	Decline to identify	--	--	--	--	--	--	19
	4	All Students	39.499	0.105	0.586	5.822	3.068	0.589
White		39.471	0.120	0.661	5.116	3.720	0.597	593
Hispanic		39.256	0.339	0.339	5.724	1.103	0.521	56
Black		--	--	--	--	--	--	10
Asian		40.694	0.358	0.883	2.349	6.395	0.021	67
American Indian/Alaskan Native		--	--	--	--	--	--	5
Multi-Ethnic		--	--	--	--	--	--	29
Decline to identify		--	--	--	--	--	--	15

Excluded results not reported due to convergence issues.

Oregon, Predictive Validity Results for All Students in Grade 8

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (OAKS)	N
1	All Students	18.643	0.105	0.216	9.603	1.004	0.466	882
	White	18.879	0.141	0.131	9.314	0.532	0.463	462
	Hispanic	18.273	0.187	0.242	10.301	1.233	0.461	300
	Black	19.470	0.543	0.000	9.667	0.000	0.358	30
	Asian	--	--	--	--	--	--	24
	American Indian/Alaskan Native	--	--	--	--	--	--	12
	Multi-Ethnic	--	--	--	--	--	--	25
	Decline to identify	--	--	--	--	--	--	13
	2	All Students	25.416	0.095	0.000	7.141	0.000	0.394
White		25.636	0.119	0.000	7.086	0.000	0.351	462
Hispanic		24.885	0.196	0.000	7.093	0.000	0.458	166
Black		--	--	--	--	--	--	23
Asian		--	--	--	--	--	--	20
American Indian/Alaskan Native		--	--	--	--	--	--	10
Multi-Ethnic		--	--	--	--	--	--	22
Decline to identify		--	--	--	--	--	--	21
3		All Students	31.867	0.103	0.168	8.821	0.645	0.470
	White	31.928	0.128	0.000	10.001	0.000	0.417	556
	Hispanic	31.542	0.258	0.243	8.581	0.993	0.529	130
	Black	--	--	--	--	--	--	16
	Asian	32.197	0.370	0.150	6.732	0.419	0.493	47
	American Indian/Alaskan Native	--	--	--	--	--	--	5
	Multi-Ethnic	--	--	--	--	--	--	29
	Decline to identify	--	--	--	--	--	--	30
	4	All Students	39.458	0.109	0.402	0.553	2.806	0.613
White		39.430	0.126	0.364	0.581	3.094	0.614	560
Hispanic		38.557	0.379	0.641	0.421	1.743	0.771	54
Black		--	--	--	--	--	--	13
Asian		40.478	0.374	0.250	0.613	3.104	0.231	58
American Indian/Alaskan Native		--	--	--	--	--	--	4
Multi-Ethnic		*--	*--	*--	*--	*--	*--	21
Decline to identify		--	--	--	--	--	--	20

Excluded results not reported due to convergence issues.

Washington, Predictive Validity Results for All Students in Grade 3

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (MSP)	<i>n</i>
1	All Students	24.80	0.33	0.57	12.41	5.76	0.66	154
	Multi-Ethnic	24.69	1.22	0.56	15.82	7.42	0.49	14
	White	25.44	0.42	0.55	11.87	4.93	0.59	84
	Hispanic	22.71	0.78	0.54	8.76	3.56	0.62	18
	Black	22.91	1.30	0.71	14.65	12.80	0.73	15
	Asian	25.37	0.77	0.42	12.24	3.12	0.72	23
	American Indian/Alaskan Native	-	-	-	-	-	-	-
2	All Students	30.60	0.23	0.00	7.11	0.00	0.65	116
	Multi-Ethnic	30.96	0.71	0.25	8.80	1.02	0.74	17
	White	30.54	0.31	0.20	6.36	0.54	0.63	61
	Hispanic	30.78	0.88	0.00	8.35	0.00	0.73	9
	Black	30.99	0.74	0.00	6.39	0.00	0.31	10
	Asian	30.38	0.53	0.00	5.93	0.00	0.42	18
	American Indian/Alaskan Native	-	-	-	-	-	-	-
3	All Students	34.56	0.17	0.21	3.82	0.36	0.63	124
	Multi-Ethnic	34.55	0.53	0.00	4.61	0.00	0.76	14
	White	34.71	0.21	0.23	3.66	0.38	0.67	81
	Hispanic	35.22	1.00	0.39	5.70	1.22	0.83	6
	Black	34.50	0.92	0.78	1.67	1.98	-0.08	4
	Asian	33.71	0.40	0.00	3.50	0.00	0.41	19
	American Indian/Alaskan Native	-	-	-	-	-	-	-
4	All Students	39.44	0.20	0.65	3.39	2.22	0.44	130
	Multi-Ethnic	39.26	0.52	0.63	2.75	1.66	0.44	15
	White	39.52	0.27	0.68	3.21	2.41	0.43	70
	Hispanic	38.85	1.06	0.82	1.86	2.88	0.97	4
	Black	39.60	0.98	0.66	4.50	2.92	-0.82	7
	Asian	39.40	0.42	0.73	3.30	3.07	0.36	34
	American Indian/Alaskan Native	-	-	-	-	-	-	-

