

Disaggregated Data from the Smarter Balanced Field Test

The Smarter Balanced assessments are a key part of implementing the Common Core State Standards and preparing all students for success in college and careers. A Field Test of the Smarter Balanced Assessment System took place from March to June 2014, culminating a three-year, multi-stage research and development process to ensure the assessments work properly. The Smarter Balanced Field Test was a practice run designed to help ensure that the assessments are accurate and fair for all students. The Field Test served several important purposes:

- *Quality Assurance:* The Field Test evaluated the performance of more than 19,000 assessment items and performance tasks, as well as the performance of the online testing system.
- *Achievement Levels:* Data from the Field Test allowed Smarter Balanced to set preliminary achievement levels in November 2014.
- *Test Administration:* For member states, the Field Test provided an opportunity to make sure technology systems and administration logistics were ready for implementation of the assessment system in the 2014-15 school year.

While more than four million students participated in the Field Test, Smarter Balanced analyzed the performance of a representative sample of over 400,000 students from across the Consortium. The sample size was limited to allow for hand scoring of performance tasks and other open-ended questions prior to the achievement level setting. The Field Test provided item data that the Consortium used to create scale scores and threshold scores for achievement levels 2 through 4.

Following the completion of achievement level setting activities in November, 2014, Smarter Balanced [released the estimated percentage](#) of students across member states who would have scored at each level based on data from the Consortium's spring 2014 Field Test.

This report provides additional disaggregated demographic data of the Smarter Balanced Field Test for key demographic groups. It is intended as a resource for states, educators, researchers, and others as they work to improve achievement for *all* students.

The disaggregated data show achievement gaps between some demographic groups and the student population as a whole. Although these gaps are generally consistent with data collected from current state assessment programs, Smarter Balanced and its member states are committed to narrowing the gaps and to providing an assessment system that will improve instruction and help all students succeed.

For more information about the Consortium's support for under-represented students, visit: <http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/>

Student Characteristics Reported from the Demographic Sample

The tables below provide projections of student performance on the assessments based on the Field Test demographic sample by content area, grade level, and demographic group as defined by No Child Left Behind (NCLB).

Under NCLB (PL 107-110), states and districts are required to report not just overall achievement but achievement by student subgroups, or demographic groups. The purpose of such reporting is

to draw attention to historically underserved groups of students so that the original intent of the law is upheld. Students were selected to represent demographic characteristics of students across the entire Consortium rather than a particular state. As such, the representative sample of over 400,000 students were carefully selected to represent the consortium according to:

- Gender
- Race/ethnicity
- Special program enrollment (English Language Learner, Section 504, Individual Education Program, Economically Disadvantaged)

Projections of student results from the Field Test are valid only for the Consortium as a whole and cannot be interpreted on a state-by-state basis.

Therefore, valid state-level projections are not available. Publishing individual state projections from the Field Test could create incorrect conclusions and would not be a responsible use of these data. States will have results for their student populations once the operational assessment is administered.

Comparison to National Trends

While there are differences among demographic groups in the 2014 Smarter Balanced field test results, those differences tend to be smaller than those found in other large-scale assessment programs. The tables below show comparisons of fourth- and eighth-grade results from the Smarter Balanced field test and the most recent results for fourth and eighth grade from the National Assessment of Educational Progress (NAEP), shown in terms of the number of standard deviations (SD) each group scored above or below the total group mean.

As can be seen in the two tables below, the Smarter Balanced results parallel those of NAEP, but in nearly every instance, the size of the difference is smaller. For example, fourth grade English language learners in the Smarter Balanced sample scored about three-fourths of a standard deviation below the total group of fourth graders. However, in the NAEP sample, fourth grade ELL students scored a full standard deviation below the total group of fourth graders. Other demographic group deviations from the total group mean show similar tendencies.

Smarter Balanced Field Test Demographic Subgroup Mean Differences from Total Group (Standard Deviations Above or Below Total Group Mean)				
	ELA		Math	
	Grade 4	Grade 8	Grade 4	Grade 8
Male	-0.12	-0.18	0.02	0.00
Female	0.13	0.19	-0.02	0.00
American Indian/Alaskan Native	-0.57	-0.50	-0.44	-0.42
Asian	0.38	0.40	0.55	0.62
Black/African American	-0.42	-0.43	-0.61	-0.46
Hispanic/Latino	-0.35	-0.30	-0.40	-0.32
Native Hawaiian/Other Pacific Islander	-0.38	-0.34	-0.27	-0.32
White/Caucasian	0.18	0.17	0.13	0.20
Multi-ethnic/Multi-racial	0.05	0.12	0.08	0.11
Individualized Education Program	-0.71	-0.93	-0.83	-0.80
Limited English Proficient/English Language Learner	-0.75	-1.01	-0.69	-0.80
Economically Disadvantaged	-0.33	-0.30	-0.37	-0.30

