



New York State English as a Second Language Achievement Test (NYSESLAT)

2014 Operational Test Technical Report

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OVERVIEW

This technical report for the 2014 operational (OP) administration of the New York State English as a Second Language Achievement Test (NYSESLAT) has eight chapters:

1. Introduction
2. Test Design and Development
3. Scoring
4. Classical Item-Level Statistics
5. Reliability
6. Validity
7. Calibration
8. Summary of the Operational Test Results

Chapter 1: Introduction

Chapter 1 contains background information on the NYSESLAT, including the rationale, purpose, and recommended use of the assessment. It also describes the available test accommodations with information on the Large Type and Braille versions of the test.

Chapter 2: Test Design and Development

Chapter 2 details the development process of the assessment, including the test blueprint and specifications, item mapping, a description of the item development and review processes, field testing of the items, and test construction.

Chapter 3: Scoring

Chapter 3 describes the scoring audit conducted on an approximately 10% sample of the operational Writing responses.

Chapter 4: Classical Item-Level Statistics

Chapter 4 presents the item-level descriptive statistics based on Classical Test Theory (CTT), including the p-value, point-biserial correlation, and Differential Item Functioning (DIF).

Chapter 5: Reliability

Chapter 5 relays reliability information of the assessment, including internal consistency reliability, the classical standard error of measurement (SEM), and the conditional standard error of measurement (CSEM) based on Item Response Theory (IRT). It also provides results of the inter-rater reliability of the 10% scoring audit, as well as the reliability of the performance level classifications.

Chapter 6: Validity

Chapter 6 describes the collected evidence of validity based on the test's content, internal structure, and external structure, which examines the relationships between the NYSESLAT and both the New York State English Language Arts (ELA) Test and the New York State Regents Examination in Comprehensive English (Regents Comp Exam in English).

Chapter 7: Calibration

Chapter 7 explains the rationale for using the Rasch IRT model, contains test characteristic curves (TCCs) for the 2014 administration, and describes the calibration, equating, and scaling processes. Finally, this chapter includes summaries of the IRT model fit statistics and the average Rasch difficulty of the four subtests (Listening, Speaking, Reading, and Writing).

Chapter 8: Summary of the Operational Test Results

Chapter 8 contains the raw score and scale score summaries, as well as the percentage of students in each performance category (Listening, Speaking, Reading, and Writing). It also contains exit rates for the 2010, 2011, 2012, 2013, and 2014 administrations of the NYSESLAT and scale score and the percentile rank frequency distribution for each grade for 2014.

CHAPTER 1: INTRODUCTION

1.1 Background

The New York State Education Department (NYSED) administers the NYSESLAT to English Language Learner (ELL) students in Grades K–12 in compliance with the federal No Child Left Behind Act of 2001 (NCLB). This technical report details the 2014 operational administration of the NYSESLAT, carried out by Questar Assessment, Inc. (Questar).

Title III of NCLB requires annual assessment of the English language skills of ELL students. According to section 3121(d)(1), each state must use evaluation measures designed to assess “the progress of children in attaining English proficiency, including a child’s level of comprehension, speaking, listening, reading, and writing skills in English” (No Child Left Behind [NCLB], 2002). NCLB requires demonstrated annual improvement in English proficiency for such students in order for them to meet “challenging State academic content and student academic achievement standards.” NCLB also requires that the annual assessment of ELL students be based on specific student achievement objectives. Section 3113(b)(2) states that the “agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in [Title I]” (NCLB, 2002).

NYSED developed the Learning Standards for English as a Second Language to meet the requirements of NCLB. These English as a Second Language (ESL) learning standards and performance indicators (i.e., achievement objectives) for ELL students derive from the Speaking, Listening, Reading, and Writing modalities, align with the state’s English Language Arts standards, and are organized into four grade bands: K–1, 2–4, 5–8, and 9–12.

To meet federal and state requirements regarding the assessment of ELL students, NYSED requested test development, research, and scoring based on the state’s ESL learning standards. Accordingly, the NYSESLAT has four subtests (Speaking, Listening, Reading, and Writing) in each of the following six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. The grade bands changed from five grade bands in 2012 to these six grade bands in 2013. In addition, some new item types were introduced in the 2013 administration. Individual test items align to specific ESL learning standards and performance indicators, and the test was developed in accordance with the Standards for Educational and Psychological Testing (American Educational Research Association, 1999) and New York State testing requirements, as well as other applicable federal and state requirements.

The Board of Regents adopted the Common Core Learning Standards (CCLS) in January 2011. Aligning the NYSESLAT to the CCLS will be done in two phases, with the first phase occurring in 2013 and 2014. The Phase I NYSESLAT was first administered in Spring 2013 and included changes in content and formatting, such as new item types, and becoming more academically challenging. Although the Phase 1 NYSESLAT was not built on the Common Core, Common Core-related changes have been made such as a greater emphasis on academic and classroom context and new items that address the Common Core shift to reading for instruction. In addition, the Phase 1 NYSESLAT was designed to better assess the lower grades (K–2).

Questar met with NYSED to finalize the 2013 NYSESLAT test construction forms from Nov. 5–9, 2012, in Albany, N.Y. In addition, since the 2013 administration of the NYSESLAT reflected new grade band configurations and new item types, the implementation of these improvements resulted in changes to the NYSESLAT test design, requiring new performance level descriptors (PLDs) and new cut scores in every grade, K–12. Therefore, NYSED and Questar conducted a PLD workshop in March 2013, followed by a standard setting workshop for the NYSESLAT in July 2013 that addressed the Phase 1 NYSESLAT. (See “*Final standard setting report for the 2013 New York State English as a Second Language Achievement Test (NYSESLAT)*” for more information on standard setting.)

In 2014, the same operational forms developed in 2013 were administered, so no changes were made to the conversion tables and cut scores.

1.2 Rationale and Purpose

The New York State Board of Regents established the ESL learning standards for all ELL students attending New York State schools. Based on NCLB mandates and because each student’s annual progress toward proficiency must be tracked, all ELL students in Grades K–12 are assessed each year to measure academic English language proficiency in Listening, Speaking, Reading, and Writing. The NYSESLAT helps schools determine which instructional standards teachers must devote time to in order to ensure that their ELL students fully acquire the language proficiency that will prepare them for success in the classroom. The purpose of the NYSESLAT is to measure annual student improvement in achieving English language proficiency in order for students to ultimately exit ELL status and move into English mainstream programs.

1.3 Test Use

The NYSESLAT is used when making decisions regarding language instructional programs and accountability determinations. First, the test measures the level of English proficiency of all ELL students in Listening, Speaking, Reading, and Writing. School districts then use this data to decide the type and amount of instructional services to which the students are entitled. Second, the NYSESLAT measures students’ annual progress toward learning English and attaining academic English language proficiency. It determines whether school districts and the state meet the required progress and attainment targets as defined in the New York State Title III accountability system. Third, the NYSESLAT is used as the sole criteria for exiting ELL students who score at the Proficient level from the ESL/Bilingual programs.

1.4 Test Accommodations

The test is consistent with the principles of Universal Test Design, which means it is as accessible as possible to all populations. Adherence to these guidelines ensures that the assessments are accessible and valid for the widest range of students, including students with disabilities. Applying Universal Test Design during the development process helps eliminate the need to address after-the-fact accommodations, as well as provide a better assessment for all students. Checklists are used to review every item to ensure that each is built with consideration of equitable use, flexibility in use, simple intuitive design, perceptible information, tolerance for error, low physical effort, and size and span for approach and use.

During forms construction, Questar utilized in-house content and fairness experts to ensure that the forms were pulled with concepts of Universal Test Design in mind. Questar stringently reviewed forms for special populations, such as visually- or hearing-impaired students, to ensure that items were fair, reliable, and accessible to all.

Large Type

Questar applied large-type product specifications to ease the test-taking experience for visually impaired students from every grade band who required large type. Pages were printed in black only and on a cream-colored, non-glare vellum stock to ease readability of pages. Covers were printed on heavier stock to provide stiffness to the booklets and to protect the interior text pages.

Braille

Questar produced a Braille version of the NYSESLAT for visually impaired children, using certified and experienced transcribers who could work with the multiple codes, rules, and guidelines. Braille forms were available for each NYSESLAT subtest and grade band, although a checklist, rather than a Braille test, was provided for Grades K–2.

If a content area was difficult to Braille, Questar and content specialists determined if the construct could be worded or measured in other ways. To adapt some items, pictures were described and care was taken not to convey the correct answer but to give a description that would enable the student to ascertain the correct answer.

CHAPTER 2: TEST DESIGN AND DEVELOPMENT

2.1 Test Blueprint and Specifications

The 2014 NYSESLAT, which consisted of the same operational test forms from 2013, is divided into four modalities (Speaking, Listening, Reading, and Writing) for each of the six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12.

Speaking consists of constructed-response items, Listening and Reading consist of multiple-choice items, and Writing consists of both constructed-response and multiple-choice items. Some of the constructed-response items require spoken responses and some require written responses.

The Writing modality consists of the following parts:

- A multiple-choice mechanics and grammar section (Grades 1–12)
- Dictated letter, word, and sentence writing items (Grades K–2)
- Story writing based on a picture prompt (Grades 1–2)
- Descriptive paragraph writing (Grades 3–12)
- Fact-based essay writing (Grades 3–12)

Table 1 shows the total number of items and points for each modality by grade band for the 2014 NYSESLAT.

Table 1—Total Number of Items and Points for the 2014 NYSESLAT

Modality	Grade Band											
	K		1–2		3–4		5–6		7–8		9–12	
	#Items	#Pts.	#Items	#Pts.	#Items	#Pts.	#Items	#Pts.	#Items	#Pts.	#Items	#Pts.
Speaking	15	32	16	34	16	34	16	34	16	34	16	34
Listening	24	24	24	24	24	24	25	25	25	25	25	25
Reading	25	25	25	25	25	25	27	27	27	27	27	27
Writing	10	16	12	20	14	20	16	22	16	22	16	22
Total	74	97	77	103	79	103	84	108	84	108	84	108

As shown in Table 1, the number of items varies by grade band: K has 74 items, 1–2 has 77 items, 3–4 has 79 items, and the remaining grade bands (5–6, 7–8, and 9–12) each have 84 items.

The NYSESLAT consists entirely of items developed specifically for the assessment. Most items on the 2014 NYSESLAT were developed in 2011 and field tested in Spring 2012. Table 2 presents the operational test blueprint for the 2014 administration of the NYSESLAT.

Table 2—2014 NYSESLAT Operational Blueprint

Subtest	Item Type		Response Type*	K	1–2	3–4	5–6	7–8	9–12
Speaking	SCI	Social & Academic Interaction	CR2	4	4	4	4	4	4
	STC	Sentence Completion	CR2	5	5	5	5	5	5
	PCD	Picture Description	CR2	5	5	5	5	5	5
	RGI	Response to Graphic Information	CR2	—	1	1	1	1	1
	STL	Storytelling	CR4	1	1	1	1	1	1
#Items				15	16	16	16	16	16
#Points				32	34	34	34	34	34
Listening	WSC	Word/Sentence Comprehension	MC3	12	11	5	5	5	7
	CC1	Comprehension of Dialogue and Information 1	MC3	12	4	4	—	—	—
	CC2	Comprehension of Dialogue and Information 2	MC4	—	5	7	10	10	6
	LAC	Listening for Academic Content	MC4	—	4	8	10	10	12
#Items				24	24	24	25	25	25
#Points				24	24	24	25	25	25
Reading	PH3	Phonemic Understanding 3	MC3	7	4	—	—	—	—
	RHY	Identifying Rhyme	MC3	2	—	—	—	—	—
	WRD	Word Reading	MC3	10	5	3	—	—	—
	SRD	Sentence Reading	MC3	6	5	4	—	—	—
	SHP	Short Passage	MC3	—	3	2	—	—	—
	SHT	Short Reading Comprehension	MC4	—	—	—	8	7	8
	COM	Comprehension	MC4	—	8	16	19	20	19
#Items				25	25	25	27	27	27
#Points				25	25	25	27	27	27
Writing	MS3	Mechanics & Structure 3	MC3	—	3	—	—	—	—
	MS1	Mechanics & Structure 1	MC4	—	3	5	6	6	6
	MS2	Mechanics & Structure 2	MC4	—	—	7	8	8	8
	LW	Letter Writing	CR1	4	—	—	—	—	—
	WW	Word Writing	CR2	4	3	—	—	—	—
	SW	Sentence Writing	CR2	2	2	—	—	—	—
	ER3	Extended Response 3: Picture-Based Story	CR4	—	1	—	—	—	—
	PW	Paragraph: Descriptive Writing	CR4	—	—	1	1	1	1
	ER5	Extended Response 5: Fact-Based Essay	CR4	—	—	1	1	1	1
#Items				10	12	14	16	16	16
#Points				16	20	20	22	22	22
TOTAL									
Total #Items				74	77	79	84	84	84
Total #Points				97	103	103	108	108	108

*Response Type: MC3 = multiple-choice item with 3 response options; MC4 = multiple-choice item with 4 response options; CR2 = constructed-response item worth 2 points; CR4 = constructed-response item worth 4 points

2.2 Phase 1 Changes

The shift to aligning the NYSESLAT to the Common Core Learning Standards (CCLS), which were adopted by the Board of Regents in January 2011, is being accomplished in two phases:

- Phase 1: administered in 2013 and 2014
- Phase 2: to be first administered in 2015 after the new Bilingual Progressions have been adopted

The 2013 NYSESLAT standard setting addressed the Phase 1 NYSESLAT, administered for the first time in Spring 2013. Although the Phase 1 NYSESLAT was not built on the Common Core, Common Core-related changes have been made such as a greater emphasis on academic and classroom context and new items that address the Common Core shift to reading for instruction. In addition, the Phase 1 NYSESLAT was designed to better assess the lower grades (K–2).

The reporting of student scores has also changed. In the past, there were two separate scales: one for the Listening and Speaking (LS) modality combination and one for the Reading and Writing (RW) modality combination. Beginning with the 2013 NYSESLAT, student performance is reported on one overall scale across all four modalities. Figure 1 outlines the Phase 1 changes in each modality.

Figure 1—NYSESLAT Phase 1 Changes

	Speaking	Listening	Reading	Writing
Order of question types changed	✓			
Question types revised		✓		
New question type(s) added	✓	✓	✓	✓
Rubrics revised	✓			✓
Scoring procedures revised	✓			✓

Tables 3 through 8 present alignment of the 2014 NYSESLAT to ESL standards by grade band.

Table 9 provides an item-mapping summary, and Appendix A.1 provides, in detail, the item mapping for the 2014 NYSESLAT by ESL learning standards for each item within each grade band and modality. Appendix A.2 provides further item specifications.

Table 3—2014 NYSESLAT Alignment to ESL Standards: Kindergarten

Standard	Listening		Speaking		Reading		Writing		Total		%Point
	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	
S1	21	21	6	12	25	25	10	16	62	74	76.3%
S2	0	0	2	6	0	0	0	0	2	6	6.2%
S3	1	1	1	2	0	0	0	0	2	3	3.1%
S4	1	1	6	12	0	0	0	0	7	13	13.4%
S5	1	1	0	0	0	0	0	0	1	1	1.0%
Total	24	24	15	32	25	25	10	16	74	97	100.0%

Table 4—2014 NYSESLAT Alignment to ESL Standards: Grades 1–2

Standard	Listening		Speaking		Reading		Writing		Total		%Point
	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	
S1	19	19	8	16	20	20	11	16	58	71	69.0%
S2	0	0	1	4	5	5	0	0	6	9	8.7%
S3	0	0	1	2	0	0	1	4	2	6	5.8%
S4	4	4	5	10	0	0	0	0	9	14	13.6%
S5	1	1	1	2	0	0	0	0	2	3	2.9%
Total	24	24	16	34	25	25	12	20	77	103	100.0%

Table 5—2014 NYSESLAT Alignment to ESL Standards: Grades 3–4

Standard	Listening		Speaking		Reading		Writing		Total		%Point
	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	
S1	21	21	8	16	18	18	12	12	59	67	65.0%
S2	0	0	1	4	7	7	1	4	9	15	14.6%
S3	0	0	0	0	0	0	1	4	1	4	3.9%
S4	3	3	7	14	0	0	0	0	10	17	16.5%
S5	0	0	0	0	0	0	0	0	0	0	0.0%
Total	24	24	16	34	25	25	14	20	79	103	100.0%

Table 6—2014 NYSESLAT Alignment to ESL Standards: Grades 5–6

Standard	Listening		Speaking		Reading		Writing		Total		%Point
	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	
S1	21	21	6	12	16	16	14	14	57	63	58.3%
S2	0	0	3	8	11	11	1	4	15	23	21.3%
S3	0	0	1	2	0	0	1	4	2	6	5.6%
S4	3	3	5	10	0	0	0	0	8	13	12.0%
S5	1	1	1	2	0	0	0	0	2	3	2.8%
Total	25	25	16	34	27	27	16	22	84	108	100.0%

Table 7—2014 NYSESLAT Alignment to ESL Standards: Grades 7–8

Standard	Listening		Speaking		Reading		Writing		Total		%Point
	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	
S1	18	18	6	12	15	15	14	14	53	59	54.6%
S2	0	0	4	10	10	10	1	4	15	24	22.2%
S3	0	0	1	2	2	2	1	4	4	8	7.4%
S4	7	7	5	10	0	0	0	0	12	17	15.7%
S5	0	0	0	0	0	0	0	0	0	0	0.0%
Total	25	25	16	34	27	27	16	22	84	108	100.0%

Table 8—2014 NYSESLAT Alignment to ESL Standards: Grades 9–12

Standard	Listening		Speaking		Reading		Writing		Total		%Point
	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	#Items	#Points	
S1	21	21	7	14	17	17	15	18	60	70	64.8%
S2	0	0	2	6	8	8	0	0	10	14	13.0%
S3	0	0	0	0	2	2	1	4	3	6	5.6%
S4	4	4	7	14	0	0	0	0	11	18	16.7%
S5	0	0	0	0	0	0	0	0	0	0	0.0%
Total	25	25	16	34	27	27	16	22	84	108	100.0%

Table 9—Item Mapping by ESL Learning Standards and Performance Indicators

Grade Band	Modality	Standard	Performance Indicators	Items in Subtest	Percentage of Subtest Score
K	Speaking	Standard 1	PI 9	6–8, 12–14	38
		Standard 2	PI 4, 8	3, 15	19
		Standard 3	PI 3	10	6
		Standard 4	PI 2, 3, 4, 5, 10	1–2, 4–5, 9, 11	38
	Listening	Standard 1	PI 1, 4	1–17, 21–24	88
		Standard 3	PI 1	18	4
		Standard 4	PI 5	20	4
		Standard 5	PI 4	19	4
	Reading	Standard 1	PI 1, 16	1–25	100
	Writing	Standard 1	PI 12	1–10	100
1–2	Speaking	Standard 1	PI 4, 6, 9, 12	2, 5–9, 13–14	47
		Standard 2	PI 8	16	12
		Standard 3	PI 9	15	6
		Standard 4	PI 2, 5, 9, 10	1, 3–4, 10–11	29
		Standard 5	PI 2	12	6
	Listening	Standard 1	PI 1, 16	1–12, 16–17, 19, 21–24	79
		Standard 4	PI 7	13, 15, 18, 20	17
		Standard 5	PI 2	14	4
	Reading	Standard 1	PI 1, 4, 16	1–17, 23–25	80
		Standard 2	PI 2, 5, 12	18–22	20
Writing		Standard 1	PI 12	1–11	80
		Standard 3	PI 1	12	20
3–4	Speaking	Standard 1	PI 2, 9, 12	5–10, 14–15	47
		Standard 2	PI 8	16	12
		Standard 4	PI 3, 5	1–4, 11–13	41
	Listening	Standard 1	PI 1, 4	1–6, 8, 10–13, 15–24	88
		Standard 4	PI 7	7, 9, 14	13
	Reading	Standard 1	PI 1, 5, 6, 9, 16	1–9, 13–21	72
		Standard 2	PI 2, 5, 12	10–12, 22–25	28
	Writing	Standard 1	PI 12, 15	1–12	60
		Standard 2	PI 8	13	20
		Standard 3	PI 1	14	20

Table 9 (continued)—Item Mapping by ESL Learning Standards and Performance Indicators

Grade Band	Modality	Standard	Performance Indicators	Items in Subtest	Percentage of Subtest Score	
5–6	Speaking	Standard 1	PI 6, 9	5–6, 8, 11–12, 15	35	
		Standard 2	PI 5, 8	7, 10, 16	24	
		Standard 3	PI 3	13	6	
		Standard 4	PI 3, 5	1–4, 14	29	
		Standard 5	PI 2	9	6	
	Listening	Standard 1	PI 1, 6	1–5, 7–10, 13, 15–25	84	
		Standard 4	PI 7	6, 12, 14	12	
		Standard 5	PI 2	11	4	
	Reading	Standard 1	PI 1, 4, 6, 16	1–8, 15–18, 24–27	59	
		Standard 2	PI 2, 4, 5, 12	9–14, 19–23	41	
	Writing	Standard 1	PI 12	1–14	64	
		Standard 2	PI 8	15	18	
		Standard 3	PI 1	16	18	
	7–8	Speaking	Standard 1	PI 6, 9, 12	7–11, 13	35
			Standard 2	PI 5, 8	5–6, 12, 16	29
Standard 3			PI 1	15	6	
Standard 4			PI 2, 3, 5, 9	1–4, 14	29	
Listening		Standard 1	PI 1, 2, 6	1–7, 15–25	72	
		Standard 4	PI 7	8–14	28	
Reading		Standard 1	PI 1, 3, 4, 6, 16	1–7, 13, 15–18, 20–22	56	
		Standard 2	PI 2, 4, 5	8–12, 23–27	37	
		Standard 3	PI 5	14, 19	7	
Writing		Standard 1	PI 12, 15	1–14	64	
		Standard 2	PI 12	15	18	
		Standard 3	PI 1	16	18	
9–12	Speaking	Standard 1	PI 6, 9, 12	6–9, 13–15	41	
		Standard 2	PI 5, 8	12, 16	18	
		Standard 4	PI 2, 3, 5, 10	1–5, 10–11	41	
	Listening	Standard 1	PI 1, 2, 4, 6	1–7, 10, 12, 14–25	84	
		Standard 4	PI 3, 7	8–9, 11, 13	16	
	Reading	Standard 1	PI 1, 4, 5, 6, 16	1–8, 14–22	63	
		Standard 2	PI 2, 4, 5, 10, 12	9–13, 24, 26–27	30	
		Standard 3	PI 1, 2, 3, 5, 9	23, 25	7	
	Writing	Standard 1	PI 12, 15	1–15	82	
		Standard 3	PI 1	16	18	

2.3 Item Development and Review

All items field tested in 2012 for use on the 2013 and 2014 operational NYSESLAT were written by professional writers with experience writing assessment content for ELL students. Passage and item writers received guidelines to assist them in developing the passages and items, and content specialists were available via phone and e-mail to answer any questions. Subsequently, assessment specialists reviewed the passages and items submitted by the item writers and assessed them with respect to specifications and guidelines, ensuring the following:

- Absence of bias and sensitive topics in passages
- Factual accuracy of informational passages
- Item soundness, which can be interpreted as item validity and is based on the idea that the information derived from an item and its consequences are true or valid
- Absence of bias in items
- Appropriateness of topic, vocabulary, and language structure for each grade band
- Alignment to the intended ESL learning standard

Committees of New York State ESL and Bilingual Education teachers reviewed the reading passages prior to item development. Passage Review for the 2012 field test was held in Albany, N.Y., from June 7–8, 2011. The Passage Review committees had three options for each passage: to accept the passage as is, edit the passage, or reject the passage. Fifty-five passages were presented to the review committees, and, of those passages, 50 ultimately appeared on the 2012 field test.