Excluded results not reported due to convergence issues.

Washington, Predictive Validity Results for All Students in Grade 4

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (MSP)	<i>n</i>
1	All Students	24.93	0.30	0.627	10.61	6.27	0.73	166
	Multi-Ethnic	26.06	1.12	0.629	11.12	6.71	0.69	13
	White	25.19	0.42	0.63	10.30	6.08	0.72	84
	Hispanic	24.33	1.09	0.768	8.88	10.39	0.70	15
	Black	22.82	0.90	0.684	10.33	8.07	0.80	21
	Asian	25.38	0.63	0.359	11.64	2.31	0.74	31
	American Indian/Alaskan Native	26.25	4.51	0.942	6.50	35.27	1.00	2
2	All Students	32.68	0.20	0.296	5.42	0.79	0.63	140
	Multi-Ethnic	32.42	0.68	0	8.98	0.00	0.45	16
	White	32.63	0.26	0.317	5.32	0.86	0.63	81
	Hispanic	32.38	0.63	0.384	2.90	0.64	0.93	8
	Black	32.15	0.65	0.616	3.68	1.96	0.60	12
	Asian	33.33	0.49	0.445	4.72	1.33	0.57	22
	American Indian/Alaskan Native	-	-	-	-	-	-	-
3	All Students	37.86	0.14	0.264	3.99	0.50	0.59	190
	Multi-Ethnic	38.30	0.46	0	3.45	0.00	0.71	14
	White	37.82	0.17	0.261	4.09	0.51	0.58	133
	Hispanic	37.67	1.67	0.987	0.22	5.42	-1.00	2
	Black	37.83	0.76	0.865	0.97	2.06	0.45	5
	Asian	37.99	0.35	0.271	4.36	0.56	0.66	34
	American Indian/Alaskan Native	-	-	-	-	-	-	-
4	All Students	42.12	0.15	0.319	2.64	0.44	0.59	113
	Multi-Ethnic	41.98	0.33	0.119	2.80	0.13	0.61	23
	White	42.24	0.20	0.352	2.48	0.47	0.66	62
	Hispanic	-	-	-	-	-	-	-
	Black	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-
	American Indian/Alaskan Native	39.17	9.11	0.727	48.17	42.82	NA	1

Excluded results not reported due to convergence issues.