NAEP 2013 Demographic Subgroup Mean Differences from Total Group (Standard Deviations Above or Below Total Group Mean)				
	ELA		Math	
	Grade 4	Grade 8	Grade 4	Grade 8
Male	-0.08	-0.17	0.00	0.00
Female	0.08	0.17	-0.03	-0.03
American Indian/Alaskan Native	-0.46	-0.57	-0.44	-0.43
Asian	0.41	0.47	0.50	0.65
Black/African American	-0.43	-0.60	-0.53	-0.59
Hispanic/Latino	-0.41	-0.40	-0.32	-0.35
Native Hawaiian/Other Pacific Islander	-0.27	-0.30	-0.18	-0.27
White/Caucasian	0.27	0.27	0.24	0.24
Multi-ethnic/Multi-racial	0.14	0.10	0.09	0.08
Individualized Education Program	-1.03	-1.20	-0.71	-0.97
Limited English Proficient/English Language Learner	-0.95	-1.43	-0.68	-1.05
Economically Disadvantaged	-0.41	-0.47	-0.35	-0.41

Legend

Absolute difference less than .25 SD	
Absolute difference between .25 SD and .49 SD	
Absolute difference between .50 and .74 SD	
Absolute difference .75 SD or greater	

Achievement Levels: Initial Indicators of Student Performance

To create the achievement levels, Smarter Balanced organized an unprecedented level of educator and public input involving thousands of interested constituents.

A diverse cross section of educators—including experts and specialists in English language learners and special education—helped ensure that the achievement levels are fair and appropriate for all students using a rigorous process known as the Bookmark Procedure. Achievement level setting panels were able to see the impact of their recommended cut scores on student achievement for all students in a given grade as well as for students in each demographic group.

The achievement levels will help teachers and parents understand student performance and needs for support. However, achievement levels should serve as a starting point for discussion about the performance of individual students and of groups of students. There are other measures that students, teachers, and parents can also use to help evaluate the academic progress of students and schools, such as scale scores, growth models, and portfolios of student work.

Opportunities for Additional Information

Consistent with state's data privacy agreements with Smarter Balanced, additional information will be collected regarding student demographics. This will allow for deeper analysis of student achievement in the coming years.

Moving forward, Smarter Balanced will carefully examine opportunities to help states report on other student demographic information, both in terms of score results from the summative assessment and, when possible, other evaluation studies of the assessment system, tools, and supports. Smarter Balanced will continue to work with its member states to report assessment results that will help educators and stakeholders support student growth and improve achievement, regardless of language, disability, or other demographic characteristics.

**Smarter Balanced Field Test Total Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

Subject	Grade	Total	Scale Scores		Level 1 Pct.	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
			Mean	(Std. Dev.)					Level 3
ELA	3	23,223	2,401.9	(91.0)	35.5%	26.4%	20.5%	17.6%	38.1%
	4	35,689	2,444.1	(95.4)	36.7%	22.7%	22.7%	17.9%	40.6%
	5	31,594	2,481.6	(94.2)	33.1%	23.0%	29.3%	14.6%	43.9%
	6	31,535	2,503.5	(94.8)	30.1%	29.4%	29.3%	11.2%	40.5%
	7	30,913	2,518.0	(96.9)	33.7%	28.1%	29.7%	8.5%	38.2%
	8	35,913	2,541.0	(96.8)	28.4%	30.2%	32.1%	9.3%	41.4%
	11	31,019	2,554.3	(103.1)	27.9%	31.2%	30.0%	10.9%	40.9%
MATH	3	24,799	2,413.0	(77.5)	31.7%	29.4%	26.8%	12.1%	38.9%
	4	38,925	2,458.8	(79.3)	26.8%	35.7%	24.3%	13.2%	37.5%
	5	42,380	2,487.6	(86.2)	34.8%	32.2%	18.1%	14.9%	33.0%
	6	29,946	2,507.0	(94.9)	34.6%	32.5%	19.2%	13.7%	32.9%
	7	28,271	2,515.8	(106.0)	36.2%	30.9%	20.2%	12.7%	32.9%
	8	34,880	2,528.9	(112.7)	37.9%	30.1%	19.4%	12.6%	32.0%
	11	21,250	2,568.0	(125.0)	40.4%	26.8%	21.4%	11.4%	32.8%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