Item Review for the 2012 field test was held in Albany, N.Y., on August 29–31, 2011. New York State ESL and Bilingual teachers reviewed each test item. The Review committees had three options for each item: to accept the item as is, edit the item, or reject the item. Only those items judged to be of acceptable quality and fairness to students from various ethnic and cultural backgrounds were accepted.

2.4 Field Test

The items and data from the 2012 field test administration of the NYSESLAT were used for forms construction of the 2013 and 2014 operational NYSESLAT. The field test forms were constructed using only the items that had been accepted as is or with edits during Item Review. In addition, because the 2013 operational NYSESLAT was administered to six, rather than five, grade bands, the field test forms were constructed for six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12.

NYSED reviewed and approved the 2012 field test forms once they were constructed. Committees of New York State teachers also reviewed the forms during the Final Eyes review held in Albany, N.Y., on January 10–12, 2012, to ensure that they were error-free.

A stand-alone field test was administered to a representative sample of ELL students in the state of New York from March 19–30, 2012. Two field test forms were administered for the Speaking, Listening, and Reading modalities for each grade band (K, 1–2, 3–4, 5–6, 7–8, and 9–12). Two field test forms were administered for the Writing modality for Kindergarten and Grades 1–2,

whereas three field test forms were administered for Grades 3–4, 5–6, 7–8, and 9–12. The forms for each grade band were distributed among the sample population, with each student given only one field test form testing only one modality. No grade band within a building was sampled for more than one modality. Details for the 2012 field test sampling plan and statistics are discussed in the *2012 NYSESLAT Field Test Technical Report*.

2.5 Test Construction

In 2013 and 2014, the NYSESLAT was administered operationally in six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. This contrasts with 2012 in which the NYSESLAT was administered operationally in five grade bands: K–1, 2–4, 5–6, 7–8, and 9–12.

Questar was tasked with building operational test forms for the 2013 (and 2014) NYSESLAT. The 2013 (and 2014) operational test forms consisted mainly of new items that were field tested in 2012. Only a selected sample of New York State students participated in field testing. Each student who participated in field testing was administered a form consisting of items from one of the four modalities (Speaking, Listening, Reading, or Writing).

These items were calibrated using Calibration Design I, described in the *NYSESLAT 2012 Field Test Item Calibration* (August 8, 2012), in which the field-test items were calibrated. Treating students in the 2012 field test study as randomly selected and representative samples of the NYSESLAT population, item parameters obtained from these “free” runs could be used directly to build new forms for 2013 (and 2014) that would be on a new scale.

Selecting New Items

Most of the 2013 and 2014 NYSESLAT consisted primarily of new items (i.e., items that had never been used operationally). Questar’s Assessment Development team selected these items from the set of items field tested in 2012 by following the blueprint and additional specifications outlined by Questar’s Research and Development team.

The selection criteria for the 2013 and 2014 NYSESLAT operational items included item content, skill measured, item difficulty, gender balance, and ethnic balance. Content considerations included having a variety of settings and activities represented in items; having a mix of people, animals, and objects represented; and ensuring that no content overlapped within a subtest or across subtests in the same grade band. Skills measured varied by subtest and by sections within a subtest. In addition, the means and standard deviations of the modality and total scores, as well as Rasch values, were used as reference in order to facilitate item selection and forms construction.

Questar used the following guidelines to ensure the quality of the assessment:

- Use the blueprint to select the items with no variation greater than +/- 5% from the specified ESL learning standard.
- Following item selection, evaluate the target criteria for all content.
- To the extent possible, use items from the most recent field test.
- If the blueprint is met, use items with no DIF flags, a good discrimination index (.25 or greater), and an acceptable p-value range (between .30 and .95).

- Avoid items with higher than acceptable omission rates (5%).
- Assess the accuracy of content classifications of items and their associated answer keys.
- Avoid cueing.
- Attempt to have an even distribution of answer keys.
- Ensure that the set of Reading passages includes at least one of each NYSESLAT passage type (i.e., story, functional, informational, and poem).

Building the Item Selection Spreadsheets

Questar created an Item Selection Spreadsheet (ISS) for each test form. The ISS included the item ID number and item statistics associated with the item such as item type, prior usage, p-value, point biserial correlation coefficient, and score point value.

In building the ISS, Questar content specialists verified the following:

- The correct number of items (if applicable) was selected for each form.
- All required ISS fields were populated with accurate information and data.
- There was a balance of correct answer choices.
- There was a balance in the key (e.g., no more than three in a row of the same answer choice).
- The selected items reflected the appropriate range in terms of item type, content, level of difficulty, gender and ethnicity balance, etc.
- Score points were accurate.
- The items worked together in the form (e.g., no clueing of correct answers).

Item Sequencing

Questar specialists recommended the item positioning based on the following principles:

- Item keys should not be the same more than three times in a row.
- Passages should be as varied as possible to avoid similar passages or the most difficult ones being placed next to each other.
- General sequencing of difficulty, when possible, should begin with the easiest items progressing to medium and difficult and tailing off to medium or easy items.

Psychometric Review

Questar’s Research Development team conducted a psychometric review of the proposed item selection and gave feedback to their Assessment Development team. Iterations between the two departments occurred as necessary for each grade band.

Statistical considerations included item difficulty, item discrimination, and potential bias—i.e., p-values, point biserial correlation coefficients, and Differential Item Functioning (DIF) statistics, respectively. (See Chapter 4 for more information on item-level statistics.) Staff members from AD were given the following instructions during the item selection and forms construction process:

1. Item Statistics:
 - a. Check the range of item difficulty: Items should be flagged if the p-value is < 0.30 or > 0.95 .
 - b. Check the point-biserial range: Try to avoid items with a point biserial < 0.30 .
 - c. Check the omit rate: Watch for items with an omit rate $> 5\%$.
 - d. Avoid items with a DIF bias flag. If it is necessary to select an item with a DIF flag, then it needs to be reviewed carefully for content during the Test Construction meeting.
2. There are no changes to an item once it has been field tested.
3. Tests were built using the statistical target that the average p-values between the Spring 2013 form and the Spring 2012 form should be similar.
4. The total number of items at each level, the number of items within each modality, and the number of items for each item type must follow the test blueprint.
5. In general, flagged items should be avoided. However, the match to blueprint and content considerations should take priority over statistical targets in most circumstances.

Test Construction Meeting

Finally, the proposed item selection for each test form was reviewed for content and psychometric characteristics at a formal Test Construction meeting. The objective of this meeting was to finalize the item selection for the operational test forms. Questar staff met with NYSED staff to finalize the 2013 NYSESLAT test forms (which were also used in 2014) from Nov. 5–9, 2012, in Albany, N.Y. A detailed discussion of the 2013 test construction is provided in the *2013 NYSESLAT Test Construction Report*.

CHAPTER 3: SCORING

This chapter describes the scoring processes for the operational test audit. All scoring of 10% of the operational Writing constructed responses (i.e., the scoring audit) was conducted at Questar's scoring center in Apple Valley, Minn. Experienced Questar scoring directors and team leaders conducted the training and monitoring.

All Questar NYSESLAT readers had a minimum of a B.A. or B.S. degree and were trained to score according to the appropriate rubric to ensure accurate, consistent, and reliable results. Questar adhered to stringent criteria in its general screening and training procedures as preliminary measures for obtaining high levels of consistency and reliability. Only readers with proven ELL scoring experience were selected for NYSESLAT scoring.

3.1 Scoring Audit: 10% of the Operational Writing Responses

To measure inter-rater reliability and ensure that local teachers apply the same rigorous scoring standards across the state as intended by NYSED, Questar performed an audit on approximately 10% of all Writing tests at the request of NYSED by computing rater agreement based on local readers' ratings and Questar readers' ratings. A merged data file was created based on the local ratings (i.e., the final 2014 NYSESLAT data provided by NYSED) and Questar ratings (i.e., the sample of Writing items scored by Questar raters). The data was merged using Student State ID and Student Local ID to ensure perfect student match and removal of duplicates. (See Chapter 5 for more information on inter-rater reliability.) For a detailed discussion about the 10% Audit of the operational Writing responses, please refer to the *NYSESLAT 10% Audit Report for 2014*.

CHAPTER 4: CLASSICAL ITEM-LEVEL STATISTICS

This chapter contains the summary statistics for the raw scores of all items administered on the Spring 2014 operational NYSESLAT forms. The data file used for this analysis was the 100% student file compiled by the NYSED data team and provided to Questar in July 2014. The summary statistics are based in Classical Test Theory (CTT) and include information such as the p-values, the point-biserial correlations, and Differential Item Functioning (DIF) statistics.

Using the 100% data file received from NYSED, the following exclusion rules were applied:

1. Removal of duplicate records (245,003 remained)
2. Removal of students with an invalid raw score in any modality (243,136 remained)
3. Removal of non-public schools (210,657 remained)

Table 10 contains the number of students who were valid and analyzed in each test.

Table 10—N-Count by Grade Band

Grade Band	Final Sample Size
K	27,359
1–2	49,165
3–4	34,809
5–6	29,332
7–8	24,572
9–12	45,420
Total	210,657

4.1 Item-Level Descriptive Statistics

A p-value is an indication of an item’s difficulty and, for multiple-choice items, is shown as the proportion of students that answers an item correctly. Higher p-values indicate that the items are easy, while lower p-values indicate that the items are difficult. For constructed-response items, the p-value is reported as a proportion of the maximum number of possible points. Operational p-values were distributed between approximately 0.30 to 0.95, with fewer items at the extremes of difficulty and more items of moderate difficulty.

The point-biserial correlation for each item is a measure of discrimination (i.e., how well an item discriminates, or distinguishes, between low-ability and high-ability students). It is an index of the association between the item score and the total test score. Students who did well on the test should, in theory, select the right answer to any given item, and students who did poorly on the test should select the wrong answer to any given item. An item with a high point-biserial correlation is better at discriminating between low-ability and high-ability students than an item with a low point-biserial correlation.

Item-level statistics for the 2014 operational NYSESLAT are presented in Appendix B by grade band. With the exception of a few high p-values and low point-biserial values, all items fell well within the pre-set level of acceptance, both in terms of the p-value and point biserial. The following item information and statistics are presented for each item:

- Item number
- Item type: multiple-choice (MC) or constructed-response (CR)
- Maximum number of possible points
- N-count (number of students)
- Response options for multiple-choice items and percentage of students obtaining each score point for constructed-response items
- Omits (percentage of students omitting an item)
- P-value
- Point biserial

Items that are too easy or too difficult are flagged based on their p-values because items like these provide inadequate information. The inclusion of items outside of the predefined difficulty range is typically beneficial to the measurement process, but because the NYSESLAT is a standard-referenced assessment, content experts may determine that the inclusion of specific items is necessary.

Table 11 presents the mean p-values and point-biserial correlation coefficients by grade band. The mean p-values and point-biserial correlations for each grade band in the four modalities (Listening, Speaking, Reading, and Writing) are between the upper and lower limits for an acceptable range of these values.

Table 11—Summary of Classical Item Difficulty and Item Discrimination Indices by Grade Band

Grade Band	Modality	N-Count	Item Difficulty (p-value)		Item Discrimination (point-biserial)	
			Mean	SD	Mean	SD
K	Listening	27,359	0.80	0.10	0.39	0.07
	Speaking		0.71	0.13	0.40	0.07
	Reading		0.70	0.07	0.58	0.05
	Writing		0.71	0.16	0.57	0.09
	Total		0.74	0.12	0.45	0.11
1–2	Listening	49,165	0.83	0.10	0.39	0.06
	Speaking		0.73	0.13	0.44	0.06
	Reading		0.76	0.08	0.62	0.03
	Writing		0.71	0.09	0.58	0.10
	Total		0.77	0.11	0.49	0.11
3–4	Listening	34,809	0.75	0.12	0.43	0.06
	Speaking		0.68	0.17	0.41	0.08
	Reading		0.76	0.06	0.66	0.03
	Writing		0.67	0.13	0.47	0.11
	Total		0.72	0.13	0.48	0.12
5–6	Listening	29,332	0.70	0.11	0.44	0.06
	Speaking		0.67	0.10	0.43	0.11
	Reading		0.77	0.07	0.71	0.03
	Writing		0.67	0.10	0.47	0.13
	Total		0.70	0.10	0.49	0.14
7–8	Listening	24,572	0.68	0.11	0.41	0.07
	Speaking		0.68	0.11	0.45	0.09
	Reading		0.75	0.04	0.73	0.02
	Writing		0.69	0.12	0.49	0.12
	Total		0.70	0.11	0.50	0.14
9–12	Listening	45,420	0.71	0.10	0.45	0.08
	Speaking		0.66	0.12	0.41	0.09
	Reading		0.73	0.04	0.72	0.02
	Writing		0.66	0.10	0.47	0.12
	Total		0.69	0.10	0.49	0.14

4.2 Differential Item Functioning (DIF)

Differential Item Functioning (DIF) analyses are statistical procedures used to flag items for potential bias. The results of DIF analyses are useful in reviewing items and tests for potential bias, but they are not proof of bias—rather, they are an indication that items need to be further scrutinized. In general, DIF statistics are used to compute the probability that one demographic group is more likely to correctly answer an item than another group or subgroup after having controlled for group differences in ability (e.g., an item that seems to be easy for female students but not for male students). Again, the presence of DIF does not necessarily indicate that an item is biased, and, therefore, flagged items should be evaluated for bias indication.

For the NYSESLAT, a contingency table approach was used for analyzing DIF. The categories outlined in this report are a modification of what are commonly referred to as the Educational Testing Service (ETS) DIF categories, which are widely accepted in the field of psychometrics for the categorization of DIF severity:

- “A” indicates negligible DIF.
- “B” indicates mild to moderate DIF.
- “C” indicates extreme DIF.

For multiple-choice items, the Mantel-Haenszel Chi-square (M-H χ^2) and the Mantel-Haenszel odds ratio were transformed into what ETS has named the Delta Scale (D). To calculate delta, the odds ratio was calculated as the odds of a correct response or P/Q (i.e., $P/[1-P]$). The odds ratio was then calculated as the odds of a correct response for the reference group divided by the odds of a correct response for the focal group. Thus, the odds ratio is as follows:

$$\alpha_{M-H} = \frac{P_r / Q_r}{P_f / Q_f} \quad (\text{Equation 1})$$

The null hypothesis for DIF is that the odds of correctly answering the item are equal for the two groups (i.e., the odds ratio is equal to 1):

$$H_0: \alpha_{M-H} = \frac{P_r / Q_r}{P_f / Q_f} = 1 \quad (\text{Equation 2})$$

Customarily, the odds ratio is then log-transformed and made symmetrical around zero with a range being in the interval $-\infty$ to $+\infty$. It is then called the log odds ratio, as follows:

$$\beta_{M-H} = \ln(\alpha_{M-H}) \quad (\text{Equation 3})$$

The natural logarithm transformation of the odds ratio is symmetrical around zero. A zero value means either group has equal odds of correctly answering the item. A positive DIF measure means the reference group is favored, while a negative value indicates DIF is in favor of the focal group.

β_{M-H} can also be transformed in a linear fashion in order to convert to an interval scale (Camilli & Shepard, 1994). ETS used this process to transform β_{M-H} to their Delta Scale metric (D) via the following equation:

$$D = -2.35 \cdot \beta_{M-H}. \quad (\text{Equation 4})$$

On this scale, the quantity that D represents is the relative difference in the difficulty of the items for the two groups whose performance is being compared. Table 12 depicts the DIF classifications for multiple-choice items based on the M-H and the item Delta Scale difference value (D).

Table 12—DIF Classification for Multiple-Choice Items

Category	Description	Criterion
A	No DIF	Non-significant M-H χ^2 or $ D < 1.0$
B	Moderate DIF	Neither A nor C
C	Large DIF	Significant M-H χ^2 and $ D \geq 1.5$

For polytomously scored constructed-response items, the standardized mean difference (SMD) statistic was used in addition to the MH test. SMD was developed as an extension to the Mantel procedure (Dorans & Schmitt, 1991; Zwick, Donoghue, & Grima, 1993):

$$SMD = \sum_{s=0}^k (M_{Fs} - M_{Rs}) P_{Fs} \quad (\text{Equation 5})$$

where M_{Fs} and M_{Rs} are the mean item scores for the focal and reference groups conditional on s , and P_{Fs} is the proportion of the focal group members conditional on s . In this study, the corrected total score is used as the matching variable.

A statistic similar to effect size (ES) is then obtained by dividing the SMD by the standard deviation (SD) for the combined group:

$$ES = SMD / SD \quad (\text{Equation 6})$$

A positive SMD or ES value indicates that the focal group has a higher mean item score than the reference group conditional on the matching variable. A negative SMD or ES value indicates that the focal group has a lower mean item score than the reference group conditional on the matching variable. Table 13 outlines the DIF classification for constructed-response items.

Table 13—DIF Classification for Constructed-Response Items

Category	Description	Criterion
A	No DIF	Non-significant Mantel χ^2 or Significant Mantel χ^2 and $ SMD/SD \leq .17$
B	Moderate DIF	Significant Mantel χ^2 and $.17 < SMD/SD \leq .25$
C	Large DIF	Significant Mantel χ^2 and $.25 < SMD/SD $

Note: SD is the total group standard deviation of the item score.

NYSESLAT DIF analyses were completed on both gender and ethnic groups. For the gender DIF analysis, female students were considered the focal group and male students were considered the reference group. Three ethnic DIF analyses were conducted. Asian, Hispanic, and White students were considered the focal group in each analysis, and the remaining ethnic groups were considered the reference group. Because of low n-counts, DIF analysis was not conducted using other ethnic groups as the focal group. The same focal and reference groups were used in the DIF analysis of field test items if enough n-counts were available for the comparison.

Appendix I provides the DIF statistics for the 2013 and 2014 operational items if any of the DIF categories is other than A. The + sign next to the DIF category indicates that the item is in favor of the reference group, while the - sign indicates that the item is in favor of the focal group.

Summary of the DIF Analyses

Table 14 provides sample sizes for different DIF groups by grade band. Tables 15 through 18 present the summary of the DIF analyses of operational test items, including n-counts for each DIF analysis group and the number of items flagged by the MH procedure or SMD.

Table 14—Sample Sizes for DIF Groups

DIF Group		K	1–2	3–4	5–6	7–8	9–12
Gender	Female	12,923	22,982	15,706	13,111	10,716	20,117
	Male	14,436	26,183	19,103	16,221	13,856	25,303
White vs. Non-White	White	2,647	4,406	2,954	2,255	1,995	3,400
	Non-White	24,712	44,759	31,855	27,077	22,577	42,020
Hispanics vs. Non-Hispanics	Hispanics	17,326	31,463	22,957	19,651	15,677	27,081
	Non-Hispanics	10,033	17,702	11,852	9,681	8,895	18,339
Asian vs. Non-Asian	Asian	6,304	10,978	6,805	5,325	4,816	10,501
	Non-Asian	21,055	38,187	28,004	24,007	19,756	34,919

Table 15—Results of DIF Analyses for the 2013 & 2014 Operational Test Items (Male vs. Female)

Grade Band	Modality	Number of Items			
		All Items	DIF Items	Moderate DIF Items	Large DIF Items
K	Listening	24	0	0	0
	Speaking	15	0	0	0
	Reading	25	0	0	0
	Writing	10	0	0	0
1–2	Listening	24	1	0	1
	Speaking	16	0	0	0
	Reading	25	0	0	0
	Writing	12	0	0	0
3–4	Listening	24	1	0	1
	Speaking	16	0	0	0
	Reading	25	0	0	0
	Writing	14	1	0	1
5–6	Listening	25	1	0	1
	Speaking	16	0	0	0
	Reading	27	1	0	1
	Writing	16	2	0	2
7–8	Listening	25	2	0	2
	Speaking	16	0	0	0
	Reading	27	1	0	1
	Writing	16	2	0	2
9–12	Listening	25	1	0	1
	Speaking	16	0	0	0
	Reading	27	0	0	0
	Writing	16	1	0	1

Note: Detailed results are located in Appendix H.