Washington, Predictive Validity Results for All Students in Grade 5

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (MSP)	<i>n</i>	
1	All Students	24.76	0.32	0.603	11.15	5.75	0.75	149	
	Multi-Ethnic	24.50	0.94	0	6.31	0.00	0.81	6	
	White	24.95	0.47	0.756	8.32	8.64	0.67	70	
	Hispanic	23.30	0.79	0.382	13.34	2.95	0.54	23	
	Black	24.30	0.87	0.685	12.81	9.59	0.78	27	
	Asian	26.58	0.83	0.598	10.41	5.15	0.80	20	
	American Indian/Alaskan Native	23.78	2.09	0.685	8.45	6.12	1.00	3	
2	All Students	32.58	0.19	0.369	5.27	1.05	0.59	153	
	Multi-Ethnic	30.96	1.39	0.447	8.33	2.43	0.44	5	
	White	32.78	0.23	0.336	5.25	0.90	0.63	103	
	Hispanic	33.05	0.58	0.116	4.10	0.19	0.48	11	
	Black	32.50	0.96	0.681	4.14	2.95	0.22	7	
	Asian	31.70	0.48	0.447	4.89	1.34	0.73	24	
	American Indian/Alaskan Native	33.72	1.49	0.238	7.13	0.74	0.98	3	
3	All Students	37.59	0.17	0.284	3.67	0.49	0.56	131	
	Multi-Ethnic	38.17	0.83	0.643	1.43	0.86	0.58	3	
	White	37.63	0.18	0.191	3.32	0.26	0.57	93	
	Hispanic	-	-	-	-	-	-	-	-
	Black	37.20	1.05	0.549	8.87	3.60	0.83	10	
	Asian	37.65	0.40	0.297	2.83	0.40	0.44	17	
	American Indian/Alaskan Native	37.05	0.96	0	2.09	0.00	1.00	2	
4	All Students	41.89	0.15	0.657	2.212	1.45	-0.44	143	
	Multi-Ethnic	41.95	0.81	0.915	0.836	3.22	-0.57	6	
	White	41.79	0.18	0.61	2.556	1.37	-0.43	104	
	Hispanic	-	-	-	-	-	-	-	-
	Black	41.58	1.18	0.777	1.389	1.61	1.00	2	
	Asian	42.23	0.30	0.80	1.27	1.73	-0.49	31	
	American Indian/Alaskan Native	-	-	-	-	-	-	-	-

Excluded results not reported due to convergence issues.

Washington, Predictive Validity Results for All Students in Grade 6

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (MSP)	<i>n</i>
1	All Students	24.19	0.32	0.698	10.77	8.95	0.82	174
	Multi-Ethnic	24.10	1.62	0.855	5.24	11.15	0.98	6
	White	24.34	0.44	0.689	10.60	8.53	0.76	92
	Hispanic	23.98	0.78	0.713	8.78	7.79	0.82	25
	Black	22.01	1.16	0.718	15.55	13.76	0.86	20
	Asian	25.78	0.73	0.545	11.05	4.62	0.94	26
	American Indian/Alaskan Native	23.12	1.83	0.792	6.99	10.57	0.86	5
2	All Students	31.55	0.20	0	5.96	0.00	0.64	129
	Multi-Ethnic	31.33	2.03	0.141	13.87	0.76	0.41	3
	White	31.66	0.26	0	6.10	0.00	0.65	74
	Hispanic	31.08	0.72	0	6.84	0.00	0.67	11
	Black	31.16	0.43	0	3.56	0.00	0.54	16
	Asian	31.72	0.49	0	6.40	0.00	0.62	23
	American Indian/Alaskan Native	30.92	1.57	0.714	2.94	2.46	1.00	2
3	All Students	36.16	0.17	0.386	5.10	1.10	0.65	178
	Multi-Ethnic	35.56	1.30	0.451	8.85	2.59	0.69	6
	White	36.24	0.22	0.484	4.68	1.52	0.66	114
	Hispanic	35.71	0.63	0	5.57	0.00	0.70	12
	Black	35.59	0.69	0.726	3.60	3.19	0.74	13
	Asian	36.56	0.38	0.336	4.37	0.75	0.55	31
	American Indian/Alaskan Native	33.42	2.60	0	16.27	0.00	1.00	2
4	All Students	42.20	0.16	0.743	1.75	1.74	-0.47	122
	Multi-Ethnic	40.83	0.54	0.727	0.17	0.15	NA	1
	White	42.17	0.19	0.769	1.66	1.91	-0.48	95
	Hispanic	-	-	-	-	-	-	-
	Black	42.78	0.91	0.45	2.23	0.61	-0.86	3
	Asian	42.41	0.39	0.76	1.69	1.77	-0.63	21
	American Indian/Alaskan Native	-	-	-	-	-	-	-

Excluded results not reported due to convergence issues.