ELA Grade 3 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	23,223	100.0	2,401.9	(91.0)	35.5%	26.4%	20.5%	17.6%	38.1%
Male	11,851	51.0	2,393.9	(90.4)	38.7%	26.4%	19.6%	15.3%	34.9%
Female	11,372	49.0	2,410.2	(90.9)	32.1%	26.4%	21.4%	20.1%	41.5%
American Indian/Alaskan Native	404	1.7	2,363.4	(81.2)	55.2%	23.8%	13.8%	7.2%	21.0%
Asian	1,860	8.0	2,439.7	(92.7)	22.4%	21.5%	24.6%	31.5%	56.1%
Black/African American	1,595	6.9	2,364.1	(86.7)	51.9%	26.3%	14.1%	7.7%	21.8%
Hispanic/Latino	7,411	31.9	2,371.2	(84.1)	48.5%	27.7%	15.6%	8.2%	23.8%
Native Hawaiian/Other Pacific Islander	703	3.0	2,378.7	(87.1)	45.9%	27.4%	16.5%	10.2%	26.7%
White/Caucasian	10,914	47.0	2,422.5	(87.4)	26.0%	26.4%	24.3%	23.3%	47.6%
Multi-ethnic/Multi-racial	1,055	4.5	2,408.8	(91.4)	34.3%	25.5%	20.5%	19.7%	40.2%
Individualized Education Program	2,176	9.4	2,342.1	(89.1)	64.4%	19.8%	9.8%	6.0%	15.8%
Limited English Proficient/English Language Learner	4,356	18.8	2,348.3	(78.0)	60.2%	26.2%	10.1%	3.5%	13.6%
Section 504	176	0.8	2,380.0	(84.0)	44.3%	28.4%	18.8%	8.5%	27.3%
Economically Disadvantaged	12,554	54.1	2,372.4	(84.0)	47.8%	27.8%	16.0%	8.4%	24.4%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

ELA Grade 4 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	35,689	100	2,444.1	(95.4)	36.7%	22.6%	22.7%	17.9%	40.6%
Male	18,372	51.5	2,432.2	(95.9)	41.6%	22.7%	21.0%	14.7%	35.7%
Female	17,317	48.5	2,456.7	(93.3)	31.6%	22.6%	24.4%	21.4%	45.8%
American Indian/Alaskan Native	1,158	3.2	2,389.8	(90.9)	60.4%	21.0%	13.9%	4.7%	18.6%
Asian	2,653	7.4	2,480.5	(94.1)	23.3%	19.3%	27.1%	30.3%	57.4%
Black/African American	2,493	7.0	2,404.1	(91.1)	54.5%	21.3%	17.2%	7.0%	24.2%
Hispanic/Latino	9,579	26.8	2,410.7	(90.7)	51.1%	23.7%	16.6%	8.6%	25.2%
Native Hawaiian/Other Pacific Islander	542	1.5	2,407.8	(97.0)	51.5%	22.9%	16.2%	9.4%	25.6%
White/Caucasian	19,905	55.8	2,461.3	(91.0)	29.2%	22.8%	25.7%	22.3%	48.0%
Multi-ethnic/Multi-racial	1,548	4.3	2,448.7	(94.4)	34.3%	23.4%	24.1%	18.2%	42.3%
Individualized Education Program	3,736	10.5	2,376.6	(95.7)	67.1%	16.5%	10.4%	6.0%	16.4%
Limited English Proficient/English Language Learner	4,509	12.6	2,372.5	(81.4)	70.0%	20.2%	7.7%	2.1%	9.8%
Section 504	312	0.9	2,436.2	(87.9)	38.5%	26.2%	23.1%	12.2%	35.3%
Economically Disadvantaged	18,432	51.6	2,412.8	(91.2)	49.8%	23.7%	17.6%	8.9%	26.5%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