Table 16—Results of DIF Analyses for the 2013 & 2014 Operational Test Items (White vs. Non-White)

Grade Band	Modality	Number of Items			
		All Items	DIF Items	Moderate DIF Items	Large DIF Items
K	Listening	24	0	0	0
	Speaking	15	0	0	0
	Reading	25	0	0	0
	Writing	10	0	0	0
1-2	Listening	24	3	0	3
	Speaking	16	0	0	0
	Reading	25	0	0	0
	Writing	12	0	0	0
3-4	Listening	24	0	0	0
	Speaking	16	0	0	0
	Reading	25	0	0	0
	Writing	14	0	0	0
5-6	Listening	25	0	0	0
	Speaking	16	0	0	0
	Reading	27	0	0	0
	Writing	16	0	0	0
7-8	Listening	25	2	0	2
	Speaking	16	0	0	0
	Reading	27	0	0	0
	Writing	16	2	0	2
9-12	Listening	25	2	0	2
	Speaking	16	0	0	0
	Reading	27	1	0	1
	Writing	16	0	0	0

Note: Detailed results are located in Appendix H.

Table 17—Results of DIF Analyses for the 2013 & 2014 Operational Test Items (Hispanic vs. Non-Hispanic)

Grade Band	Modality	Number of Items			
		All Items	DIF Items	Moderate DIF Items	Large DIF Items
K	Listening	24	2	1	1
	Speaking	15	6	6	0
	Reading	25	3	3	0
	Writing	10	3	3	0
1-2	Listening	24	3	3	0
	Speaking	16	6	4	2
	Reading	25	1	1	0
	Writing	12	2	2	0
3-4	Listening	24	2	1	1
	Speaking	16	2	1	1
	Reading	25	0	0	0
	Writing	14	1	1	0
5-6	Listening	25	0	0	0
	Speaking	16	0	0	0
	Reading	27	0	0	0
	Writing	16	1	1	0
7-8	Listening	25	4	2	2
	Speaking	16	0	0	0
	Reading	27	2	2	0
	Writing	16	1	0	1
9-12	Listening	25	4	2	2
	Speaking	16	0	0	0
	Reading	27	3	2	1
	Writing	16	6	6	0

Note: Detailed results are located in Appendix H.

Table 18—Results of DIF Analyses for the 2013 & 2014 Operational Test Items (Asian vs. Non-Asian)

Grade Band	Modality	Number of Items			
		All Items	DIF Items	Moderate DIF Items	Large DIF Items
K	Listening	24	3	2	1
	Speaking	15	13	9	4
	Reading	25	10	6	4
	Writing	10	5	2	3
1–2	Listening	24	4	4	0
	Speaking	16	11	8	3
	Reading	25	2	1	1
	Writing	12	7	7	0
3–4	Listening	24	3	2	1
	Speaking	16	8	6	2
	Reading	25	2	1	1
	Writing	14	4	4	0
5–6	Listening	25	1	1	0
	Speaking	16	1	1	0
	Reading	27	5	5	0
	Writing	16	4	4	0
7–8	Listening	25	4	2	2
	Speaking	16	2	2	0
	Reading	27	8	8	0
	Writing	16	5	4	1
9–12	Listening	25	2	0	2
	Speaking	16	1	1	0
	Reading	27	9	8	1
	Writing	16	8	7	1

Note: Detailed results are located in Appendix H.

CHAPTER 5: RELIABILITY

5.1 Internal Consistency Reliability

The internal consistency of a test is measured by the stability of scores from one sample of content to another, and it is one way to provide support for a test's reliability; the more consistent the scores are, the more reliable the test is.

Several methods can be used to estimate internal consistency. One method is the “split-half” approach, which splits all test items into two groups and then correlates student scores on the two half-tests. The advantage of this method is that it avoids any implications of changes in individual students by administering only a single test. The theory is that if scores have high correlations on the two half-tests, then the test items complement one another, function well as a group, and measure the same construct. In addition, a positive result (i.e., a high correlation) would suggest that measurement error is lower. The problem with the split-half method is that the decision about which items belong in which half of the test can have a large impact on the resulting correlation. Therefore, Questar, like many other vendors, prefers to use Cronbach's coefficient alpha statistic (Cronbach, 1951) to sidestep this problem.

Rather than elect specific items to put into two halves, coefficient alpha is the average split-half correlation based on all possible divisions of a test into two parts. Coefficient alpha has the additional advantage in that it can be used to estimate the internal consistency of both dichotomous and polytomous items. Coefficient alpha is computed using the following formula:

$$\alpha = \frac{I}{I-1} \left(1 - \frac{\sum_i s_i^2}{S_x^2} \right) \quad \text{(Equation 7)}$$

where

I is the number of items on the test,

s_i^2 is the variance of item i , and

S_x^2 is the total test variance.

Questar calculated Cronbach's coefficient alpha reliability statistic, found in Table 19 and Table 20 in Section 5.5. Most of the reliability values are close to or more than 0.90, which is considered high. Therefore, the NYSESLAT is considered a reliable test.

5.2 Standard Error of Measurement (SEM) Based on Classical Test Theory

Because perfect measurement of ability does not exist, it is important to analyze the amount of measurement error on an assessment. Psychometricians sometimes think about reliability of an assessment as the ability of a test to produce the same results consistently. For example, if a student repeatedly took the same assessment and theoretically was unable to remember its contents, that student should earn roughly the same score. Obviously, this cannot be done in reality, but the spread, or standard deviation, of these hypothetical scores is what is known as the standard error of measurement (SEM).

The SEM is another measure of an assessment’s reliability and provides an estimate of the amount of error that exists in a student’s observed test score. A given student’s observed total score, from this perspective, is thought of as an estimate of the student’s true score. The SEM is inversely related to the reliability of a test because the greater the reliability, the lower the SEM will be. Hence, an observed test score has more accuracy or precision when the SEM is small. Measurement error is commonly expressed in terms of standard deviations (i.e., the SEM can be thought of as the standard deviation (SD) of the distribution of measurement error). The SEM is calculated using the following equation:

$$SEM = SD\sqrt{1-r_{xx}} \Leftrightarrow s_e = s_x\sqrt{1-\frac{s_t^2}{s_x^2}} \quad (\text{Equation 8})$$

where $SEM (=s_e)$ refers to the standard error of measurement,

$SD (=s_x)$ is the standard deviation unit of the scale for a test,

r_{xx} is the reliability coefficient for a sample test (or estimate of ρ_{xx} , which is a population reliability coefficient),

s_t^2 is the estimate of σ_T^2 , and

s_x^2 is the estimate of σ_X^2 .

The SEMs are presented in Table 19 and Table 20 in Section 5.5. The smaller the SEMs (close to 0), the higher the quality of the test will be.

5.3 Standard Error of the Mean (SEMn)

Another way to conceptualize reliability is to examine the standard error of the mean (SEMn), which is an estimate of the sampling error of the sample mean as an estimate of the population mean. Since a given administration can be thought of as all possible students that could take the NYSESLAT, a single administration can similarly be thought of as a sample of all possible test takers. It is defined as follows:

$$SEMn = \frac{\sigma}{\sqrt{n}} \quad (\text{Equation 9})$$

where $SEMn$ is the standard error of the mean, σ is the standard deviation of the population, and n is the number of responses in each sample. The SEMn’s are presented in Table 19 and Table 20 in Section 5.5. The more accurate the estimation of the population mean, the smaller the SEMn values will be.

5.4 Conditional Standard Error of Measurement (CSEM) Based on Item Response Theory

In Classical Test Theory (CTT), the SEM is the same for all students. However, in Item Response Theory (IRT), the SEM will not be the same for every student. For example, if a student gets either a few or many items correct (i.e., an extreme score), the standard error is greater than if the student gets a moderate number of items correct. In effect, the SEM depends on the total score (Andrich & Luo, 2004). Under the Rasch model, the SEM for each student is as follows:

$$\sigma_{\hat{\beta}} = \frac{1}{\sqrt{\sum_{i=1}^L p_{vi}(1-p_{vi})}} \quad (\text{Equation 10})$$

where v is the subscript for a person, i is the subscript for an item, L is the length of the test, $\hat{\beta}$ is the ability estimate, and p_{vi} is the probability that a student answers an item correctly. It is defined as follows:

$$P_{vi} = \frac{e^{\beta_v - \delta_i}}{1 + e^{\beta_v - \delta_i}} \quad (\text{Equation 11})$$

where β_v is student v 's ability, and δ_i is the difficulty of the item. A confidence band can be used to interpret the ability estimate. For example, an approximate 68% confidence interval for $\hat{\beta}$ is given by:

$$\hat{\beta} \pm SEM \quad (\text{Equation 12})$$

The SEM is smallest when the probability of passing an item is close to the probability of failing the item. In other words, if an item's difficulty is closely matched to the ability of many students in the sample, the standard error is small (Embretson & Reise, 2000).

One reason for the popularity of IRT over CTT in recent years is its ability to differentiate between students and item measurements. In CTT, item measurements for all students are assumed equivalent in a given test. IRT models vary student and item performances, which is taken into account when estimating the reliability of the measurement (Crocker & Algina, 1986). Equation 8 and its results can fluctuate in terms of the standard errors of students because they are a function of the n-counts. As such, the standard errors for each of the ability score estimates are the smallest in the middle of the score distribution where most students perform, and they are the greatest for estimates in the extreme. Hence, fewer and fewer students in the extremes lead to less precise estimates of ability. For this reason, IRT estimates individual standard errors at score points, known as conditional standard errors of measurement (CSEMs). Essentially, the standard error is conditional on theta (student ability). This is preferred to classical SEMs because the CSEM allows for a more precise differentiation of students at different levels of performance. Appendix C provides the CSEMs in raw score-to-scale score conversion tables. Appendix D shows the IRT statistics.

5.5 Summary of the Descriptive and Reliability Statistics

Table 19 and Table 20 provide descriptive statistics for the raw score and reliabilities by grade band and grade. The tables contain the following:

- Number of items
- Maximum number of possible points
- N-count (number of students)
- The raw score (RS) mean and standard deviation
- Mean p-value
- Standard error of the mean (SEM_n)
- Cronbach's alpha internal consistency reliability
- Standard error of measurement (SEM)

In analyzing the information provided in these tables, the measures of reliability should be examined by keeping to the general trend that greater reliability is associated with a lower error index for that particular measure. In Table 19, the test reliability values of Listening, Speaking, Reading, and Writing across the six grade bands are between 0.84 and 0.97, which is a strong indication that the test forms were constructed in good quality. The SEM_n values of the four modalities across the six grade bands ranged from 0.02 to 0.06, which is relatively small. The SEM values of the four modalities across the six grade bands ranged from 1.53 to 2.09, which are also acceptable. If an item has, for example, an SEM greater than the standard deviation of the mean, then the relevancy of the information would be questioned (which might be the result of an outlier or outliers).

In Table 20, test reliability values of Listening, Speaking, Reading, and Writing across all grades are 0.82 or above, which is considered moderately high. The SEM_n and SEM values are small and within acceptable ranges for each grade.

Table 19—Descriptive Statistics and Reliability by Modality and Grade Band

Grade Band	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean P-value	SEMn	Reliability	SEM
K	Listening	24	24	27,359	19.18	4.45	0.80	0.03	0.86	1.66
	Speaking	15	32	27,359	22.17	7.81	0.69	0.05	0.94	1.96
	Reading	25	25	27,359	17.74	5.38	0.71	0.03	0.87	1.91
	Writing	10	16	27,359	10.65	4.79	0.67	0.03	0.90	1.53
	Total	74	97	27,359	69.75	18.56	0.72	0.11	0.95	3.99
1–2	Listening	24	24	49,165	19.97	4.12	0.83	0.02	0.86	1.56
	Speaking	16	34	49,165	25.61	8.00	0.75	0.04	0.95	1.84
	Reading	25	25	49,165	18.28	5.57	0.73	0.03	0.89	1.84
	Writing	12	20	49,165	13.58	5.09	0.68	0.02	0.89	1.66
	Total	77	103	49,165	77.44	19.69	0.75	0.09	0.96	3.86
3–4	Listening	24	24	34,809	17.96	4.96	0.75	0.03	0.87	1.79
	Speaking	16	34	34,809	25.80	8.52	0.76	0.05	0.96	1.79
	Reading	25	25	34,809	17.07	5.26	0.68	0.03	0.87	1.90
	Writing	14	20	34,809	12.31	4.43	0.62	0.02	0.84	1.79
	Total	79	103	34,809	73.14	20.35	0.71	0.11	0.96	4.01
5–6	Listening	25	25	29,332	17.47	5.56	0.70	0.03	0.88	1.94
	Speaking	16	34	29,332	26.12	9.17	0.77	0.05	0.97	1.67
	Reading	27	27	29,332	18.14	6.31	0.67	0.04	0.89	2.07
	Writing	16	22	29,332	13.79	5.00	0.63	0.03	0.85	1.96
	Total	84	108	29,332	75.51	23.09	0.70	0.13	0.97	4.27
7–8	Listening	25	25	24,572	17.12	5.42	0.68	0.03	0.86	2.01
	Speaking	16	34	24,572	25.35	9.63	0.75	0.06	0.97	1.65
	Reading	27	27	24,572	18.29	6.54	0.68	0.04	0.91	2.00
	Writing	16	22	24,572	14.13	5.22	0.64	0.03	0.86	1.94
	Total	84	108	24,572	74.90	23.74	0.69	0.15	0.97	4.32
9–12	Listening	25	25	45,420	17.63	5.70	0.71	0.03	0.88	1.94
	Speaking	16	34	45,420	24.80	9.57	0.73	0.04	0.97	1.69
	Reading	27	27	45,420	17.83	6.08	0.66	0.03	0.88	2.09
	Writing	16	22	45,420	13.93	5.15	0.63	0.02	0.85	2.00
	Total	84	108	45,420	74.20	23.52	0.69	0.11	0.97	4.36

Table 20—Descriptive Statistics and Reliability by Modality and Grade

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean P-value	SEMn	Reliability	SEM
K	Listening	24	24	27,359	19.18	4.45	0.80	0.03	0.86	1.66
	Speaking	15	32	27,359	22.17	7.81	0.69	0.05	0.94	1.96
	Reading	25	25	27,359	17.74	5.38	0.71	0.03	0.87	1.91
	Writing	10	16	27,359	10.65	4.79	0.67	0.03	0.90	1.53
	Total	74	97	27,359	69.75	18.56	0.72	0.11	0.95	3.99
1	Listening	24	24	26,875	19.15	4.24	0.80	0.03	0.84	1.69
	Speaking	16	34	26,875	24.56	8.04	0.72	0.05	0.94	1.94
	Reading	25	25	26,875	16.76	5.53	0.67	0.03	0.87	1.97
	Writing	12	20	26,875	12.47	5.13	0.62	0.03	0.88	1.74
	Total	77	103	26,875	72.93	19.44	0.71	0.12	0.96	4.10
2	Listening	24	24	22,290	20.95	3.74	0.87	0.03	0.86	1.38
	Speaking	16	34	22,290	26.88	7.76	0.79	0.05	0.95	1.72
	Reading	25	25	22,290	20.10	5.05	0.80	0.03	0.90	1.63
	Writing	12	20	22,290	14.92	4.69	0.75	0.03	0.89	1.53
	Total	77	103	22,290	82.86	18.59	0.80	0.12	0.96	3.51
3	Listening	24	24	17,238	16.93	4.90	0.71	0.04	0.85	1.90
	Speaking	16	34	17,238	25.00	8.57	0.74	0.07	0.95	1.86
	Reading	25	25	17,238	16.02	5.16	0.64	0.04	0.85	1.98
	Writing	14	20	17,238	11.37	4.30	0.57	0.03	0.82	1.84
	Total	79	103	17,238	69.31	19.81	0.67	0.15	0.96	4.20
4	Listening	24	24	17,571	18.97	4.81	0.79	0.04	0.88	1.66
	Speaking	16	34	17,571	26.58	8.41	0.78	0.06	0.96	1.72
	Reading	25	25	17,571	18.10	5.16	0.72	0.04	0.88	1.81
	Writing	14	20	17,571	13.24	4.37	0.66	0.03	0.84	1.73
	Total	79	103	17,571	76.89	20.17	0.75	0.15	0.96	3.81
5	Listening	25	25	14,771	17.06	5.45	0.68	0.04	0.87	1.98
	Speaking	16	34	14,771	25.96	8.99	0.76	0.07	0.96	1.70
	Reading	27	27	14,771	17.68	6.26	0.65	0.05	0.89	2.11
	Writing	16	22	14,771	13.47	4.92	0.61	0.04	0.84	1.97
	Total	84	108	14,771	74.17	22.57	0.69	0.19	0.96	4.32
6	Listening	25	25	14,561	17.88	5.65	0.72	0.05	0.89	1.90
	Speaking	16	34	14,561	26.29	9.34	0.77	0.08	0.97	1.63
	Reading	27	27	14,561	18.60	6.32	0.69	0.05	0.90	2.03
	Writing	16	22	14,561	14.11	5.06	0.64	0.04	0.85	1.94
	Total	84	108	14,561	76.88	23.54	0.71	0.20	0.97	4.21

Table 20 (continued)—Descriptive Statistics and Reliability by Grade and Modality

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean P-value	SEMn	Reliability	SEM
7	Listening	25	25	12,424	16.78	5.38	0.67	0.05	0.86	2.05
	Speaking	16	34	12,424	25.32	9.59	0.74	0.09	0.97	1.65
	Reading	27	27	12,424	17.84	6.56	0.66	0.06	0.90	2.04
	Writing	16	22	12,424	13.92	5.25	0.63	0.05	0.86	1.94
	Total	84	108	12,424	73.86	23.68	0.68	0.21	0.97	4.36
8	Listening	25	25	12,148	17.48	5.43	0.70	0.05	0.87	1.98
	Speaking	16	34	12,148	25.38	9.66	0.75	0.09	0.97	1.64
	Reading	27	27	12,148	18.76	6.48	0.69	0.06	0.91	1.97
	Writing	16	22	12,148	14.35	5.18	0.65	0.05	0.86	1.93
	Total	84	108	12,148	75.96	23.76	0.70	0.22	0.97	4.28
9	Listening	25	25	16,097	16.64	6.04	0.67	0.05	0.89	2.00
	Speaking	16	34	16,097	22.92	11.00	0.67	0.09	0.98	1.67
	Reading	27	27	16,097	16.54	6.15	0.61	0.05	0.87	2.18
	Writing	16	22	16,097	13.00	5.47	0.59	0.04	0.86	2.03
	Total	84	108	16,097	69.10	25.82	0.64	0.20	0.97	4.60
10	Listening	25	25	13,017	17.63	5.53	0.71	0.05	0.87	1.96
	Speaking	16	34	13,017	24.97	9.06	0.73	0.08	0.96	1.73
	Reading	27	27	13,017	17.98	5.78	0.67	0.05	0.87	2.10
	Writing	16	22	13,017	14.09	4.88	0.64	0.04	0.83	2.00
	Total	84	108	13,017	74.66	22.16	0.69	0.19	0.96	4.37
11	Listening	25	25	8,789	18.59	5.12	0.74	0.05	0.86	1.89
	Speaking	16	34	8,789	26.21	7.90	0.77	0.08	0.95	1.70
	Reading	27	27	8,789	19.15	5.60	0.71	0.06	0.87	2.00
	Writing	16	22	8,789	14.88	4.61	0.68	0.05	0.82	1.94
	Total	84	108	8,789	78.83	20.01	0.73	0.21	0.96	4.13
12	Listening	25	25	7,517	18.63	5.52	0.75	0.06	0.89	1.83
	Speaking	16	34	7,517	26.92	8.03	0.79	0.09	0.96	1.65
	Reading	27	27	7,517	18.82	6.41	0.70	0.07	0.91	1.96
	Writing	16	22	7,517	14.53	5.20	0.66	0.06	0.86	1.96
	Total	84	108	7,517	78.90	22.24	0.73	0.26	0.97	4.01

5.6 Inter-Rater Reliability

Another source of measurement error can occur in handscoring. Inter-rater reliability investigates the extent to which students would receive the same score if they were scored again by either the same rater or by different raters. Inter-rater reliability is commonly evaluated in two ways. First, the correlation of two raters scoring each student's paper can be used as an estimate of this type of reliability. Using this approach, the consistency of ratings (e.g., a higher correlation) is the measure of reliability. Another type of evidence for inter-rater reliability is to calculate the percentage of agreement between raters. In a scenario of perfect agreement between raters, the result would be a 100% match in their assignment of scores. The lower limit to agreement rates (i.e., raters never agree with each other) is 0% agreement.

