Correlation Study: Performance Series and Pennsylvania System of School Assessment in Seneca Valley School District
March 2005

Introduction
This study examines the relationships between the Performance Series and the Mathematics and Reading portions of the Pennsylvania System of School Assessment (PSSA) for grades 5 and 8. Student scores from Seneca Valley School District were submitted and correlated. We determined that a strong relationship exists between the Math and Reading portions of these two measures. These results are consistent with other concurrent validity studies between PSSA and Performance Series.

Summary and Results
The Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment used to measure a student's understanding of the Pennsylvania Academic Content Standards. Students in grades 5, 8, and 11 are assessed every year in reading and math. A variety of scores on the PSSA are reported back to the student, teacher, and parents. Three such measures reported are a PSSA scaled score, a percentile ranking, and one of four possible Performance Levels (Below Basic, Basic, Proficient, Advanced). The four performance levels illustrate students' achievement of Pennsylvania's Academic Standards, as measured by the PSSA. The state’s goal (as with all states) under the No Child Left Behind Act is to have every child perform at the Proficient Performance Level or above in reading and mathematics by the year 2014.

In this particular study, both Math and Reading PSSA scaled scores from the Seneca Valley School District are correlated to their respective Performance Series subject scores. PSSA results are from the March 2004 administration. The matched Performance Series scaled scores are from tests administered in December 2004 (grade 8) and January 2005 (grade 5).

The sample sizes along with the correlation coefficients (\(n\) and \(r\)) are presented in Table 1 below for grades 5 and 8. Results return a very high correlation coefficient, with all values being larger than 0.74. These results are consistent with other concurrent validity studies between PSSA and Performance Series in grades 5 and 8, where all correlations were greater than 0.80. Scatter plots illustrating the relationships between the two outcome measures are displayed as well. These results provide additional validity evidence for the Performance Series adaptive test.

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<tr>
<th></th>
<th>Math</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>0.842</td>
<td>0.764</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0.839</td>
<td>0.743</td>
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Table 1: Correlation Coefficients between the PSSA and Performance Series for Math and Reading.
The following figures are scatter plots of Performance Series scaled scores vs. PSSA scaled scores for both Math and Reading.

For more information concerning this report, contact the Scantron Research Department at:

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