ELA Grade 5 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	31,594	100	2,481.6	(94.2)	33.1%	23.0%	29.2%	14.6%	43.8%
Male	16,138	51.1	2,469.3	(94.0)	38.0%	23.4%	27.1%	11.5%	38.6%
Female	15,456	48.9	2,494.5	(92.7)	28.0%	22.6%	31.6%	17.8%	49.4%
American Indian/Alaskan Native	932	2.9	2,432.0	(93.6)	54.2%	23.3%	16.5%	6.0%	22.5%
Asian	2,289	7.2	2,515.4	(95.4)	22.2%	18.2%	34.0%	25.6%	59.6%
Black/African American	2,483	7.9	2,445.7	(89.4)	49.3%	23.2%	20.7%	6.8%	27.5%
Hispanic/Latino	8,909	28.2	2,447.2	(90.2)	47.0%	25.0%	21.2%	6.8%	28.0%
Native Hawaiian/Other Pacific Islander	517	1.6	2,453.8	(92.6)	44.5%	25.5%	21.7%	8.3%	30.0%
White/Caucasian	19,438	61.5	2,493.6	(91.7)	27.9%	22.7%	32.3%	17.1%	49.4%
Multi-ethnic/Multi-racial	1,289	4.1	2,483.0	(91.6)	33.4%	22.1%	30.1%	14.4%	44.5%
Individualized Education Program	3,405	10.8	2,401.3	(88.4)	69.6%	17.4%	10.2%	2.8%	13.0%
Limited English Proficient/English Language Learner	3,463	11.0	2,397.9	(77.8)	71.3%	20.6%	7.3%	0.8%	8.1%
Section 504	395	1.3	2,480.7	(85.5)	32.7%	25.0%	30.9%	11.4%	42.3%
Economically Disadvantaged	15,836	50.1	2,448.9	(89.2)	46.4%	24.8%	22.4%	6.4%	28.8%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

ELA Grade 6 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	31,535	100	2,503.5	(94.8)	30.1%	29.3%	29.3%	11.2%	40.5%
Male	16,101	51.1	2,490.7	(94.7)	34.8%	29.8%	26.9%	8.5%	35.4%
Female	15,434	48.9	2,516.9	(93.1)	25.3%	28.8%	31.8%	14.1%	45.9%
American Indian/Alaskan Native	906	2.9	2,463.6	(88.6)	46.4%	31.0%	18.4%	4.2%	22.6%
Asian	2,300	7.3	2,544.8	(95.8)	16.7%	23.6%	36.4%	23.3%	59.7%
Black/African American	2,158	6.8	2,465.2	(95.5)	45.5%	29.8%	19.1%	5.6%	24.7%
Hispanic/Latino	8,845	28.0	2,471.2	(89.0)	42.3%	31.9%	21.5%	4.3%	25.8%
Native Hawaiian/Other Pacific Islander	371	1.2	2,468.6	(95.6)	43.4%	29.4%	23.2%	4.0%	27.2%
White/Caucasian	17,335	55.0	2,520.0	(90.5)	23.4%	28.9%	33.9%	13.8%	47.7%
Multi-ethnic/Multi-racial	1,274	4.0	2,505.5	(95.8)	30.0%	28.8%	29.0%	12.2%	41.2%
Individualized Education Program	3,278	10.4	2,417.9	(87.5)	69.3%	20.8%	8.3%	1.6%	9.9%
Limited English Proficient/English Language Learner	3,058	9.7	2,414.1	(75.0)	71.1%	24.3%	4.1%	0.5%	4.6%
Section 504	362	1.1	2,489.5	(85.5)	35.4%	32.3%	26.5%	5.8%	32.3%
Economically Disadvantaged	15,977	50.7	2,473.2	(90.6)	41.7%	31.3%	21.9%	5.1%	27.0%

Dec. 22, 2014



DISAGGREGATED FIELD TEST DATA BY DEMOGRAPHIC GROUP

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

ELA Grade 7 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	30,913	100	2,518.0	(96.9)	33.7%	28.2%	29.7%	8.5%	38.2%
Male	15,812	51.2	2,501.9	(97.5)	40.1%	28.4%	25.2%	6.3%	31.5%
Female	15,101	48.8	2,534.9	(93.2)	26.9%	28.0%	34.3%	10.8%	45.1%
American Indian/Alaskan Native	526	1.7	2,486.4	(89.1)	43.0%	34.6%	20.1%	2.3%	22.4%
Asian	2,904	9.4	2,568.2	(96.3)	17.5%	21.1%	40.8%	20.6%	61.4%
Black/African American	1,582	5.1	2,479.3	(92.0)	49.7%	27.8%	19.4%	3.1%	22.5%
Hispanic/Latino	13,040	42.2	2,488.9	(91.8)	44.7%	29.9%	21.7%	3.7%	25.4%
Native Hawaiian/Other Pacific Islander	254	0.8	2,482.1	(102.5)	49.6%	24.4%	21.7%	4.3%	26.0%
White/Caucasian	12,537	40.6	2,540.9	(91.2)	24.4%	28.0%	36.3%	11.3%	47.6%
Multi-ethnic/Multi-racial	867	2.8	2,538.6	(93.9)	25.6%	26.9%	35.7%	11.8%	47.5%
Individualized Education Program	2,870	9.3	2,422.4	(86.0)	76.6%	16.1%	6.4%	0.9%	7.3%
Limited English Proficient/English Language Learner	3,818	12.4	2,423.5	(76.0)	77.7%	18.4%	3.7%	0.2%	3.9%
Section 504	299	1.0	2,522.6	(91.3)	33.4%	27.1%	31.1%	8.4%	39.5%
Economically Disadvantaged	17,348	56.1	2,490.5	(92.6)	44.4%	29.5%	22.1%	4.0%	26.1%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