10% Scoring Audit

NYSED has chosen to carry out a yearly audit of the NYSESLAT because the audit seeks to ensure that local teachers apply the same rigorous scoring standards as intended by NYSED. This audit also provides evidence of inter-rater reliability. To achieve this, NYSED requires Questar to rescore approximately 10% of all students' Writing responses after each test administration. This 10% audit sample within each grade band is selected as a stratified random sample based on the Need/Resource Category (NRC). The NRC for the state schools is divided into six categories:

1. New York City
2. Big 4 Cities (Buffalo, Rochester, Syracuse, and Yonkers)
3. High Need Urban/Suburban
4. High Need Rural
5. Average Need
6. Low Need

Target values were calculated for each level using the percentage of enrollment data for each of the above classifications and were applied to the level targets for "10% Plus 40% Over Sample." Because the sample selection level was by school, enrollment data collected for the Spring 2014 administration was used to select schools for the sampling and analysis, with the goal of acquiring at least 95%, but no more than 105%, of the target count for each grade band. These schools returned their booklets to Questar for rescoring. The following sections and tables indicate the procedures that Questar conducted to ensure reliability and accurate scoring of the items.

To perform the audit, scoring personnel and team leaders were typically the same people who had participated in the rangefinding process and were familiar with the NYSESLAT. All training was done using the same scoring materials as those used by the New York State teachers for scoring the operational test. Readers had to qualify for scoring the audit by scoring sample papers prior to the actual audit scoring. Following this, team leaders rechecked readers throughout the process to maintain their accuracy.

Table 21 provides the audit sample information regarding the number of students obtained for the rater analyses after merging the auditing file and the final research file. The audit data and the research file were merged by student ID (SID). Questar selected the stratified random sample to achieve the desired percentage (about 13%) of the full population.

Table 21—Audit Sample

Grade Band	Number of Students in Audit Sample after Merging	Number of Students in Population by Grade Band	Percent of Total Population
K	4,312	31,316	13.77%
1–2	7,860	56,624	13.88%
3–4	5,575	41,185	13.54%
5–6	4,597	35,407	12.98%
7–8	3,660	29,259	12.51%
9–12	6,332	49,345	12.83%
Total	32,336	243,136	13.30%

Table 22 provides, by grade band and item, the rater agreement for the Writing constructed-response items between local raters and Questar raters. The Questar raters scored the items independently. When the two raters assigned the same score to a student’s paper, the agreement rating was denoted as *exact* (i.e., perfect agreement). Ratings that differed by exactly one score point were denoted as *adjacent*. Ratings that differed by two or more score points were denoted as *non-adjacent*. The following are the descriptions of the rater-agreement variable:

- Exact: 0 score point difference between local and audit raters
- Adjacent: +/- 1 score point difference between local and audit raters
- Non-Adjacent: +/- 2 score point difference between local and audit raters

In Kindergarten, the first four items are worth a maximum of one point, and the other six items are worth a maximum of two points. In Grades 1–2, the first five items are worth a maximum of two points while the last item is worth a maximum of four points. In the remaining grade bands, all items are worth a maximum of four points.

For the one-point items, the percent of exact agreement ranged from 94.99% to 98.24%. For the two-point items, the percent of exact agreement ranged from 83.19% to 93.46%. The exact agreement for the four-point items ranged from 46.78% to 59.12%. The percent of adjacent agreement ranged from 1.76% to 5.01% for the one-point items, 5.94% to 16.44% for the two-point items, and 37.85% to 45% for the four-point items. The total percent exact and adjacent agreement was 100% for the one-point items, ranged from 98.98% to 99.97% for the two-point items, and ranged from 90.16% to 96.97% for the four point items. The exact agreement is slightly lower for the four-point items because there is a wider range of score points.

In addition to agreement ratings, Table 21 also includes the intraclass correlations between the local raters and Questar raters, the weighted Kappa coefficient, the asymptotic standard error (ASE) of the weighted Kappa coefficient, and the lower and upper 95% confidence limits of the Kappa coefficient.

Intraclass Correlation

The intraclass correlations compare the variability of different ratings (e.g., local and Questar ratings) of the same item to the total variation across all ratings and all items. The intraclass correlations were calculated based upon the work of Shrout and Fleiss (1979). The SAS macro utilized to calculate these correlations was written by Hamer (1990). The intraclass correlations ranged from 0.65 to 0.94, with the lowest correlation coming from Grades 9–12 and the highest coming from Kindergarten.

Kappa Coefficient

The Kappa coefficient is another index of rater agreement that provides an indication of whether agreement exceeds chance levels. Kappa typically ranges from 0.00 to 1.00, with 1.00 indicating perfect agreement. On the rare occasions that Kappa is negative, it indicates that the two ratings agreed less than would be expected by chance. One way to interpret Kappa was provided in Altman (1991, p. 404) and is outlined here:

- Poor agreement = less than 0.20
- Fair agreement = 0.20 to 0.40
- Moderate agreement = 0.40 to 0.60
- Good agreement = 0.60 to 0.80
- Very good agreement = 0.80 to 1.00

In Table 22, the values of the weighted Kappa across grade bands indicate that the rater agreement ranged within moderate agreement to good agreement, using the interpretation rule above. The asymptotic standard error (ASE) of the weighted Kappa coefficient and its lower and upper 95% confidence limits indicate that the errors of the weighted Kappa coefficient are very small and within a limited range.

Table 22—Rater Agreement for Writing Prompts

Grade Band	Item	Max. Points	N-count	% Exact	% Adjacent	% Non-Adjacent	Intraclass Correlation	Weighted Kappa	ASE	95% Confidence Limits	
										Lower	Upper
K	1	1	4,312	97.08%	2.92%	0.00%	0.77	0.77	0.02	0.73	0.81
	2	1	4,312	94.99%	5.01%	0.00%	0.78	0.78	0.01	0.75	0.81
	3	1	4,312	98.24%	1.76%	0.00%	0.92	0.92	0.01	0.91	0.94
	4	1	4,312	96.78%	3.22%	0.00%	0.85	0.85	0.01	0.83	0.88
	5	2	4,312	92.23%	7.21%	0.56%	0.93	0.90	0.01	0.89	0.91
	6	2	4,312	90.05%	8.93%	1.02%	0.91	0.88	0.01	0.87	0.89
	7	2	4,312	93.46%	5.94%	0.60%	0.94	0.92	0.01	0.91	0.93
	8	2	4,312	92.42%	6.93%	0.65%	0.93	0.90	0.01	0.89	0.91
	9	2	4,312	83.23%	16.44%	0.32%	0.88	0.81	0.01	0.80	0.83
	10	2	4,312	83.19%	16.44%	0.37%	0.86	0.80	0.01	0.79	0.82
1-2	1	2	7,860	92.06%	7.66%	0.28%	0.91	0.88	0.00	0.87	0.89
	2	2	7,860	83.68%	15.59%	0.74%	0.85	0.79	0.01	0.78	0.80
	3	2	7,860	89.01%	10.74%	0.25%	0.89	0.85	0.00	0.84	0.86
	4	2	7,860	85.95%	14.02%	0.03%	0.84	0.79	0.01	0.78	0.80
	5	2	7,860	85.65%	14.24%	0.11%	0.82	0.78	0.01	0.77	0.79
	6	4	7,860	58.65%	38.14%	3.21%	0.78	0.63	0.01	0.62	0.64
3-4	1	4	5,575	59.12%	37.85%	3.03%	0.72	0.56	0.01	0.55	0.58
	2	4	5,575	56.63%	39.30%	4.07%	0.71	0.56	0.01	0.54	0.57
5-6	1	4	4,597	53.43%	41.83%	4.74%	0.69	0.53	0.01	0.51	0.55
	2	4	4,597	54.58%	39.83%	5.59%	0.72	0.56	0.01	0.55	0.58
7-8	1	4	3,660	49.02%	45.00%	5.98%	0.68	0.50	0.01	0.48	0.52
	2	4	3,660	50.52%	42.46%	7.02%	0.74	0.57	0.01	0.55	0.58
9-12	1	4	6,332	50.25%	43.60%	6.14%	0.65	0.49	0.01	0.47	0.50
	2	4	6,332	46.78%	43.38%	9.84%	0.67	0.50	0.01	0.49	0.52

Table 23 provides the proportional distribution of the score point differences between local and Questar ratings by grade band and item. The percent of zero difference ranged from 94.99% to 98.24% for the one-point item, 83.19% to 93.46% for the two-point items, and 46.78% to 59.12% for the four-point items. By definition, zero difference is exact agreement. Hence, these proportions are the same as the exact agreement percentages shown in Table 22.

Table 23—Percentages of Score Difference Between Raters

Grade Band	Item #	Max.	Percent of Point Difference								
			Score Difference (local score minus Questar score)								
			-4	-3	-2	-1	0	1	2	3	4
K	1	1				0.42	97.08	2.50			
	2	1				0.44	94.99	4.57			
	3	1				0.53	98.24	1.23			
	4	1				0.88	96.78	2.34			
	5	2			0.12	2.16	92.23	5.06	0.44		
	6	2			0.16	1.92	90.05	7.00	0.86		
	7	2			0.26	2.20	93.46	3.73	0.35		
	8	2			0.28	2.11	92.42	4.82	0.37		
	9	2			0.14	8.60	83.23	7.84	0.19		
	10	2			0.14	5.29	83.19	11.15	0.23		
1-2	1	2			0.06	1.83	92.06	5.83	0.22		
	2	2			0.14	1.72	83.68	13.87	0.60		
	3	2			0.06	1.83	89.01	8.91	0.19		
	4	2				4.62	85.95	9.40	0.03		
	5	2				4.67	85.65	9.57	0.11		
	6	4	0.01	0.11	2.06	22.37	58.65	15.78	1.01		0.01
3-4	1	4		0.04	1.04	16.32	59.12	21.52	1.92	0.04	
	2	4		0.07	1.26	15.91	56.63	23.39	2.65	0.09	
5-6	1	4		0.09	0.67	13.42	53.43	28.41	3.89	0.07	0.02
	2	4		0.07	0.96	13.81	54.58	26.02	4.26	0.24	0.07
7-8	1	4			0.38	9.95	49.02	35.05	5.44	0.16	
	2	4		0.05	0.96	13.42	50.52	29.04	5.60	0.38	0.03
9-12	1	4		0.05	0.82	12.65	50.25	30.95	5.20	0.08	
	2	4		0.06	0.73	10.17	46.78	33.21	8.45	0.60	

Table 24 provides the mean and standard deviation (SD) of each item for the local raters, the audit (Questar) raters, and the mean difference and standard deviation ratio between the two. The mean difference ranged from -0.09 to 0.40, and the SD ratio ranged from 0.85 and 1.25 across all items. This is a good indication of rater agreement since the mean difference is close to 0 and the SD ratio is close to 1.

Table 24—Comparison Between Local and Audit Raters

Grade Band	Item #	Local		Questar		Differences	
		Mean	SD	Mean	SD	Mean	SD Ratio
K	1	0.94	0.23	0.92	0.27	0.02	0.87
	2	0.89	0.31	0.85	0.36	0.04	0.87
	3	0.87	0.33	0.87	0.34	0.01	0.98
	4	0.88	0.32	0.87	0.34	0.01	0.95
	5	1.30	0.81	1.27	0.83	0.04	0.98
	6	1.21	0.87	1.15	0.89	0.06	0.97
	7	1.24	0.81	1.22	0.81	0.02	1.00
	8	1.35	0.81	1.33	0.82	0.03	0.99
	9	1.14	0.84	1.15	0.86	-0.01	0.97
	10	0.94	0.80	0.88	0.80	0.06	1.00
1-2	1	1.56	0.67	1.51	0.72	0.04	0.93
	2	1.46	0.72	1.33	0.85	0.13	0.85
	3	1.45	0.68	1.38	0.75	0.07	0.91
	4	1.42	0.66	1.37	0.65	0.05	1.01
	5	1.44	0.64	1.39	0.63	0.05	1.01
	6	1.88	1.12	1.97	1.05	-0.09	1.06
3-4	1	2.12	0.99	2.05	0.90	0.07	1.10
	2	1.77	1.02	1.67	0.94	0.10	1.08
5-6	1	2.30	1.07	2.09	0.93	0.21	1.16
	2	2.03	1.13	1.84	1.00	0.20	1.12
7-8	1	2.42	1.09	2.06	0.94	0.36	1.16
	2	1.98	1.23	1.72	1.10	0.26	1.11
9-12	1	2.47	1.08	2.19	0.87	0.27	1.25
	2	2.29	1.19	1.89	1.05	0.40	1.13

Summary of the 10% Audit Inter-Rater Reliability

Inter-rater reliability statistics and evidence collected and presented here demonstrate that the local raters and Questar raters in general had a high degree of agreement on the NYSESLAT scores. A few items had greater disagreement (e.g., items in Grades 9–12). In these cases, the local raters generally gave higher scores than those given by Questar raters.

5.7 Accuracy and Consistency of Performance Level Classifications

The NYSESLAT scale scores are used to categorize student performance into one of four proficiency levels (Beginning, Intermediate, Advanced, and Proficient). Although it is important to know that student scores are highly reliable in any examination, it is perhaps of even greater importance to evaluate the reliability of the decisions based on these scores. The previous vendor assessed the reliability of classification decisions via an analysis of the probabilities of correct and consistent classification of student performance. Livingston and Lewis (1995) developed procedures to do this, and these procedures were applied to derive measures of the accuracy and consistency of the classifications for the NYSESLAT.

The accuracy of decisions is the extent to which decisions would agree with those that would be made if each student could somehow be tested with all possible forms of the examination. The consistency of decisions is the extent to which decisions would agree with those that would have been made if the students had taken a parallel form of the NYSESLAT, which would be defined as equal in difficulty and covering the same content as the form they actually took. These notions are graphically displayed in Figure 2 and Figure 3.

Figure 2—Classification Accuracy

		Decision made on a form actually taken	
		Does Not Achieve Proficient Status	Achieves Proficient Status
True status made on all-forms average	Does Not Achieve Proficient Status	Correct Classification	Misclassification
	Achieves Proficient Status	Misclassification	Correct Classification

Note: Adapted from Young and Yoon (1998)

Figure 3—Classification Consistency

		Decision made on the second form taken	
		Does Not Achieve Proficient Status	Achieves Proficient Status
Decision made on the first form taken	Does Not Achieve Proficient Status	Correct Classification	Misclassification
	Achieves Proficient Status	Misclassification	Correct Classification

Note: Adapted from Young and Yoon (1998)

In Figure 2, accurate classifications occur when the decision made based on the average of all-theoretical forms agrees with the decision made on the form actually taken. Misclassifications are defined as the case where a student who achieves a score of “Does Not Achieve Proficient Status” for his or her all-theoretical forms average is classified incorrectly as “Achieves Proficient Status.” In Figure 3, consistent classification occurs when two forms agree on the classification of a student as either Achieves Proficient Status or Does Not Achieve Proficient Status, whereas inconsistent classification occurs when the decisions made by the forms differ.

Decision consistency and accuracy techniques are outlined and implemented by Hanson (1991), Haertel (1996), Livingston and Lewis (1995), and Young and Yoon (1998). The previous vendor used the BB-Class software developed by Hanson (1995) to conduct these analyses. Estimates of decision accuracy and consistency were made for the Achieves Proficient Status cut points on the total scores reported in the NYSESLAT.

Table 25 contains the proportions of False Positive and False Negative classifications. The sum of the Accuracy, False Positive, and False Negative values should be equal to 1.00. However, because of rounding, the table values may not always equal 1.00. False Positive and False Negative classifications refer to the mismatch between student true scores and observed scores. The proportions of student scores misclassified into the category of Achieves Proficient Status are labeled as False Positive. The proportion of student scores misclassified into the category Does Not Achieve Proficient Status when student scores meet proficient status is contained in the False Negative column.

Table 25 also presents the decision accuracy and consistency results for the Achieves Proficient Status cut scores for the total score. The table has the following information:

- Accuracy
- False positives
- False negatives
- Consistency

Decision consistency refers to the agreement between the classifications based on the form actually taken and the classifications that would be made based on an alternate form. For example, the chance that Kindergarten students were classified the same was 92%. Across grades, the consistency ranged from 90% to 94%.

Decision accuracy refers to the agreement between the classifications based on the form actually taken and the classifications that would be made if each student could somehow be tested with all possible forms (i.e., the true score) of the examination. For example, for Kindergarten students, 92% of the classifications at the proficiency level were accurate, while 4% percent of the students were classified as Proficient when they were not. Four percent of students were classified as Not Proficient when they were Proficient.

Table 25 also illustrates the general rule that decision consistency is lower than decision accuracy. This is understandable because decision consistency is dependent on a single alternate form, while accuracy relates to the agreement of the assessment classification with the classification on multiple forms where the variation on a single form would be subsumed under the overall variation based on countless multiple forms to produce true scores. The false positive ranged from 3% to 4%, and the false negative ranged from 3% to 6% across all the grades.

Table 25—Classification Accuracy and Consistency by Grade

Grade	Accuracy	False Positives	False Negatives	Consistency
K	0.92	0.04	0.04	0.89
1	0.93	0.03	0.03	0.91
2	0.90	0.04	0.06	0.86
3	0.93	0.03	0.04	0.90
4	0.92	0.03	0.04	0.89
5	0.93	0.03	0.04	0.89
6	0.94	0.03	0.03	0.91
7	0.93	0.04	0.04	0.89
8	0.93	0.03	0.04	0.90
9	0.94	0.03	0.03	0.91
10	0.94	0.03	0.03	0.91
11	0.92	0.04	0.04	0.89
12	0.90	0.04	0.06	0.86

CHAPTER 6: VALIDITY

Assessments constructed by Questar support the standards set forth in the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999). The judgments made in this technical report regarding test validity are based upon the following¹:

- Test content: “an analysis of the relationship between a test’s content and the construct it is intended to measure” (p. 11)
- Internal structure: “the degree to which the relationships among test items and test components conform to the construct on which the proposed test score interpretations are made” (p. 13)
- Relationships to other variables: “analyses of the relationship of test scores to variables external to the test” (p. 13)

6.1 Content Validity

Test content as evidence of validity is evidenced by the relationship between test material and items in that they should represent an appropriate sampling of the knowledge, skills, and understanding of the construct or domain being assessed. The definitions of those skills, knowledge, and understanding come from the New York State ESL learning standards. As such, the standards define what is expected of ELL students in the state of New York. To ensure the content validity of the assessment, multiple steps are taken to align the NYSESLAT items and test forms to these standards.

With input from NYSED assessment and content specialists, psychometricians and ELL assessment specialists developed a test blueprint (see Chapter 2 for further details) that includes a range of item types that can measure the appropriate standards in terms of which standards and performance indicators lend themselves to assessment on a standardized test. The item types can also measure performance indicators from the ESL learning standards. This determination was made by ELL assessment specialists who worked with committees of New York State ESL teachers in order to identify which performance indicators are suited to classroom use only and, consequently, would not become part of the assessment.

Item writers for the NYSESLAT received item-writing assignments and were instructed to use NYSESLAT item type specifications and the ESL learning standards to write their items. Specifically, they were asked to use these materials to guide their writing and identify which standards and performance indicators were the best match to what the items were intended to measure. Committees of New York State teachers then reviewed the items as part of the review process, which included discussion and agreement upon the standards and performance indicators assigned to each item.

Performance standards and indicators were part of several criteria—including item statistics, content diversity, and gender and ethnic balance of item subjects—that were taken into consideration by ELL assessment specialists and NYSED assessment and content specialists

¹ The page numbers in parentheses refer to the page numbers in the Standards for Educational and Psychological Testing, 1999.

during forms construction to ensure that forms reflected broad coverage of the ESL learning standards. Following forms construction, assessment specialists developed item maps for each form to show this coverage. ELL assessment specialists and content specialists at NYSED reviewed the item maps to confirm the alignment of a given form to the learning standards. This item mapping is detailed in Table 9 and in Appendices A.1 and A.2 as evidence for the alignment to the ESL learning standards.

6.2 Internal Structure

A coherent assessment is not a random collection of assessment tasks or test items. The tasks selected for inclusion in an assessment are intended to contribute positively to the total result. One way of providing evidence for this is to assess the interrelationship of the tasks for the test, referred to as the internal structure of the assessment. The following questions are often posed to investigate the internal structure of education assessments (Nitko, 2004):

- Do all of the assessment tasks “work together” so that each task contributes positively toward assessing the quality of interest?
- If different parts of the assessment procedure are to provide unique information, do the results support this uniqueness?
- If different parts of the assessment procedure are to provide the same or similar information, do the results support this?

Correlations based on raw scores of the four modalities (Speaking, Listening, Reading, and Writing) are calculated to investigate the answers to these questions. Table 26 and Table 27 show the intercorrelation of the four modalities by grade band and grade. The evidence of internal structure of the 2013 NYSESLAT can also be illustrated by examining the point-biserial correlation coefficients and fit statistics provided in Appendix B and Appendix D.