Washington, Predictive Validity Results for All Students in Grade 7

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (MSP)	<i>n</i>
1	All Students	21.27	0.36	0.712	11.67	10.35	0.76	159
	Multi-Ethnic	21.78	1.33	0.127	13.79	0.67	0.81	7
	White	21.59	0.51	0.742	11.44	12.00	0.74	83
	Hispanic	21.42	0.98	0.824	8.00	13.27	0.84	21
	Black	-	-	-	-	-	-	-
	Asian	21.55	0.82	0.692	11.38	8.94	0.81	28
	American Indian/Alaskan Native	-	-	-	-	-	-	-
2	All Students	29.48	0.22	0	7.76	0.00	0.50	139
	Multi-Ethnic	31.17	0.54	0.727	0.17	0.15	NA	1
	White	29.32	0.27	0	7.13	0.00	0.48	86
	Hispanic	29.66	1.06	0	9.08	0.00	0.72	7
	Black	30.10	0.69	0	7.98	0.00	0.35	14
	Asian	29.57	0.51	0.265	8.30	1.05	0.60	31
	American Indian/Alaskan Native	-	-	-	-	-	-	-
3	All Students	34.97	0.24	0.321	7.51	1.23	0.60	129
	Multi-Ethnic	34.22	1.61	0.443	14.21	3.77	0.89	6
	White	35.06	0.27	0.372	5.78	1.18	0.56	84
	Hispanic	34.24	0.91	0	9.61	0.00	0.49	10
	Black	34.21	0.90	0	9.68	0.00	0.75	10
	Asian	35.53	0.84	0.373	11.12	2.32	0.58	17
	American Indian/Alaskan Native	37.33	1.15	0.517	2.22	0.79	1.00	2
4	All Students	41.78	0.20	0.572	3.79	1.74	0.60	123
	Multi-Ethnic	41.78	1.32	0.547	4.22	1.70	-0.14	3
	White	42.03	0.23	0.577	3.55	1.68	0.57	86
	Hispanic	38.83	3.75	0.727	8.17	7.26	NA	1
	Black	-	-	-	-	-	-	-
	Asian	41.16	0.41	0.56	4.22	1.77	0.76	32
	American Indian/Alaskan Native	-	-	-	-	-	-	-

Excluded results not reported due to convergence issues.

Washington, Predictive Validity Results for All Students in Grade 8

Quartile	Group	Fixed effect point estimate of intercept	SE	Reliability of intercept	Level-1 residual variance	Random effect variance estimate of intercept	Predictive validity coefficient (MSP)	<i>n</i>
1	All Students	22.52	0.38	0.62	12.82	7.50	0.77	131
	Multi-Ethnic	19.50	2.87	0.81	10.96	15.55	0.99	3
	White	22.90	0.53	0.61	13.61	7.35	0.76	69
	Hispanic	22.39	1.36	0.66	16.16	12.04	0.84	14
	Black	21.10	1.03	0.48	10.34	3.66	0.73	12
	Asian	22.92	0.76	0.69	10.64	8.10	0.76	30
	American Indian/Alaskan Native	19.50	1.01	0.60	2.28	1.13	0.51	3
2	All Students	31.92	0.24	0.27	9.20	1.17	0.51	156
	Multi-Ethnic	32.17	5.89	0.73	20.17	17.93	NA	1
	White	31.83	0.32	0.32	9.11	1.45	0.43	89
	Hispanic	30.60	0.75	0.00	9.73	0.00	0.64	15
	Black	31.82	0.74	0.53	6.39	2.72	0.18	15
	Asian	32.76	0.51	0.19	9.75	0.79	0.70	35
	American Indian/Alaskan Native	-	-	-	-	-	-	-
3	All Students	37.73	0.20	0.20	4.97	0.43	0.51	112
	Multi-Ethnic	37.56	1.21	0.65	3.04	1.86	-0.97	3
	White	37.64	0.25	0.21	5.12	0.49	0.54	80
	Hispanic	37.25	1.21	0.34	5.85	1.00	0.96	4
	Black	38.54	0.40	0.70	0.46	0.39	0.82	5
	Asian	38.18	0.52	0.00	5.79	0.00	0.53	18
	American Indian/Alaskan Native	36.92	1.12	0.00	2.99	0.00	1.00	2
4	All Students	42.38	0.17	0.38	3.06	0.67	0.50	116
	Multi-Ethnic	43.30	0.88	0.00	3.58	0.00	0.97	4
	White	42.27	0.21	0.50	2.78	0.99	0.51	80
	Hispanic	-	-	-	-	-	-	-
	Black	42.07	0.52	0.93	0.25	1.15	0.58	5
	Asian	42.62	0.38	0.19	4.03	0.32	0.45	25
	American Indian/Alaskan Native	42.50	1.61	0.73	1.50	1.33	NA	1

Excluded results not reported due to convergence issues.