ELA Grade 8 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	35,913	100	2,541.0	(96.8)	28.4%	30.2%	32.1%	9.3%	41.4%
Male	18,313	51.0	2,523.5	(96.2)	34.8%	31.0%	28.0%	6.2%	34.2%
Female	17,600	49.0	2,559.2	(94.0)	21.7%	29.5%	36.3%	12.5%	48.8%
American Indian/Alaskan Native	969	2.7	2,492.9	(97.9)	47.6%	29.0%	19.5%	3.9%	23.4%
Asian	2,557	7.1	2,580.1	(99.0)	17.6%	24.9%	36.7%	20.8%	57.5%
Black/African American	2,869	8.0	2,499.6	(93.3)	44.7%	32.3%	18.8%	4.2%	23.0%
Hispanic/Latino	9,997	27.8	2,512.2	(92.2)	38.1%	33.1%	24.6%	4.2%	28.8%
Native Hawaiian/Other Pacific Islander	330	0.9	2,508.1	(96.7)	41.2%	33.3%	19.7%	5.8%	25.5%
White/Caucasian	19,419	54.1	2,557.0	(92.5)	22.1%	29.4%	37.6%	10.9%	48.5%
Multi-ethnic/Multi-racial	1,355	3.8	2,553.1	(97.7)	25.1%	28.3%	34.6%	12.0%	46.6%
Individualized Education Program	3,338	9.3	2,450.7	(84.4)	67.7%	23.8%	7.6%	0.9%	8.5%
Limited English Proficient/English Language Learner	2,750	7.7	2,443.4	(73.8)	72.0%	23.2%	4.6%	0.2%	4.8%
Section 504	444	1.2	2,539.4	(92.8)	28.4%	28.8%	34.9%	7.9%	42.8%
Economically Disadvantaged	17,525	48.8	2,512.0	(93.5)	38.7%	32.6%	24.1%	4.6%	28.7%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

ELA Grade 11 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	31,019	100	2,554.3	(103.1)	27.9%	31.2%	30.0%	10.9%	40.9%
Male	15,445	49.8	2,537.0	(104.1)	34.3%	30.9%	26.4%	8.4%	34.8%
Female	15,574	50.2	2,571.5	(99.2)	21.6%	31.4%	33.5%	13.5%	47.0%
American Indian/Alaskan Native	777	2.5	2,526.3	(92.8)	36.6%	36.8%	22.5%	4.1%	26.6%
Asian	2,344	7.6	2,585.6	(108.9)	20.3%	25.6%	34.1%	20.0%	54.1%
Black/African American	2,552	8.2	2,503.4	(94.3)	46.9%	31.9%	17.6%	3.6%	21.2%
Hispanic/Latino	10,041	32.4	2,533.8	(99.0)	33.7%	33.9%	26.0%	6.4%	32.4%
Native Hawaiian/Other Pacific Islander	195	0.6	2,530.0	(102.7)	38.5%	28.7%	26.1%	6.7%	32.8%
White/Caucasian	16,020	51.6	2,567.1	(102.2)	23.8%	30.0%	32.9%	13.3%	46.2%
Multi-ethnic/Multi-racial	889	2.9	2,563.8	(103.6)	24.6%	30.3%	33.1%	12.0%	45.1%
Individualized Education Program	2,084	6.7	2,460.2	(89.5)	66.5%	24.5%	7.6%	1.4%	9.0%
Limited English Proficient/English Language Learner	1,767	5.7	2,451.0	(82.3)	71.0%	23.3%	5.1%	0.6%	5.7%
Section 504	366	1.2	2,544.1	(102.6)	30.6%	33.3%	26.8%	9.3%	36.1%
Economically Disadvantaged	13,962	45.0	2,533.2	(100.7)	34.6%	32.8%	25.8%	6.8%	32.6%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