Table 26—Intercorrelation Among the Modalities by Grade Band

Grade Band	Modality	Correlation Coefficient			
		Listening	Speaking	Reading	Writing
K	Listening	1.00			
	Speaking	0.64	1.00		
	Reading	0.61	0.45	1.00	
	Writing	0.58	0.47	0.78	1.00
1–2	Listening	1.00			
	Speaking	0.68	1.00		
	Reading	0.68	0.56	1.00	
	Writing	0.67	0.61	0.83	1.00
3–4	Listening	1.00			
	Speaking	0.69	1.00		
	Reading	0.75	0.60	1.00	
	Writing	0.73	0.64	0.79	1.00
5–6	Listening	1.00			
	Speaking	0.71	1.00		
	Reading	0.74	0.61	1.00	
	Writing	0.77	0.72	0.79	1.00
7–8	Listening	1.00			
	Speaking	0.69	1.00		
	Reading	0.74	0.62	1.00	
	Writing	0.75	0.73	0.79	1.00
9–12	Listening	1.00			
	Speaking	0.71	1.00		
	Reading	0.75	0.61	1.00	
	Writing	0.77	0.72	0.78	1.00

Table 27—Intercorrelation Among the Modalities by Grade

Grade	Modality	Correlation Coefficient			
		Listening	Speaking	Reading	Writing
K	Listening	1.00			
	Speaking	0.64	1.00		
	Reading	0.61	0.45	1.00	
	Writing	0.58	0.47	0.78	1.00
1	Listening	1.00			
	Speaking	0.65	1.00		
	Reading	0.63	0.50	1.00	
	Writing	0.64	0.57	0.81	1.00
2	Listening	1.00			
	Speaking	0.70	1.00		
	Reading	0.70	0.60	1.00	
	Writing	0.67	0.64	0.83	1.00

Table 27 (continued)—Intercorrelation Among the Modalities by Grade

Grade	Modality	Correlation Coefficient			
		Listening	Speaking	Reading	Writing
3	Listening	1.00			
	Speaking	0.66	1.00		
	Reading	0.72	0.56	1.00	
	Writing	0.69	0.61	0.77	1.00
4	Listening	1.00			
	Speaking	0.72	1.00		
	Reading	0.77	0.62	1.00	
	Writing	0.75	0.67	0.80	1.00
5	Listening	1.00			
	Speaking	0.69	1.00		
	Reading	0.73	0.59	1.00	
	Writing	0.75	0.70	0.78	1.00
6	Listening	1.00			
	Speaking	0.73	1.00		
	Reading	0.75	0.62	1.00	
	Writing	0.78	0.73	0.79	1.00
7	Listening	1.00			
	Speaking	0.68	1.00		
	Reading	0.73	0.61	1.00	
	Writing	0.75	0.73	0.78	1.00
8	Listening	1.00			
	Speaking	0.70	1.00		
	Reading	0.74	0.63	1.00	
	Writing	0.76	0.73	0.79	1.00
9	Listening	1.00			
	Speaking	0.76	1.00		
	Reading	0.75	0.65	1.00	
	Writing	0.79	0.77	0.78	1.00
10	Listening	1.00			
	Speaking	0.69	1.00		
	Reading	0.73	0.59	1.00	
	Writing	0.74	0.69	0.75	1.00
11	Listening	1.00			
	Speaking	0.63	1.00		
	Reading	0.72	0.54	1.00	
	Writing	0.72	0.64	0.75	1.00
12	Listening	1.00			
	Speaking	0.68	1.00		
	Reading	0.78	0.60	1.00	
	Writing	0.77	0.67	0.80	1.00

Observations of the language proficiency assessment subtests in Table 26 are as follows:

- Listening and Speaking are moderately correlated for grade bands ranging from 0.64–0.71.
- Listening and Reading are moderately correlated for grade bands ranging from 0.61–0.75.
- Listening and Writing are moderately correlated for grade bands ranging from 0.58–0.77.
- Speaking and Reading are moderately correlated for grade bands ranging from 0.45–0.61.
- Speaking and Writing are moderately correlated for grade bands ranging from 0.47–0.73.
- Reading and Writing are moderately correlated for grade bands ranging from 0.78–0.83.
- The language domain pairs of Listening and Speaking and Reading and Writing are moderately to highly correlated, while Speaking and Reading are not as highly correlated.

The results of these internal correlations follow what is theoretically expected, that the Reading and Writing subtests have the highest correlation range (from 0.78 to 0.83) across the six grade bands. The Speaking and Reading subtests have the lowest correlation range (from 0.45 to 0.61).

The following bullet lists contain some observations regarding the NYSESLAT subtests and the results found in Table 27:

Kindergarten

- Students in this age group typically have more advanced Listening and Speaking skills compared to their Reading and Writing skills. The expected outcome is that neither Reading nor Writing will correlate highly with Listening or Speaking.
- Speaking and Listening have a correlation of 0.64, and Reading and Writing have a correlation of 0.78. Speaking and Reading have a low correlation of 0.45; Listening and Reading have a moderate correlation of 0.61; Speaking and Writing have a low correlation of 0.47; and Listening and Writing have a moderate correlation of 0.58.

Grades 1–8

- Correlation between Listening and Writing varies between 0.64 and 0.78.
- A possible explanation for this trend is that students in this age group are required to expand the use of and development of their writing skills. At the same time, there are limited increases in the demands placed upon their listening skills.

Grades 9–12

- The correlation between Listening and Writing varies between 0.72 and 0.79.

Again, the internal correlations, and, thus, the internal structure of the test, follow expectations for the most part. Across all grades, Reading and Writing have the highest correlation range from 0.78 to 0.83, and Speaking and Reading have the lowest correlation range from 0.45 to 0.61.

Factor Analysis: Principal Component Analysis (PCA)

In test development, a psychological construct (i.e., an attribute or ability that cannot be physically measured, such as English language proficiency) is often used as a basis for the test blueprint. Therefore, construct validity is important in the validation process because it determines if the test measures what it is intended to measure. Although theoretical constructs are not observable, statistical methods can be used to establish the relationship between scores and the theoretical construct.

In 2014, a principal component analysis (PCA), or exploratory factor analysis (EFA), was conducted to identify the factor structure for the NYSESLAT scores. Using PCA, observed variables are a linear combination of the underlying factors. Communality is the variance of observed variables accounted by the common factor, and large communality is usually a strong indicator of an underlying construct (Harman, 1976; Kim and Muller, 1978). In PCA, hierarchical decomposition is used to identify the underlying factors. PCA decomposes an adjusted correlation matrix in which the diagonals have been adjusted for the unique factors. The amount of variance explained is equal to the trace of the matrix, which is the sum of the adjusted diagonals or communalities. Squared multiple correlations (SMCs) are used as communality estimates on the diagonals of the adjusted correlation matrix. With PCA, the observed variables are expressed as a linear combination of the underlying and unique factors.

For the NYSESLAT, items were developed for four modalities (Speaking, Listening, Reading, and Writing). It may be assumed that one common factor (English language ability) is underlying student responses to all NYSESLAT test items, but it may also be expected that the four modalities are unique and different and that more than one factor may be underlying the NYSESLAT scores.

To evaluate whether one or many common factors are underlying the student performance on the NYSESLAT, a PCA was conducted on the matrix of polychoric correlation for each grade band. Because the NYSESLAT contains both multiple-choice and constructed-response items with very few score categories (dichotomous or Likert-type), a matrix of polychoric correlation was used for PCA (a regular PCA uses Pearson correlation coefficients, which assumes score categories are continuous).

In factor analysis, the Kaiser rule is often used to identify the number of factors (Kaiser, 1960). The Kaiser rule states that only eigenvalues greater than 1 are retained. In addition, the variance explained by each component is also useful in evaluating the magnitude of the components.

Table 28 presents components with eigenvalues greater than 1, the proportion of variance explained, and the cumulative percent for each component. Between six and seven factors are retained based on the Kaiser rule. The first principal component has the largest eigenvalue, which accounted for the most variance for all grade bands. Overall, the first component accounted for approximately 38% to 42% of the total variance (the bold letters in Table 28). In addition, more than one factor with an eigenvalue greater than 1 is present for the different grade bands, which suggests that small additional factors also exist. The ratio of the variance accounted for by the first factor to the remaining factors was at four to eight times.

Table 28—Eigenvalues (>1) by Grade Band

Grade Band	Component	Total	% of Variance	Cumulative %	Grade Band	Component	Total	% of Variance	Cumulative %
K	1	28.20	38.11%	38.11%	1–2	1	32.57	42.30%	42.30%
	2	6.04	8.16%	46.27%		2	5.37	6.97%	49.28%
	3	2.48	3.36%	49.63%		3	2.28	2.96%	52.24%
	4	2.31	3.12%	52.75%		4	1.99	2.59%	54.83%
	5	1.43	1.93%	54.68%		5	1.07	1.38%	56.21%
	6	1.19	1.60%	56.29%		6	1.00	1.30%	57.51%
	7	1.07	1.45%	57.74%		--	--	--	--
3–4	1	32.00	40.51%	40.51%	5–6	1	35.04	41.72%	41.72%
	2	4.72	5.97%	46.48%		2	4.44	5.28%	47.00%
	3	1.88	2.39%	48.87%		3	1.98	2.35%	49.35%
	4	1.59	2.01%	50.88%		4	1.45	1.72%	51.07%
	5	1.15	1.45%	52.33%		5	1.26	1.50%	52.58%
	6	1.02	1.29%	53.62%		6	1.05	1.25%	53.83%
7–8	1	35.39	42.13%	42.13%	9–12	1	34.35	40.90%	40.90%
	2	4.57	5.44%	47.57%		2	4.41	5.24%	46.14%
	3	2.00	2.38%	49.96%		3	2.14	2.54%	48.68%
	4	1.54	1.84%	51.79%		4	1.55	1.85%	50.53%
	5	1.43	1.70%	53.49%		5	1.34	1.59%	52.13%
	6	1.31	1.56%	55.05%		6	1.08	1.29%	53.41%
	7	1.06	1.26%	56.31%		7	1.03	1.22%	54.63%

Results from PCA suggest that a dominant factor is underlying the NYSESLAT and that student performance is largely determined by that dominating factor. Although few small factors were also identified by the Kaiser rule, it is clear that the first principal components account for the most variance, that one major construct is underlying the NYSESLAT, and that it is reasonable to use the total score (instead of using the combined modality scores of Speaking and Listening, and Reading and Writing) for scaling (see Chapter 7 for more details).

6.3 External Structure

An additional source of validity evidence is sometimes called external criterion validity. To provide evidence of this, the external structure of the NYSESLAT with an external criterion was assessed. In particular, the data from two other tests were used. For ELL students in Grades 3–8, data from those who took both the NYSESLAT in May 2014 and the New York State English Language Arts (ELA) Test in January 2014 were examined. In the State of New York, all ELL students, with the exception of first-year ESL students, must take the ELA Test. For ELL students in Grades 10–12, data from those who took both the NYSESLAT in May 2014 and the New York State Regents Comprehensive Examination in English (Regents Comp Exam in English) in June 2014 were analyzed. The Regents Comp Exam in English is an end-of-course exam that all high school students, including ELL students, are required to pass as a high school graduation requirement. Students may take the exam in any grade, but most students take the exam in Grade 11.

Because the NYSESLAT is intended to be a measure of annual student progress in the achievement of academic English language proficiency, it should be expected that ELL students who score proficient on the NYSESLAT would be able to perform well in mainstream classrooms. Therefore, they should, in theory, have a similar chance to pass the ELA Test and Regents Comp Exam in English as native English speakers who are required to take the state examinations. Hence, there should be a positive relationship between the NYSESLAT and the ELA Test and Regents Comp Exam in English, wherein those who perform well on the NYSESLAT are generally expected to perform well on the other two tests.

Relationship with the New York State English Language Arts (ELA) Test

Table 29 gives the sample size, minimum and maximum observed scores, means, standard deviations, and the correlation between the ELA Test and the NYSESLAT raw score total of Listening, Speaking, Reading, Writing, and the total score for Listening, Reading, and Writing (L/R/W) for each grade from Grades 3–8. The same information was also provided by grade band. Following this, Table 30 contains the sample size, minimum and maximum observed scores, means, standard deviations, and the correlation between the ELA test and the NYSESLAT total scale score from Grades 3–8.

The correlations between the ELA Test and the NYSESLAT raw score total of the two modalities (Reading and Writing) ranged from 0.67 to 0.74 across the six grades. The correlations are positive between the two tests, which is logical since the modalities tested in the NYSESLAT are the same as those in the ELA Test. The correlations between the ELA test and the NYSESLAT total scale score ranged from 0.66 to 0.71 across the six grades. The correlations in Table 30 are positive but slightly lower than the correlations in Table 29 because the NYSESLAT total combined scale scores include the Listening and Speaking modalities, while the ELA Test does not include Listening and Speaking portions.

In sum, a positive relationship exists between the NYSESLAT and the ELA Test, which provides evidence of the external structure check and demonstrates a positive relationship (moderate) between the two exams. It can be reasonably concluded that higher scores on the NYSESLAT are associated with higher scores on the ELA Test for each grade examined in this study.

Table 29—Descriptive Statistics of the NYSESLAT Raw Scores of All Modalities and Their Correlation with the ELA Test Total Scale Scores

Grade	N-Count	Modality	Max. Points	Mean	SD	Sample Min.	Sample Max.	Correlation with ELA
3	14,812	Listening	24	17.88	4.11	2	24	0.58
	14,812	Speaking	34	27.19	5.75	0	34	0.36
	14,812	Reading	25	16.83	4.72	2	25	0.70
	14,812	Writing	20	12.10	3.83	0	20	0.67
	14,812	L/R/W	69	46.80	11.16	8	69	0.74
	14,812	Total	103	73.99	14.98	12	103	0.69
4	15,235	Listening	24	19.99	3.70	2	24	0.59
	15,235	Speaking	34	28.66	5.56	0	34	0.37
	15,235	Reading	25	19.00	4.47	2	25	0.69
	15,235	Writing	20	14.07	3.67	0	20	0.65
	15,235	L/R/W	69	53.05	10.56	9	69	0.73
	15,235	Total	103	81.71	14.45	12	103	0.67
5	12,441	Listening	25	18.24	4.54	1	25	0.60
	12,441	Speaking	34	28.44	5.86	0	34	0.39
	12,441	Reading	27	18.81	5.60	0	27	0.69
	12,441	Writing	22	14.55	4.16	0	22	0.65
	12,441	L/R/W	74	51.61	12.67	4	74	0.73
	12,441	Total	108	80.04	16.74	10	108	0.69
6	12,203	Listening	25	19.22	4.56	2	25	0.60
	12,203	Speaking	34	28.89	6.21	0	34	0.40
	12,203	Reading	27	19.83	5.57	0	27	0.66
	12,203	Writing	22	15.25	4.23	0	22	0.62
	12,203	L/R/W	74	54.30	12.82	5	74	0.70
	12,203	Total	108	83.19	17.40	13	108	0.66
7	10,000	Listening	25	18.03	4.61	1	25	0.55
	10,000	Speaking	34	28.07	6.84	0	34	0.40
	10,000	Reading	27	19.16	5.91	1	27	0.64
	10,000	Writing	22	15.18	4.47	0	22	0.61
	10,000	L/R/W	74	52.37	13.36	10	74	0.67
	10,000	Total	108	80.44	18.41	11	108	0.64
8	9,727	Listening	25	18.76	4.61	2	25	0.57
	9,727	Speaking	34	28.12	6.96	0	34	0.41
	9,727	Reading	27	20.10	5.71	1	27	0.63
	9,727	Writing	22	15.55	4.41	0	22	0.62
	9,727	L/R/W	74	54.41	13.19	12	74	0.68
	9,727	Total	108	82.53	18.44	14	108	0.64

Table 30—Descriptive Statistics of the ELA Test and NYSESLAT Scale Scores

Grade	N-Count	Test	Mean	SD	Sample Min.	Sample Max.	Correlation with ELA
3	14,812	NYSESLAT Scale Score	827.64	21.58	747	909	0.70
		NYS ELA Scale Score	268.49	33.16	156	395	
4	15,235	NYSESLAT Scale Score	840.99	24.05	747	909	0.70
		NYS ELA Scale Score	267.73	31.64	154	374	
5	12,441	NYSESLAT Scale Score	831.59	23.31	741	912	0.71
		NYS ELA Scale Score	261.33	32.84	105	384	
6	12,203	NYSESLAT Scale Score	837.28	25.56	748	912	0.69
		NYS ELA Scale Score	262.70	29.38	134	356	
7	10,000	NYSESLAT Scale Score	833.82	26.30	742	914	0.66
		NYS ELA Scale Score	256.79	30.01	145	372	
8	9,727	NYSESLAT Scale Score	837.79	27.76	749	914	0.66
		NYS ELA Scale Score	254.15	31.00	113	380	

Proficiency Level Comparisons

As an additional way to demonstrate the positive relationship of student success on both exams, a crosstabs of the proficiency levels of the ELA Test and NYSESLAT was performed. Table 31 through Table 36 contain the percentage distributions of the ELA proficiency level by the NYSESLAT proficiency level for each grade from Grades 3–8.

In Table 31, nearly 100% of the Grade 3 students who classified as Beginning on the NYSESLAT were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Intermediate on the NYSESLAT, nearly 100% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Advanced on the NYSESLAT, about 93% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while approximately 7% of them were classified as Proficient on the ELA Test. Of the students who classified as Proficient on the NYSESLAT, nearly 76% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while approximately 24% of them were classified as Proficient on the ELA Test.

Table 31—Grade 3: Percentage of English Language Learners Scoring at Each ELA Level at NYSESLAT Proficiency Level

ELA Test	NYSESLAT Proficiency Levels			
	Beginning (N=1,296)	Intermediate (N=5,717)	Advanced (N=5,705)	Proficient (N=2094)
Level 1	98.84%	91.95%	60.12%	29.23%
Level 2	1.00%	7.68%	32.64%	46.32%
Level 3	0.15%	0.37%	7.12%	23.40%
Level 4	0.00%	0.00%	0.12%	1.05%
Total	100.00%	100.00%	100.00%	100.00%

In Table 32, nearly 100% of the Grade 4 students who classified as Beginning on the NYSESLAT were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Intermediate on the NYSESLAT, nearly 100% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Advanced on the NYSESLAT, 96% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while 4% of them were classified as Proficient on the ELA Test. Of the students who classified as Proficient on the NYSESLAT, 87% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while 13% of them were classified as Proficient on the ELA Test.

Table 32—Grade 4: Percentage of English Language Learners Scoring at Each ELA Level at NYSESLAT Proficiency Level

ELA Test	NYSESLAT Proficiency Levels			
	Beginning (N=1,236)	Intermediate (N=3,399)	Advanced (N=6,782)	Proficient (N=3,818)
Level 1	99.68%	95.59%	68.55%	38.16%
Level 2	0.24%	4.09%	27.82%	48.61%
Level 3	0.08%	0.24%	3.17%	11.71%
Level 4	0.00%	0.09%	0.46%	1.52%
Total	100.00%	100.00%	100.00%	100.00%

In Table 33, nearly 100% of the Grade 5 students who classified as Beginning on the NYSESLAT were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Intermediate on the NYSESLAT, nearly 100% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Advanced on the NYSESLAT, 96% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while 4% of them were classified as proficient on the ELA Test. Of the students who classified as Proficient on the NYSESLAT, 87% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while 13% of them were classified as Proficient on the ELA Test.

Table 33—Grade 5: Percentage of English Language Learners Scoring at Each ELA Level at NYSESLAT Proficiency Level

ELA Test	NYSESLAT Proficiency Levels			
	Beginning (N=1,006)	Intermediate (N=2,241)	Advanced (N=6,756)	Proficient (N=2,438)
Level 1	99.60%	98.71%	82.67%	44.54%
Level 2	0.20%	1.25%	16.47%	45.65%
Level 3	0.20%	0.04%	0.75%	7.83%
Level 4	0.00%	0.00%	0.10%	1.97%
Total	100.00%	100.00%	100.00%	100.00%

In Table 34, 100% of the Grade 6 students who classified as Beginning students on the NYSESLAT were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Intermediate on the NYSESLAT, nearly 100% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Advanced on the NYSESLAT, nearly 100% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while about 0.85% of them were classified as Proficient on the ELA Test. Of the students who classified as Proficient on the NYSESLAT, 91% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while 9% of them were classified as Proficient on the ELA Test.

Table 34—Grade 6: Percentage of English Language Learners Scoring at Each ELA Level at NYSESLAT Proficiency Level

ELA Test	NYSESLAT Proficiency Levels			
	Beginning (N=1,316)	Intermediate (N=1,877)	Advanced (N=5,966)	Proficient (N=3,044)
Level 1	99.62%	97.87%	74.79%	37.91%
Level 2	0.38%	2.08%	24.51%	56.67%
Level 3	0.00%	0.05%	0.62%	4.47%
Level 4	0.00%	0.00%	0.08%	0.95%
Total	100.00%	100.00%	100.00%	100.00%

In Table 35, nearly 100% of the Grade 7 students who classified as Beginning on the NYSESLAT were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Intermediate on the NYSESLAT, nearly 100% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Advanced on the NYSESLAT, 99% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while 1% of them were classified as Proficient on the ELA Test. Of the students who classified as Proficient on the NYSESLAT, 95% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while 5% of them were classified as Proficient on the ELA Test.

Table 35—Grade 7: Percentage of English Language Learners Scoring at Each ELA Level at NYSESLAT Proficiency Level

ELA Test	NYSESLAT Proficiency Levels			
	Beginning (N=1,375)	Intermediate (N=2,683)	Advanced (N=4,049)	Proficient (N=1,893)
Level 1	99.42%	97.24%	81.13%	57.69%
Level 2	0.58%	2.72%	17.88%	37.08%
Level 3	0.00%	0.04%	0.96%	4.65%
Level 4	0.00%	0.00%	0.02%	0.58%
Total	100.00%	100.00%	100.00%	100.00%

In Table 36, nearly 100% of the Grade 8 students who classified as Beginning on the NYSESLAT were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Intermediate on the NYSESLAT, nearly 100% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test. Of the students who classified as Advanced on the NYSESLAT, 99% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while 1% of them were classified as Proficient on the ELA Test. Of the students who classified as Proficient on the NYSESLAT, 95% of them were classified as Not Proficient (Level 1 and Level 2) on the ELA Test while 5% of them were classified as Proficient on the ELA Test.