MATH Grade 3 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	24,799	100	2,413.0	(77.5)	31.7%	29.4%	26.9%	12.1%	39.0%
Male	12,530	50.5	2,413.4	(79.5)	31.6%	29.1%	26.5%	12.8%	39.3%
Female	12,269	49.5	2,412.7	(75.4)	31.9%	29.6%	27.2%	11.3%	38.5%
American Indian/Alaskan Native	792	3.2	2,377.1	(73.6)	50.5%	28.3%	17.7%	3.5%	21.2%
Asian	1,874	7.6	2,454.9	(77.0)	15.0%	24.3%	33.6%	27.1%	60.7%
Black/African American	2,158	8.7	2,376.8	(73.0)	49.4%	30.8%	15.8%	4.0%	19.8%
Hispanic/Latino	7,589	30.6	2,386.3	(72.1)	44.2%	31.7%	19.5%	4.6%	24.1%
Native Hawaiian/Other Pacific Islander	292	1.2	2,383.1	(75.2)	45.2%	30.8%	19.5%	4.5%	24.0%
White/Caucasian	14,503	58.5	2,422.3	(75.6)	27.1%	28.7%	30.0%	14.2%	44.2%
Multi-ethnic/Multi-racial	903	3.6	2,419.7	(78.7)	27.5%	30.9%	26.2%	15.4%	41.6%
Individualized Education Program	2,409	9.7	2,360.8	(83.9)	60.1%	21.5%	13.2%	5.2%	18.4%
Limited English Proficient/English Language Learner	4,000	16.1	2,372.6	(69.4)	51.8%	31.7%	13.9%	2.6%	16.5%
Section 504	188	0.8	2,412.3	(80.6)	33.0%	28.7%	25.5%	12.8%	38.3%
Economically Disadvantaged	12,973	52.3	2,389.0	(73.5)	42.8%	31.2%	20.6%	5.4%	26.0%

Dec. 22, 2014

Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels

MATH Grade 4 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	38,925	100	2,458.8	(79.3)	26.8%	35.8%	24.3%	13.2%	37.5%
Male	19,954	51.3	2,460.3	(81.8)	26.8%	34.2%	24.4%	14.6%	39.0%
Female	18,971	48.7	2,457.2	(76.5)	26.7%	37.4%	24.1%	11.8%	35.9%
American Indian/Alaskan Native	1,563	4.0	2,424.2	(72.7)	42.6%	38.2%	14.1%	5.1%	19.2%
Asian	2,444	6.3	2,502.8	(81.1)	13.1%	27.8%	28.1%	31.0%	59.1%
Black/African American	4,137	10.6	2,410.3	(70.8)	50.1%	35.4%	11.8%	2.7%	14.5%
Hispanic/Latino	10,467	26.9	2,427.0	(71.9)	40.5%	38.8%	16.1%	4.6%	20.7%
Native Hawaiian/Other Pacific Islander	331	0.9	2,437.4	(77.6)	34.4%	38.4%	19.9%	7.3%	27.2%
White/Caucasian	25,697	66.0	2,469.0	(76.1)	21.5%	35.9%	27.6%	15.0%	42.6%
Multi-ethnic/Multi-racial	1,857	4.8	2,464.8	(77.1)	23.7%	36.8%	24.5%	15.0%	39.5%
Individualized Education Program	4,219	10.8	2,393.0	(79.7)	60.9%	26.2%	9.7%	3.2%	12.9%
Limited English Proficient/English Language Learner	4,374	11.2	2,404.2	(66.2)	53.7%	36.1%	8.4%	1.8%	10.2%
Section 504	406	1.0	2,471.1	(77.2)	21.7%	36.9%	25.4%	16.0%	41.4%
Economically Disadvantaged	19,774	50.8	2,429.6	(73.3)	39.5%	38.4%	16.7%	5.4%	22.1%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