Table 36—Grade 8: Percentage of English Language Learners Scoring at Each ELA Level at NYSESLAT Proficiency Level

ELA Test	NYSESLAT Proficiency Levels			
	Beginning (N=1,462)	Intermediate (N=2,581)	Advanced (N=4,095)	Proficient (N=1,589)
Level 1	99.38%	96.82%	78.90%	49.47%
Level 2	0.62%	3.18%	20.22%	44.93%
Level 3	0.00%	0.00%	0.88%	5.35%
Level 4	0.00%	0.00%	0.00%	0.25%
Total	100.00%	100.00%	100.00%	100.00%

Summary

These analyses and resulting correlations demonstrate that a moderately positive relationship exists between the NYSESLAT and the ELA Test. Positive correlations like these are evidence of external validity of an assessment. The positive correlations also show that higher scores on the NYSESLAT are associated with higher scores on the ELA Test. Since the ELA and the NYSESLAT tests were developed for different populations of students, these relationships will also be less than complete correlation. Hence, it is of no surprise that there is only a moderate, rather than a high, positive correlation between the two tests.

Compared to 2012, the most obvious finding for 2013 and 2014 is that for those students who were NYSESLAT Proficient, the percentage for ELA Level 1 was higher and the percentage for ELA Level 3 was lower. That is, fewer NYSESLAT Proficient students were also ELA

Proficient. It may be expected because (1) the NYSESLAT and ELA Test were developed for different purposes and used by different student populations and (2) both the NYSESLAT and the ELA Test went through significant changes in 2013, which could change the relationship between the two tests in terms of correspondence of performance levels. However, the high percentages of students classified as not proficient by both tests is a strong indication that students who cannot do well on one test also did not perform well on the other test, which remained the same for 2013 and 2014.

Relationship with the New York State Regents Comp Exam in English

Table 37 contains the sample size, maximum score points, minimum and maximum observed scores, means, standard deviations, and the correlation between the Regents Comp Exam in English and each of the NYSESLAT modalities' raw scores, as well as the total raw scores of Listening, Reading, and Writing for Grades 10–12. Table 38 presents the sample size, minimum and maximum observed scores, means, standard deviations, the correlation between the Regents Comp Exam in English, and the total NYSESLAT scale scores for Grades 10–12.

Table 37—Descriptive Statistics of the NYSESLAT Modalities' Raw Scores and Their Correlations with the Regents Comp Exam in English Total Scale Scores

Grade/ Grade Band	N-Count	Test	Max. Points	Mean	SD	Sample Min.	Sample Max.	Correlation with Regents English
10	2,014	Listening	25	19.83	4.36	3	25	0.52
		Speaking	34	28.09	6.67	0	34	0.39
		Reading	27	20.00	4.83	4	27	0.59
		Writing	22	15.94	3.90	0	22	0.58
		L/R/W Total	74	55.78	11.48	15	74	0.64
11	5,340	Listening	25	19.66	4.26	3	25	0.53
		Speaking	34	27.74	6.38	0	34	0.34
		Reading	27	20.30	4.67	4	27	0.57
		Writing	22	15.86	3.70	0	22	0.54
		L/R/W Total	74	55.81	10.95	13	74	0.63
12	3,527	Listening	25	19.17	4.15	4	25	0.39
		Speaking	34	27.63	6.11	0	34	0.27
		Reading	27	19.68	4.75	1	27	0.43
		Writing	22	15.29	3.63	0	22	0.44
		L/R/W Total	74	54.15	10.68	13	74	0.49
10–12	10,882	Listening	25	19.54	4.25	3	25	0.48
		Speaking	34	27.77	6.35	0	34	0.33
		Reading	27	20.04	4.73	1	27	0.52
		Writing	22	15.69	3.73	0	22	0.51
		L/R/W Total	74	55.27	10.99	13	74	0.58

Table 38—Descriptive Statistics of the NYSESLAT Modalities’ Scale Scores and Total Scale Scores and Their Correlations with the Regents Comp Exam in English Total Scale Scores

Grade/ Grade Band	N-Count	Test	Mean	SD	Sample Min.	Sample Max.	Correlation with Regents English
10	2,014	Regents English	53.07	17.94	0	95	--
		Total NYSESLAT	838.62	25.05	756	911	0.60
11	5,340	Regents English	57.65	17.43	0	97	--
		Total NYSESLAT	837.50	23.39	754	911	0.58
12	3,527	Regents English	58.96	15.63	0	97	--
		Total NYSESLAT	834.14	21.51	754	911	0.45
10–12	10,882	Regents English	57.23	17.09	0	97	--
		Total NYSESLAT	836.62	23.18	754	911	0.54

The correlation coefficients for the Regents Comp Exam in English scale scores and the NYSESLAT raw score total of the three modalities (Listening, Reading, and Writing) ranged from 0.49 to 0.64 across the three grades (10, 11, and 12). Within a grade, the combined modalities have higher correlations between the scale scores of the Regents Comp Exam in English than any individual modality of the NYSESLAT raw scores.

The correlations between the scale scores of the Regents Comp Exam in English and the NYSESLAT total scale scores for all four modalities combined ranged from 0.45 to 0.60 across the three grades. All correlations in Table 38 are positive but slightly lower than the correlations in Table 37 because of the NYSESLAT total combined scale scores including Speaking, which is not a portion of the Regents Comp Exam in English.

Proficiency Level Classification

The classification percentages on the NYSESLAT by proficiency level were also compared to passing and failing on the Regents Comp Exam in English for Grades 10–12. The results are presented in Table 39 through Table 41.

Table 39 shows that 25% of the Grade 10 students who scored Proficient on the NYSESLAT were college-ready, and 55% of them passed the Regents Comp Exam in English. The percentage of students who passed the Regents Comp Exam in English decreased to 32% for students at the Advanced level and 12% for students at the Intermediate levels.

Table 39—Grade 10: Percentage of ELL Students Passing/Failing the Regents Comp Exam in English at Each NYSESLAT Proficiency Level

Regents English Exam	NYSESLAT Proficiency Levels			
	Beginning (N=163)	Intermediate (N=498)	Advanced (N=765)	Proficient (N=588)
College Ready (75–100)	0.61%	2.41%	10.33%	25.00%
Not College Ready (0–74)	99.39%	97.59%	89.67%	75.00%
Pass (65–100)	2.45%	12.45%	32.29%	55.44%
Fail (0–64)	97.55%	87.55%	67.71%	44.56%

Table 40 shows that of the Grade 11 students who classified as Proficient on the NYSESLAT, 37% were college-ready and 71% passed the Regents Comp Exam in English. Of the students who classified as Advanced on the NYSESLAT, 50% passed. For those students who classified at the Beginning and Intermediate levels on the NYSESLAT, the percentage of students passing the Regents Comp Exam in English were 7% and 24%, respectively.

Table 40—Grade 11: Percentage of ELL Students Passing/Failing the Regents Comp Exam in English at Each NYSESLAT Proficiency Level

Regents English Exam	NYSESLAT Proficiency Levels			
	Beginning (N=419)	Intermediate (N=1,533)	Advanced (N=2,246)	Proficient (N=1,142)
College Ready (75–100)	1.67%	5.81%	19.28%	36.69%
Not College Ready (0–74)	98.33%	94.19%	80.72%	63.31%
Pass (65–100)	6.92%	24.01%	50.13%	70.93%
Fail (0–64)	93.08%	75.99%	49.87%	29.07%

Table 41 shows that of the Grade 12 students who classified as Proficient on the NYSESLAT, 30% were college-ready and 69% passed the Regents Comp Exam in English. Of the students who classified as Advanced on the NYSESLAT, 56% passed. For those students classified at the Beginning and Intermediate levels on the NYSESLAT, the percentage of students passing the Regents Comp Exam in English were 40% and 15%, respectively.

Table 41—Grade 12: Percentage of ELL Students Passing/Failing the Regents Comp Exam in English at Each NYSESLAT Proficiency Level

Regents English Exam	NYSESLAT Proficiency Levels			
	Beginning (N=295)	Intermediate (N=1,362)	Advanced (N=1,440)	Proficient (N=430)
College Ready (75–100)	4.07%	8.52%	19.03%	29.77%
Not College Ready (0–74)	95.93%	91.48%	80.97%	70.23%
Pass (65–100)	14.58%	33.99%	56.04%	69.07%
Fail (0–64)	85.42%	66.01%	43.96%	30.93%

Summary

The correlation analyses detailed above provide additional evidence of a moderately positive relationship between the NYSESLAT and the Regents Comp Exam in English. Furthermore, the evidence suggests, as other analyses do, that higher NYSESLAT scores are associated with higher scores on the Regents Comp Exam in English.

In addition to the evidence of a positive correlation between the two assessments, these analyses also confirm the validity of inferences made based upon the NYSESLAT cut scores. In other words, ELL students classified as Proficient on the NYSESLAT have a higher degree of passing scores on the Regents Comp Exam in English as opposed to ELL students who scored below the Proficient level on the NYSESLAT.

CHAPTER 7: CALIBRATION

This chapter describes the Item Response Theory (IRT) models and the processes used to calibrate the NYSESLAT. The Rasch model (Rasch, 1960) and the Partial Credit Model (PCM) (Masters, 1982) were used to calibrate and scale the NYSESLAT. The Rasch model was used for dichotomous items, and the PCM was used for polytomous items. These IRT models are regularly used to construct test forms for scaling and equating and to develop and maintain large item banks. All item and test analyses, including item-fit analysis, scaling, equating, diagnosis, and performance prediction, were accomplished within this framework. The previous vendor used Winsteps Version 3.27 to calibrate and scale the NYSESLAT (Linacre & Wright, 2000). Questar performed IRT analysis using Version 3.68.1 and has continued to use this version since 2011 (Linacre 2009).

7.1 Item Response Model and Rationale for Use

The Rasch model for dichotomous items and the PCM for polytomous items were used for developing, scoring, and reporting the NYSESLAT and were recommended for several reasons:

1. The 2012 (and prior) NYSESLAT vertical scale was created based on the pre-existing Stanford English Language Proficiency (SELP) vertical scale developed using the Rasch model. By using SELP items with known Rasch item difficulties, the vertical scale for the NYSESLAT could be created in a timely fashion.
2. The sample size requirements for calibration, scaling, and equating under the Rasch model and PCM are significantly smaller than they are for other IRT models. For example, the Rasch model requires the order of 400 students per form for equating versus approximately 1,500 students per form under the 3PL IRT model (Kolen and Brennan, 2004).
3. For the requirements of the NYSESLAT program, the Rasch model has a one-to-one relationship between raw scores and scale scores. That is, a student who answers a certain number of items correctly will receive the same scale score as a second student with the same raw score, regardless of which particular items within the test form were answered correctly.

These reasons led the previous vendor to recommend that the Rasch model be adopted as the IRT methodology for the NYSESLAT.

7.2 Evidence of Model Fit

Fit statistics are used for evaluating the goodness-of-fit of a model to the data. Fit statistics are calculated by comparing the observed and expected trace lines obtained for an item after parameter estimates are obtained using a particular model. Winsteps provides two kinds of fit statistics called mean squares that show the size of the randomness or amount of distortion of the measurement system.

The OUTFIT and INFIT statistics are used to ascertain the suitability of the data for constructing variables and making measures with the Rasch model. These fit statistics are mean-square standardized residuals for item by person responses averaged over persons and partitioned between ability groups (OUTFIT) and within ability groups (INFIT). When the observed item characteristic curve (ICC) departs from the expected ICC from a reference value of 1, there is an expectation of high ability students failing on an easy item or low ability students succeeding on a difficult one. The OUTFIT mean square evaluates the agreement between the observed ICC and the best-fitting Rasch model curve over the ability subgroups. It is a standardized outlier-sensitive mean-square fit statistic and is more sensitive to unexpected behavior by persons on items far from the person's ability level. The INFIT, on the other hand, is a within-group mean square that summarizes the degree of misfit remaining within ability groups after the between-group misfit has been removed from the total. The INFIT, therefore, is a standardized information-weighted mean square statistic, which is more sensitive to unexpected responses to items near the person's ability level. OUTFIT mean squares are influenced by outliers and are usually easy to diagnose and remedy. INFIT mean squares, on the other hand, are influenced by response patterns and are harder to diagnose and remedy. In general, mean squares near 1.0 indicate little distortion of the measurement system, while values less than 1.0 indicate that observations are too predictable (redundancy, model overfit). Values greater than 1.0 indicate unpredictability (unmodeled noise, model underfit).

When item-fit indices are lower than 0.6, they do not discriminate well and show a greater-than-expected degree of consistency. Similarly, a fit value higher than 1.5 indicates inconsistency in student scores on the item—e.g., some unexpectedly high scores for low-ability candidates and low scores for high-ability candidates.

To an extent, no data fit the IRT model perfectly. Items that degraded or distorted the measurement system were not included as anchor items and were excluded from the anchor pool. For the NYSESLAT, no items that had an INFIT/OUTFIT value greater than or equal to 2.0 were included as anchor items. The percentage of items flagged for INFIT and OUTFIT varied depending on the grade band and subtest. In general, around 0–2% of the items were flagged for INFIT, but the percentage of misfit was greater for OUTFIT across grade bands.

The OUTFIT and the INFIT statistics are presented in the item statistics tables in Appendix D. These numbers are updated based upon the 2013 anchor stability results.

7.3 Description of the Calibration Sample and Process

Data for calibration and scaling (about 80% of the population) represented the ELL population in all six Need/Resource Categories (NRCs): NYC, Large City, and High Need Urban/Suburban, Rural, Average Need, and Low Need districts. Also, note that both public and non-public students were included in the calibration.

For the 2014 NYSESLAT, a total score was reported. Items were calibrated freely by grade band because the 2014 operational forms contained only new items. Specifically, the Winsteps software program was used to conduct the item calibration.

7.5 Test Characteristic Curves (TCCs) for 2014

Test characteristic curves (TCCs) were obtained for each grade band (Figure 4 through Figure 9). For TCCs, the x -axis represents theta, or student ability, and the y -axis represents the expected score based on the number or proportion of items correctly solved by students. TCCs represent the relative difficulty of a given test form, with TCCs on the right representing more difficult test forms.

The conditional standard error of measurement (CSEM) was obtained for each grade band as well (Figure 10 through Figure 15). The x -axis represents theta, and the y -axis represents the CSEM. When theta is around 0, the CSEM is the smallest; when theta is either larger or smaller than 0, the magnitude of CSEM increases, which indicates less information.