MATH Grade 5 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	42,380	100	2,487.6	(86.2)	34.8%	32.2%	18.1%	14.9%	33.0%
Male	21,600	51.0	2,487.8	(89.9)	35.3%	30.5%	18.1%	16.1%	34.2%
Female	20,780	49.0	2,487.4	(82.3)	34.2%	34.0%	18.1%	13.7%	31.8%
American Indian/Alaskan Native	1,395	3.3	2,446.1	(80.2)	55.6%	29.2%	10.5%	4.7%	15.2%
Asian	2,779	6.6	2,535.9	(88.4)	18.0%	25.4%	23.1%	33.5%	56.6%
Black/African American	3,602	8.5	2,436.8	(80.5)	59.7%	27.5%	9.2%	3.6%	12.8%
Hispanic/Latino	10,065	23.7	2,451.6	(80.2)	52.0%	31.2%	11.3%	5.5%	16.8%
Native Hawaiian/Other Pacific Islander	395	0.9	2,462.2	(83.3)	48.6%	29.9%	13.9%	7.6%	21.5%
White/Caucasian	29,256	69.0	2,495.8	(82.8)	30.1%	33.5%	20.2%	16.2%	36.4%
Multi-ethnic/Multi-racial	2,127	5.0	2,491.9	(85.8)	32.6%	33.1%	18.6%	15.7%	34.3%
Individualized Education Program	4,671	11.0	2,412.5	(84.9)	72.3%	18.2%	5.7%	3.8%	9.5%
Limited English Proficient/English Language Learner	3,666	8.7	2,416.7	(73.0)	71.0%	22.8%	4.6%	1.6%	6.2%
Section 504	564	1.3	2,487.0	(82.3)	35.1%	35.1%	16.1%	13.7%	29.8%
Economically Disadvantaged	20,393	48.1	2,456.1	(80.6)	49.2%	32.1%	12.4%	6.3%	18.7%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

MATH Grade 6 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	29,946	100	2,507.0	(94.9)	34.6%	32.5%	19.2%	13.7%	32.9%
Male	15,207	50.8	2,507.3	(97.1)	35.1%	31.3%	19.1%	14.5%	33.6%
Female	14,739	49.2	2,506.8	(92.6)	34.1%	33.6%	19.5%	12.8%	32.3%
American Indian/Alaskan Native	855	2.9	2,467.3	(91.0)	52.4%	29.1%	13.4%	5.1%	18.5%
Asian	1,918	6.4	2,558.4	(94.8)	18.3%	25.5%	25.0%	31.2%	56.2%
Black/African American	2,061	6.9	2,460.4	(90.3)	54.1%	30.6%	11.3%	4.0%	15.3%
Hispanic/Latino	7,013	23.4	2,473.1	(89.6)	48.6%	32.3%	13.5%	5.6%	19.1%
Native Hawaiian/Other Pacific Islander	264	0.9	2,489.1	(89.5)	41.7%	33.3%	17.4%	7.6%	25.0%
White/Caucasian	19,032	63.6	2,517.5	(91.5)	29.8%	33.6%	21.3%	15.3%	36.6%
Multi-ethnic/Multi-racial	1,383	4.6	2,511.1	(95.2)	33.8%	31.0%	19.7%	15.5%	35.2%
Individualized Education Program	2,808	9.4	2,432.7	(93.6)	67.7%	22.6%	6.6%	3.1%	9.7%
Limited English Proficient/English Language Learner	2,010	6.7	2,427.1	(81.0)	71.9%	22.9%	3.7%	1.5%	5.2%
Section 504	437	1.5	2,501.6	(96.2)	38.7%	31.6%	15.7%	14.0%	29.7%
Economically Disadvantaged	13,562	45.3	2,475.4	(88.9)	47.6%	32.8%	13.7%	5.9%	19.6%

Dec. 22, 2014



DISAGGREGATED FIELD TEST DATA BY DEMOGRAPHIC GROUP

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

MATH Grade 7 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	28,271	100	2,515.8	(106.0)	36.2%	30.9%	20.2%	12.7%	32.9%
Male	14,268	50.5	2,515.9	(108.0)	36.5%	30.2%	20.0%	13.3%	33.3%
Female	14,003	49.5	2,515.6	(104.1)	36.0%	31.6%	20.2%	12.2%	32.4%
American Indian/Alaskan Native	660	2.3	2,476.2	(98.0)	51.1%	32.7%	10.7%	5.5%	16.2%
Asian	2,703	9.6	2,577.3	(105.7)	18.1%	23.8%	26.4%	31.7%	58.1%
Black/African American	1,602	5.7	2,466.7	(98.1)	55.2%	29.9%	11.2%	3.7%	14.9%
Hispanic/Latino	10,095	35.7	2,477.0	(97.6)	50.2%	32.3%	13.0%	4.5%	17.5%
Native Hawaiian/Other Pacific Islander	391	1.4	2,494.3	(99.4)	41.9%	35.3%	16.9%	5.9%	22.8%
White/Caucasian	12,776	45.2	2,539.8	(99.6)	26.5%	31.3%	25.9%	16.3%	42.2%
Multi-ethnic/Multi-racial	922	3.3	2,526.2	(106.2)	34.2%	30.6%	18.7%	16.5%	35.2%
Individualized Education Program	2,469	8.7	2,429.2	(99.0)	72.1%	19.1%	6.4%	2.4%	8.8%
Limited English Proficient/English Language Learner	2,842	10.1	2,426.4	(91.7)	74.6%	19.5%	4.4%	1.5%	5.9%
Section 504	323	1.1	2,521.7	(104.9)	35.9%	31.0%	20.1%	13.0%	33.1%
Economically Disadvantaged	14,592	51.6	2,482.0	(99.6)	48.5%	31.9%	14.2%	5.4%	19.6%