Figure 4—TCC for Kindergarten

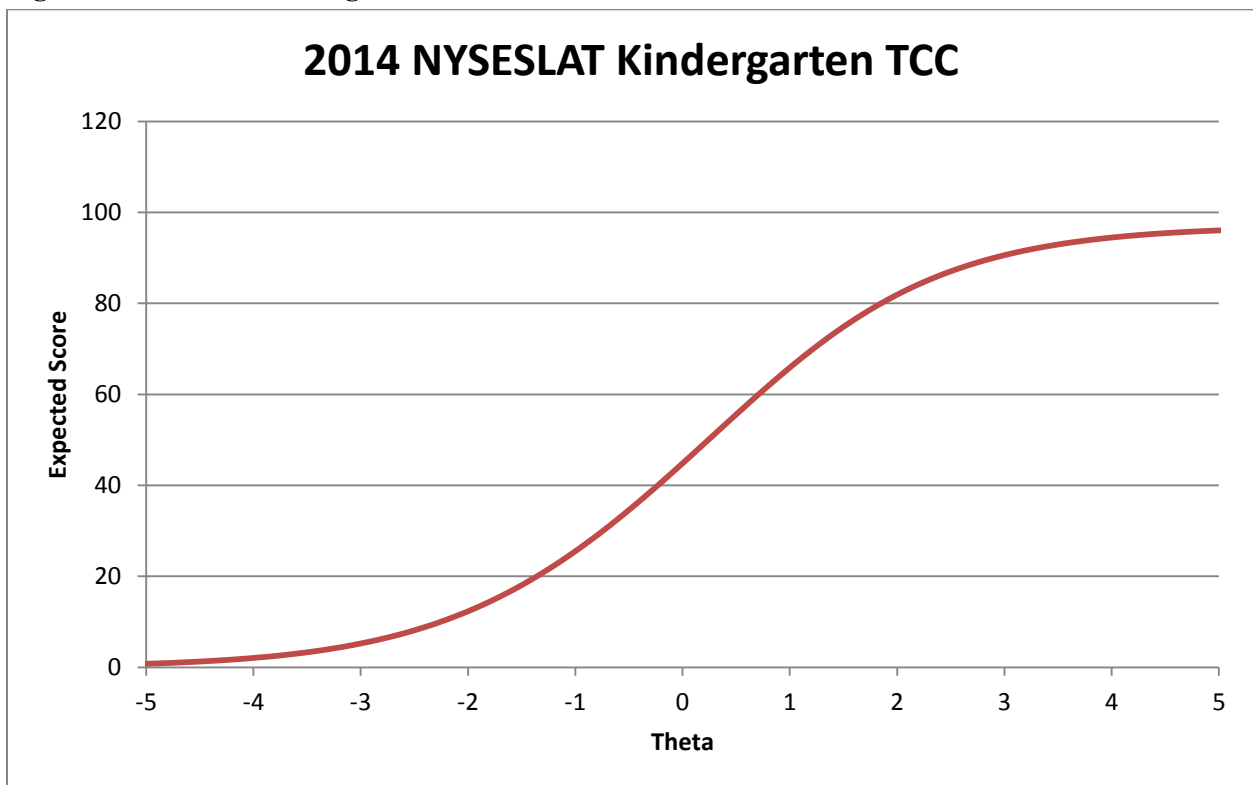


Figure 5—TCC for Grade Band 1–2

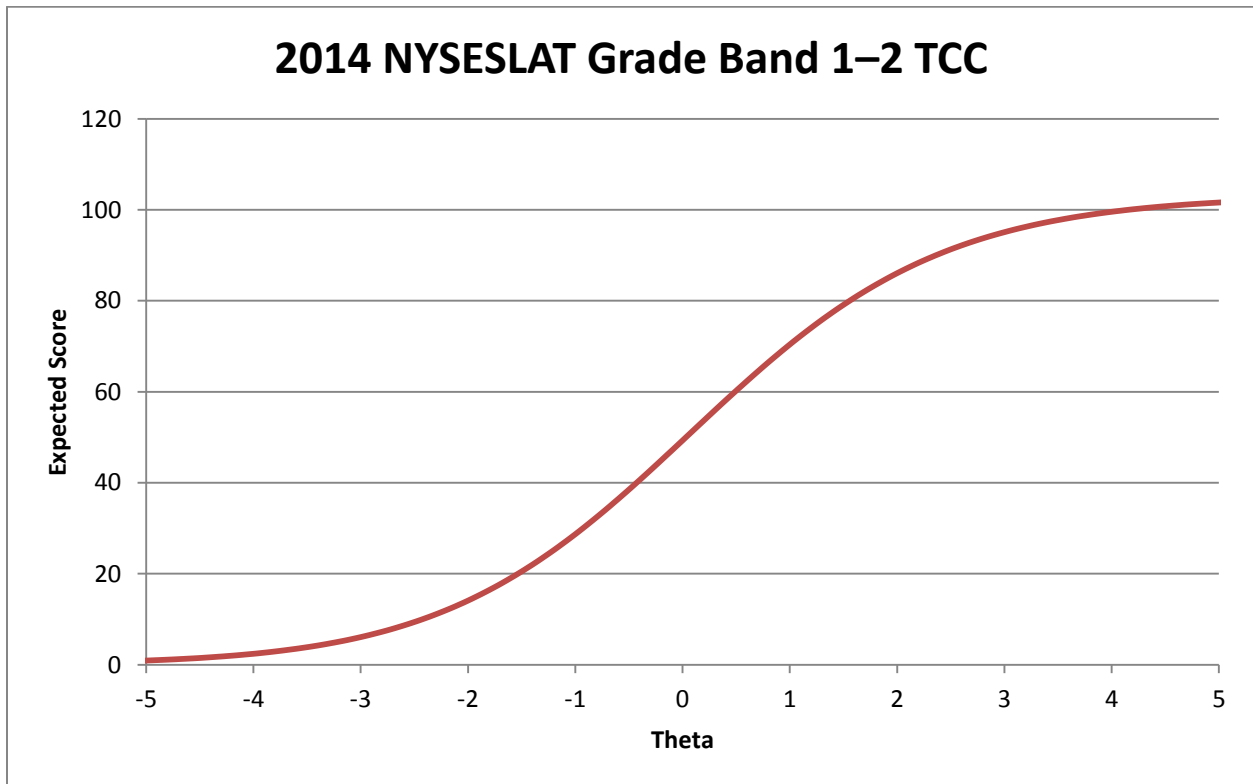


Figure 6—TCC for Grade Band 3–4

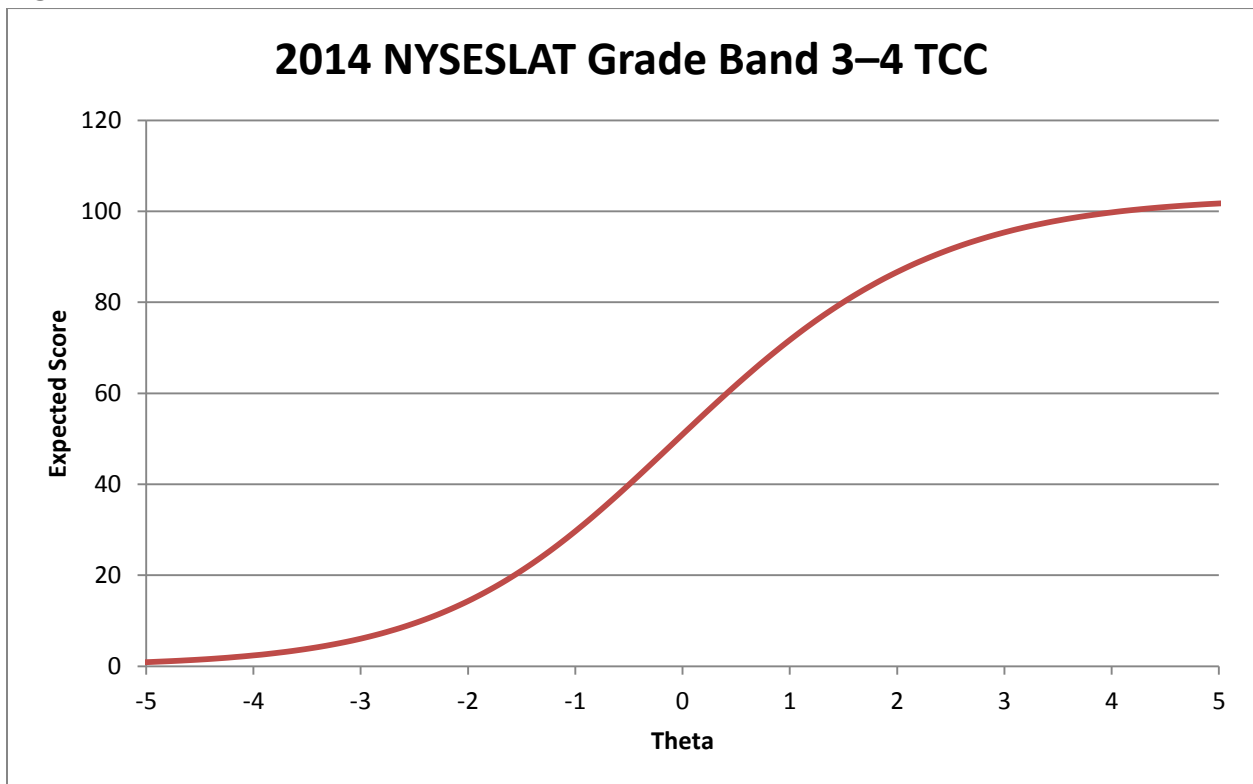


Figure 7—TCC for Grade Band 5–6

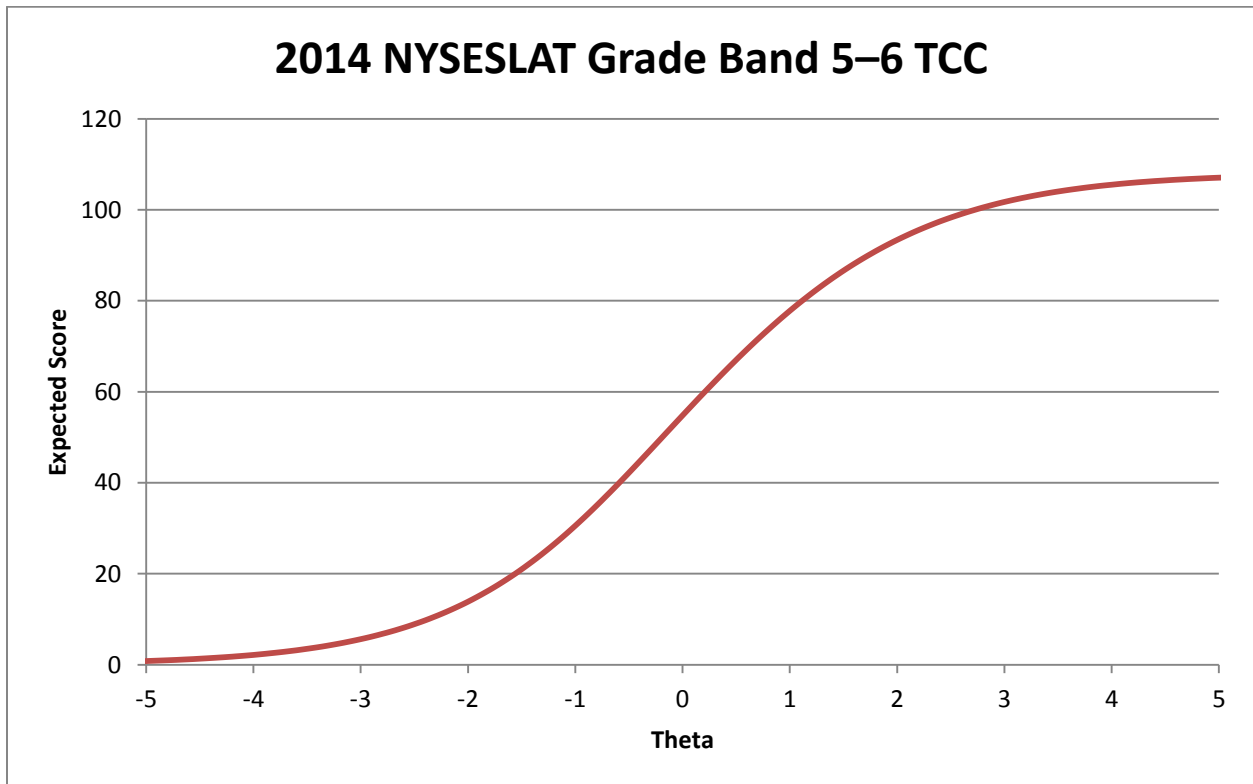


Figure 8—TCC for Grade Band 7–8

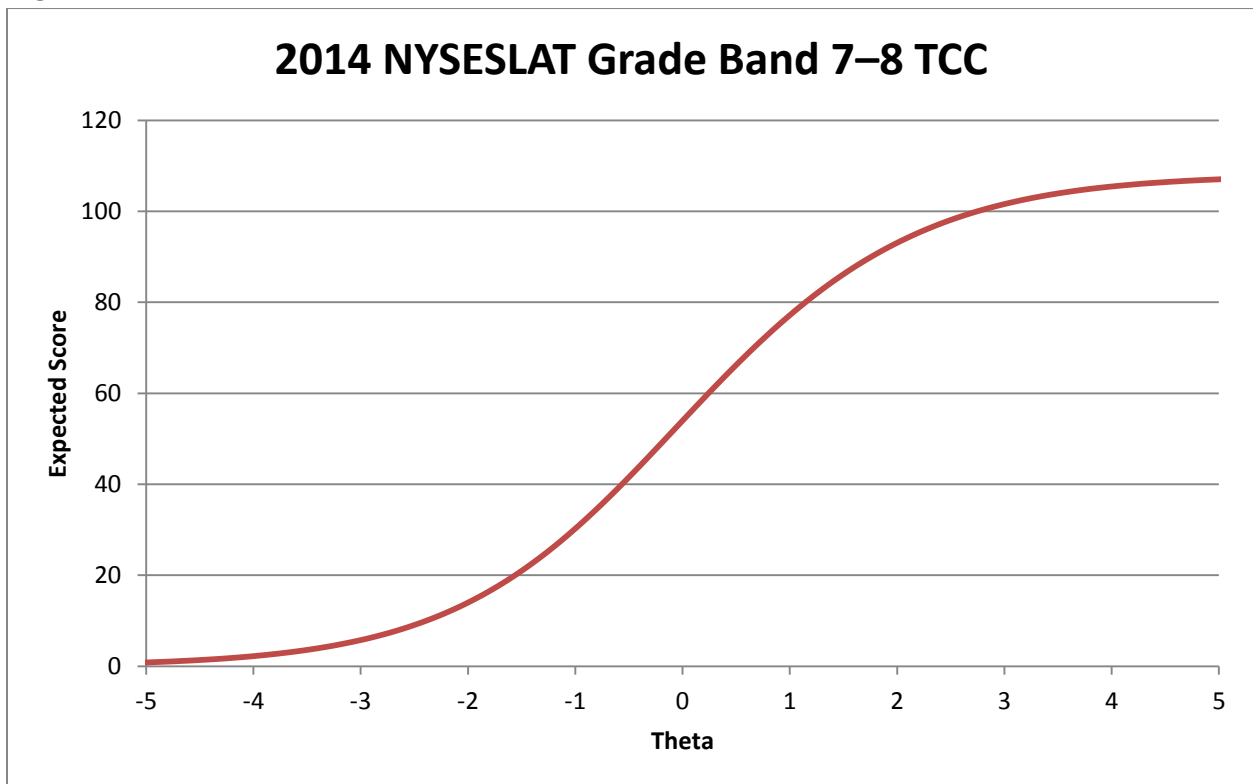


Figure 9—TCC for Grade Band 9–12

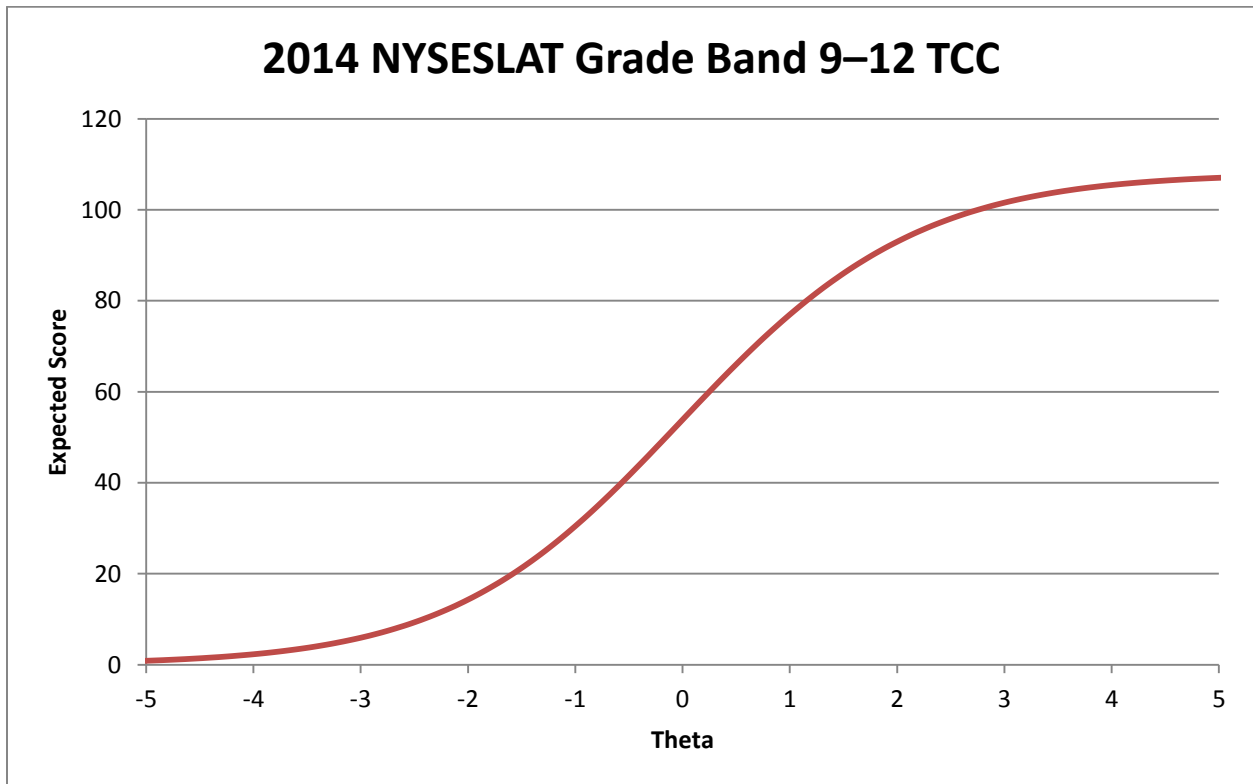


Figure 10—CSEM for Kindergarten

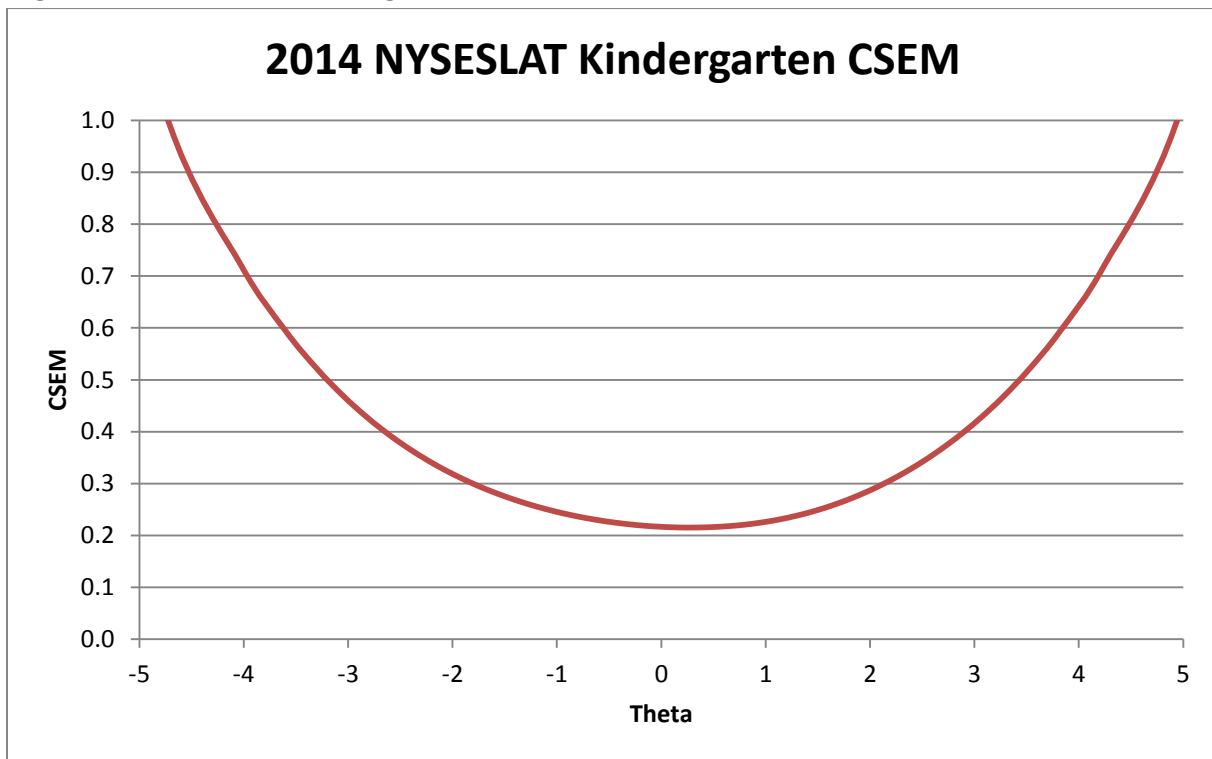


Figure 11—CSEM for Grade Band 1–2

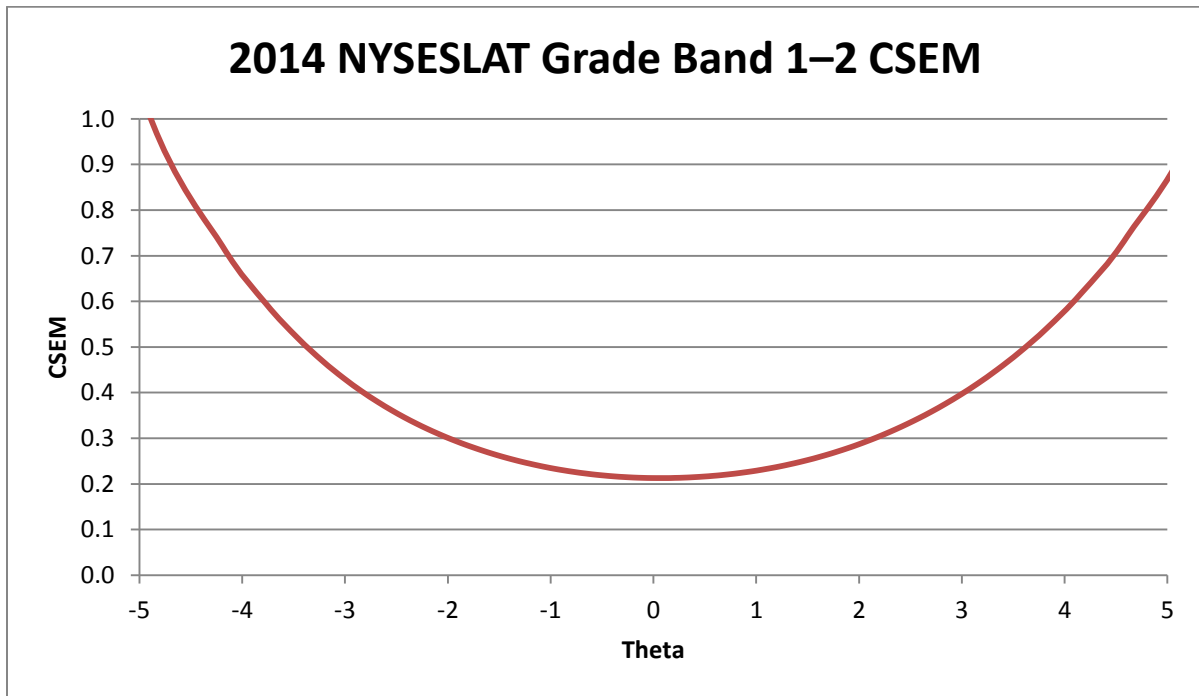


Figure 12—CSEM for Grade Band 3–4

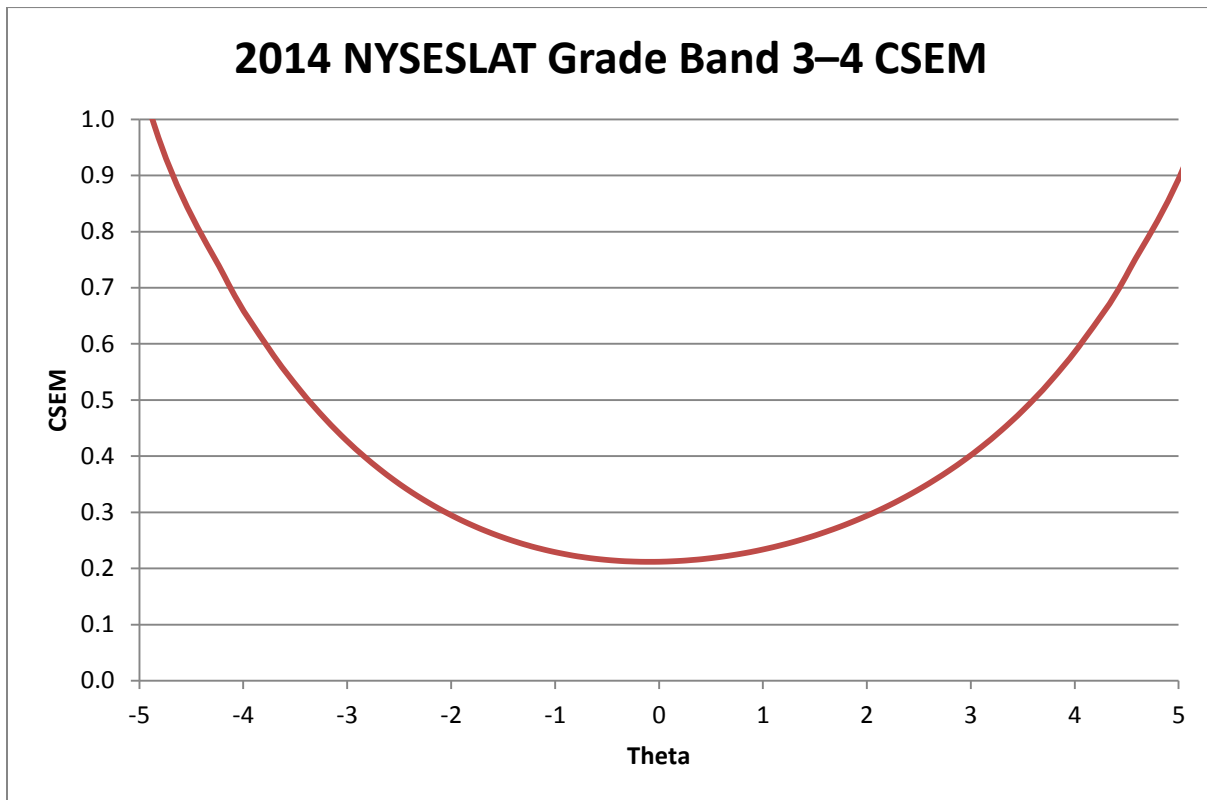


Figure 13—CSEM for Grade Band 5–6

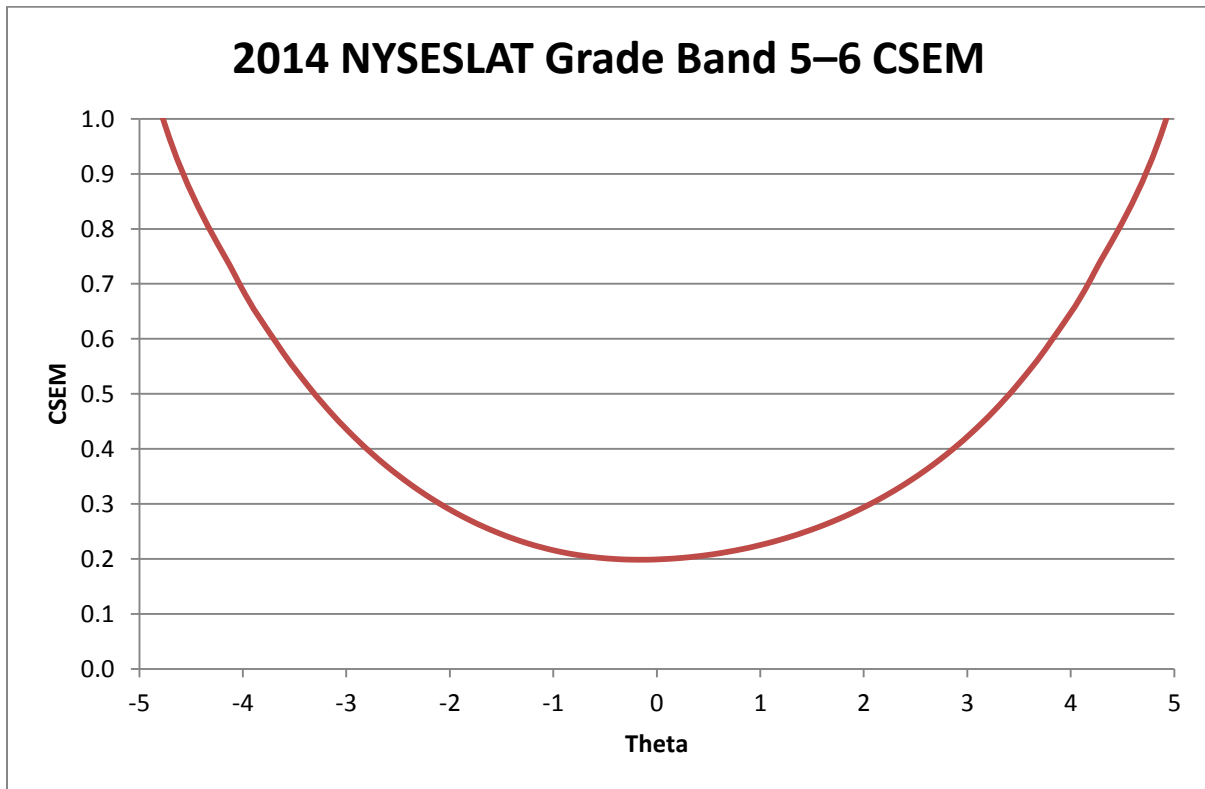


Figure 14—CSEM for Grade Band 7–8

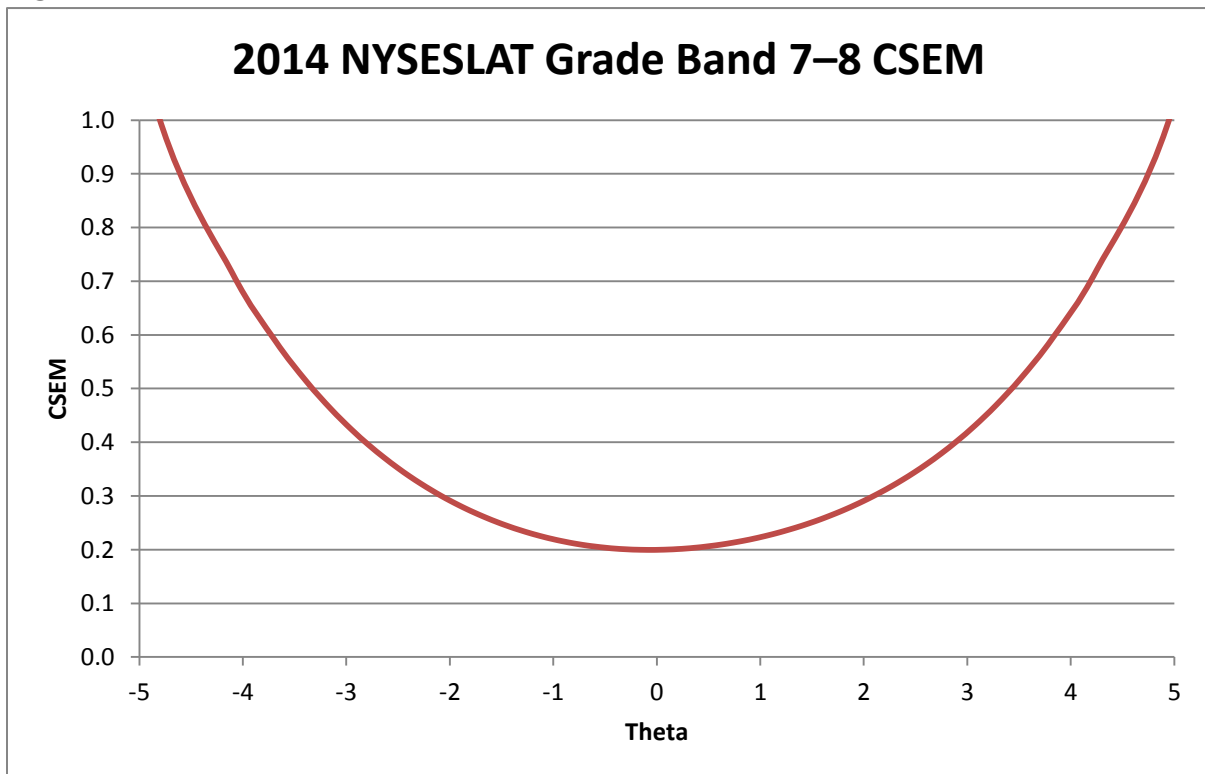
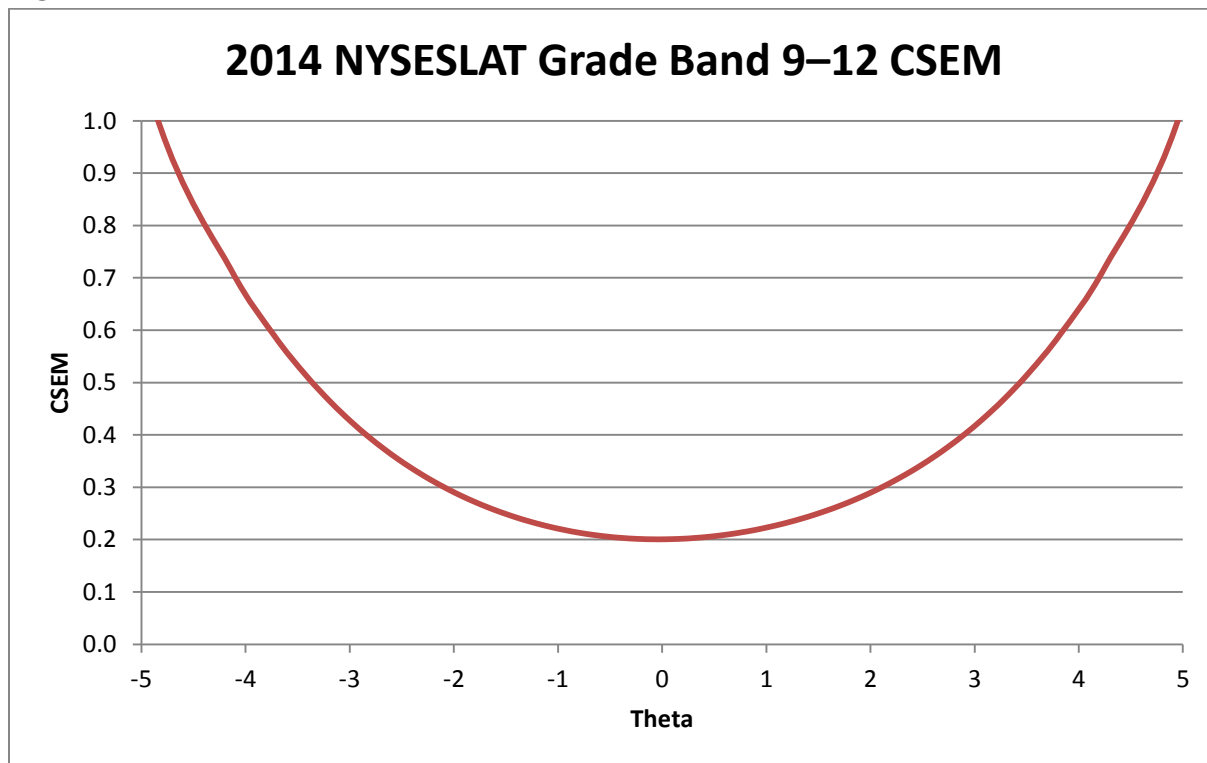


Figure 15—CSEM for Grade Band 9–12



7.6 Rasch Information

Appendix C contains the results of the operational items for the 2014 NYSESLAT. The following IRT item parameters are presented for each item grouped by modality (Listening, Speaking, Reading, and Writing):

- N-count (number of students)
- Rasch difficulty value
- Standard error (SE) of Rasch difficulty
- MNSQ INFIT: Standardized information-weighted mean-square statistic, which is sensitive to unexpected behavior affecting responses to items near the person's ability level
- MNSQ OUTFIT: Standardized outlier-sensitive mean-square fit statistic that is sensitive to unexpected behavior by persons on items far from the person's ability level
- Flag of misfit

Table 42 presents the grade band, the modality, the number of items in each modality, the maximum number of points attainable for each modality, and the average Rasch difficulty for each modality and the total score. Because items for each grade band were calibrated together and items from different grade bands were not on a vertical scale, the average Rasch difficulty for the total score is always 0. Appendix D includes item information at different cut points (based on total scores) for each item at each grade.

Table 42—Average Rasch Difficulty by Grade Band and Modality

Grade Band	Modality	Number of Items	Max. Points	Average Rasch Difficulty
K	Listening	24	24	-0.41
	Speaking	15	32	0.33
	Reading	25	25	0.15
	Writing	10	16	0.12
	Total	74	97	0.00
1–2	Listening	24	24	-0.56
	Speaking	16	34	0.18
	Reading	25	25	0.21
	Writing	12	20	0.44
	Total	77	103	0.00
3–4	Listening	24	24	-0.19
	Speaking	16	34	-0.16
	Reading	25	25	0.13
	Writing	14	20	0.27
	Total	79	103	0.00
5–6	Listening	25	25	-0.02
	Speaking	16	34	-0.36
	Reading	27	27	0.13
	Writing	16	22	0.16
	Total	84	108	0.00
7–8	Listening	25	25	0.10
	Speaking	16	34	-0.29
	Reading	27	27	0.08
	Writing	16	22	0.00
	Total	84	108	0.00
9–12	Listening	25	25	-0.05
	Speaking	16	34	-0.28
	Reading	27	27	0.15
	Writing	16	22	0.11
	Total	84	108	0.00

CHAPTER 8: SUMMARY OF THE OPERATIONAL TEST RESULTS

This chapter contains raw score and scale score summaries by grade and grade band.

- Table 43 details raw score summary by grade.
- Table 44 contains the raw score summary by grade band.
- Table 45 includes the sample size (n-count), the mean, median, interquartile range (IQR), range, and the standard deviation (SD) of the scale score.
- Table 46 presents the summary of the scale scores by grade band.
- Table 47 presents the percentage of students in each of the proficiency levels by grade.
- Table 48 presents the percentage of students in each of the proficiency levels by grade band.
- Table 49 presents the exit rate by grade from 2010 to 2014. Table 50 presents the exit rate by grade band from 2010 to 2014. These tables include n-counts and percentages of ELL students obtaining exit status after scoring at the Proficient Level (Level 4) on the total score. Similar analyses were conducted according to the following subgroups (see Appendices E, F, and G):
 - Gender
 - Ethnicity: American Indian or Alaska Native, Black or African American, Asian, Native Hawaiian/other Pacific Islander, Hispanic or Latino, White, and Multiracial (not of Hispanic origin)
 - Needs/Resource Group: NYC, Large City, High Need Urban/Suburban, High Need Rural, Average Need, Low Need, and Charter Schools
 - Seven language backgrounds: Chinese, English, Haitian-Creole, Korean, Russian, Spanish, and Other Language
 - Number of years as an ELL
 - Students with disabilities: Autism, emotional disturbance, learning disability, mental retardation, deafness, hearing impairment, speech or language impairment, visual impairment, orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury
- Table 51 through Table 63 present the scale score frequency distribution and state percentile rank (PR) for each scale score point by grade.

Table 43—Raw Score Summary by Grade

Grade	Test	N-Count	Mean	Median	IQR	Range	SD
K	Listening	27,359	19.18	21	6	24	4.45
	Speaking	27,359	22.17	24	9	32	7.81
	Reading	27,359	17.74	18	8	25	5.38
	Writing	27,359	10.65	12	8	16	4.79
	Total	27,359	69.75	74	24	97	18.56
1	Listening	26,875	19.15	20	5	24	4.24
	Speaking	26,875	24.56	27	10	34	8.04
	Reading	26,875	16.76	17	10	25	5.53
	Writing	26,875	12.47	14	8	20	5.13
	Total	26,875	72.93	77	26	103	19.44
2	Listening	22,290	20.95	22	3	24	3.74
	Speaking	22,290	26.88	29	7	34	7.76
	Reading	22,290	20.10	22	6	25	5.05
	Writing	22,290	14.92	16	5	20	4.69
	Total	22,290	82.86	89	18	103	18.59
3	Listening	17,238	16.93	18	7	24	4.90
	Speaking	17,238	25.00	27	9	34	8.57
	Reading	17,238	16.02	17	8	25	5.16
	Writing	17,238	11.37	12	6	20	4.30
	Total	17,238	69.31	74	25	103	19.81