Dec. 22, 2014

**Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

MATH Grade 8 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	34,880	100	2,528.9	(112.7)	37.9%	30.1%	19.4%	12.6%	32.0%
Male	17,575	50.4	2,528.4	(115.5)	38.5%	29.0%	19.2%	13.3%	32.5%
Female	17,305	49.6	2,529.4	(109.8)	37.3%	31.2%	19.5%	12.0%	31.5%
American Indian/Alaskan Native	595	1.7	2,481.6	(110.8)	55.8%	27.6%	10.7%	5.9%	16.6%
Asian	3,548	10.2	2,598.3	(110.4)	18.9%	22.9%	25.0%	33.2%	58.2%
Black/African American	1,934	5.5	2,477.4	(108.7)	56.8%	27.1%	11.2%	4.9%	16.1%
Hispanic/Latino	13,554	38.9	2,493.1	(105.3)	50.6%	30.8%	13.7%	4.9%	18.6%
Native Hawaiian/Other Pacific Islander	223	0.6	2,492.5	(104.7)	53.4%	26.0%	15.7%	4.9%	20.6%
White/Caucasian	14,846	42.6	2,551.5	(105.8)	28.4%	31.6%	24.3%	15.7%	40.0%
Multi-ethnic/Multi-racial	1,177	3.4	2,541.7	(111.8)	34.2%	29.9%	20.6%	15.3%	35.9%
Individualized Education Program	2,856	8.2	2,439.0	(104.7)	73.3%	18.9%	5.3%	2.5%	7.8%
Limited English Proficient/English Language Learner	3,217	9.2	2,439.1	(96.7)	74.5%	20.2%	3.9%	1.4%	5.3%
Section 504	401	1.1	2,521.2	(110.9)	42.9%	27.7%	18.2%	11.2%	29.4%
Economically Disadvantaged	17,722	50.8	2,495.6	(107.3)	49.6%	30.5%	14.2%	5.7%	19.9%

Dec. 22, 2014

Smarter Balanced Grade-level Field Test Demographic Sample
Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels

MATH Grade 11 Sub Group	Total		Scale Scores		Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	% At or Above
	N	Pct	Mean	(Std. Dev.)					Level 3
ALL	21,250	100	2,568.0	(125.0)	40.4%	26.8%	21.4%	11.4%	32.8%
Male	10,518	49.5	2,570.5	(128.2)	40.0%	25.9%	21.4%	12.7%	34.1%
Female	10,732	50.5	2,565.6	(121.8)	40.8%	27.6%	21.4%	10.2%	31.6%
American Indian/Alaskan Native	187	0.9	2,531.1	(116.6)	55.1%	23.0%	16.0%	5.9%	21.9%
Asian	3,184	15.0	2,643.9	(118.1)	18.8%	22.5%	30.8%	27.9%	58.7%
Black/African American	1,076	5.1	2,515.1	(118.2)	57.5%	25.0%	14.0%	3.5%	17.5%
Hispanic/Latino	9,637	45.4	2,529.9	(115.1)	52.5%	27.6%	15.4%	4.5%	19.9%
Native Hawaiian/Other Pacific Islander	141	0.7	2,524.6	(113.9)	56.0%	25.6%	13.4%	5.0%	18.4%
White/Caucasian	6,772	31.9	2,594.0	(119.0)	31.0%	27.9%	26.4%	14.7%	41.1%
Multi-ethnic/Multi-racial	472	2.2	2,583.9	(124.4)	34.7%	26.7%	25.9%	12.7%	38.6%
Individualized Education Program	1,158	5.4	2,462.3	(114.3)	75.6%	16.9%	5.2%	2.3%	7.5%
Limited English Proficient/English Language Learner	1,592	7.5	2,458.2	(105.0)	79.0%	15.3%	4.5%	1.2%	5.7%
Section 504	261	1.2	2,573.0	(121.6)	36.0%	30.3%	22.6%	11.1%	33.7%
Economically Disadvantaged	11,064	52.1	2,537.9	(120.1)	49.9%	26.9%	16.9%	6.3%	23.2%

Dec. 22, 2014