4	Listening	17,571	18.97	21	6	24	4.81
	Speaking	17,571	26.58	29	8	34	8.41
	Reading	17,571	18.10	19	7	25	5.16
	Writing	17,571	13.24	14	5	20	4.37
	Total	17,571	76.89	84	22	103	20.17
5	Listening	14,771	17.06	18	7	25	5.45
	Speaking	14,771	25.96	29	9	34	8.99
	Reading	14,771	17.68	19	10	27	6.26
	Writing	14,771	13.47	15	7	22	4.92
	Total	14,771	74.17	81	28	108	22.57
6	Listening	14,561	17.88	19	8	25	5.65
	Speaking	14,561	26.29	30	9	34	9.34
	Reading	14,561	18.60	20	10	27	6.32
	Writing	14,561	14.11	15	7	22	5.06
	Total	14,561	76.88	85	30	108	23.54
7	Listening	12,424	16.78	18	8	25	5.38
	Speaking	12,424	25.32	29	12	34	9.59
	Reading	12,424	17.84	20	10	27	6.56
	Writing	12,424	13.92	15	8	22	5.25
	Total	12,424	73.86	81	34	108	23.68

Table 43 (continued)—Raw Score Summary by Grade

Grade	Test	N-Count	Mean	Median	IQR	Range	SD
8	Listening	12,148	17.48	19	8	25	5.43
	Speaking	12,148	25.38	29	12	34	9.66
	Reading	12,148	18.76	21	10	27	6.48
	Writing	12,148	14.35	16	7	22	5.18
	Total	12,148	75.96	84	34	108	23.76
9	Listening	16,097	16.64	18	10	25	6.04
	Speaking	16,097	22.92	27	17	34	11.00
	Reading	16,097	16.54	17	10	27	6.15
	Writing	16,097	13.00	14	8	22	5.47
	Total	16,097	69.10	76	43	108	25.82
10	Listening	13,017	17.63	19	8	25	5.53
	Speaking	13,017	24.97	28	12	34	9.06
	Reading	13,017	17.98	19	9	27	5.78
	Writing	13,017	14.09	15	7	22	4.88
	Total	13,017	74.66	80	33	108	22.16
11	Listening	8,789	18.59	20	8	25	5.12
	Speaking	8,789	26.21	29	11	34	7.90
	Reading	8,789	19.15	20	8	27	5.60
	Writing	8,789	14.88	16	6	22	4.61
	Total	8,789	78.83	84	26	108	20.01
12	Listening	7,517	18.63	20	7	25	5.52
	Speaking	7,517	26.92	30	9	34	8.03
	Reading	7,517	18.82	21	9	27	6.41
	Writing	7,517	14.53	16	6	22	5.20
	Total	7,517	78.90	86	25	108	22.24

Table 44—Raw Score Summary by Grade Band

Grade Band	Test	N-Count	Mean	Median	IQR	Range	SD
K	Listening	27,359	19.18	21	6	24	4.45
	Speaking	27,359	22.17	24	9	32	7.81
	Reading	27,359	17.74	18	8	25	5.38
	Writing	27,359	10.65	12	8	16	4.79
	Total	27,359	69.75	74	24	97	18.56
1–2	Listening	49,165	19.97	21	5	24	4.12
	Speaking	49,165	25.61	28	9	34	8.00
	Reading	49,165	18.28	20	9	25	5.57
	Writing	49,165	13.58	15	7	20	5.09
	Total	49,165	77.44	83	26	103	19.69
3–4	Listening	34,809	17.96	19	7	24	4.96
	Speaking	34,809	25.80	29	9	34	8.52
	Reading	34,809	17.07	18	8	25	5.26
	Writing	34,809	12.31	13	6	20	4.43
	Total	34,809	73.14	79	25	103	20.35
5–6	Listening	29,332	17.47	19	8	25	5.56
	Speaking	29,332	26.12	30	10	34	9.17
	Reading	29,332	18.14	20	10	27	6.31
	Writing	29,332	13.79	15	7	22	5.00
	Total	29,332	75.51	83	29	108	23.09
7–8	Listening	24,572	17.12	18	9	25	5.42
	Speaking	24,572	25.35	29	12	34	9.63
	Reading	24,572	18.29	20	11	27	6.54
	Writing	24,572	14.13	15	7	22	5.22
	Total	24,572	74.90	83	34	108	23.74
9–12	Listening	45,420	17.63	19	8	25	5.70
	Speaking	45,420	24.80	28	14	34	9.57
	Reading	45,420	17.83	19	10	27	6.08
	Writing	45,420	13.93	15	7	22	5.15
	Total	45,420	74.20	81	34	108	23.52

Table 45—Overall Scale Score Summary by Grade

Grade	N-Count	Mean	Median	IQR	Range	SD
K	27,359	830.42	831	36	213	29.08
1	26,875	828.29	829	36	214	28.51
2	22,290	846.14	849	37	214	30.96
3	17,238	821.81	824	32	214	26.71
4	17,571	834.51	839	36	214	29.93
5	14,771	824.52	829	36	221	29.22
6	14,561	829.43	834	43	221	31.77
7	12,424	825.56	829	45	225	31.67
8	12,148	829.30	834	48	225	32.94
9	16,097	819.94	823	51	220	33.62
10	13,017	826.50	828	42	220	29.92
11	8,789	831.75	833	36	220	28.24
12	7,517	831.88	836	37	220	31.44

Table 46—Scale Score Summary by Grade Band

Grade Band	N-Count	Mean	Median	IQR	Range	SD
K	27,359	830.42	831	36	213	29.08
1–2	49,165	836.38	838	43	214	30.95
3–4	34,809	828.22	831	36	214	29.08
5–6	29,332	826.96	831	39	221	30.61
7–8	24,572	827.41	832	46	225	32.36
9–12	45,420	826.08	829	43	220	31.63

Table 47—Percentage of Students in Each Proficiency Level by Grade

Grade	N-Count	Proficiency Level (Percent)			
		Beginning	Intermediate	Advanced	Proficient
K	27,359	8.41	29.22	49.46	12.91
1	26,875	7.53	34.22	38.81	19.45
2	22,290	8.58	19.66	49.71	22.05
3	17,238	17.35	36.22	34.04	12.39
4	17,571	16.32	21.77	39.84	22.06
5	14,771	17.73	17.68	47.65	16.94
6	14,561	21.23	14.68	42.63	21.46
7	12,424	24.78	25.24	34.30	15.68
8	12,148	25.88	25.00	35.64	13.48
9	16,097	25.91	27.88	28.45	17.76
10	13,017	21.76	28.78	29.64	19.83
11	8,789	16.30	28.82	35.87	19.00
12	7,517	16.31	28.63	38.90	16.16
Total	210,657	15.99	26.34	40.00	17.67

Table 48—Percentage of Students in Each Proficiency Level by Grade Band

Grade Band	N-Count	Proficiency Level (Percent)			
		Beginning	Intermediate	Advanced	Proficient
K	27,359	8.41	29.22	49.46	12.91
1–2	49,165	8.00	27.62	43.75	20.63
3–4	34,809	16.83	28.93	36.97	17.27
5–6	29,332	19.47	16.19	45.16	19.18
7–8	24,572	25.33	25.12	34.96	14.59
9–12	45,420	21.27	28.44	31.96	18.33
Total	210,657	15.99	26.34	40.00	17.67

Table 49—Exit Rate by Grade for 2010–2014.

Grade	2010		2011		2012		2013		2014	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	2,515	9.89	2,422	9.52	2,162	8.23	3,289	12.05	3,532	12.91
1	6,059	22.17	5,698	22.20	6,147	23.94	5,515	20.56	5,226	19.45
2	3,071	13.92	2,755	13.11	2,193	10.36	4,179	20.27	4,915	22.05
3	3,982	19.05	3,515	17.45	3,883	20.41	3,107	16.00	2,136	12.39
4	4,446	23.24	4,316	23.59	3,038	17.02	3,067	18.74	3,876	22.06
5	2,624	17.00	4,385	27.70	4,249	27.49	3,047	18.71	2,502	16.94
6	1,545	11.79	2,674	19.57	2,556	19.42	1,900	14.88	3,125	21.46
7	1,675	13.40	1,886	14.93	1,253	9.94	1,681	13.80	1,948	15.68
8	2,104	17.09	2,538	20.04	1,640	13.11	1,884	14.70	1,638	13.48
9	1,470	11.04	1,827	12.48	2,386	16.70	2,424	16.35	2,859	17.76
10	1,407	11.32	1,589	11.97	1,849	13.91	1,963	15.86	2,581	19.83
11	1,187	13.26	1,048	11.81	1,359	13.90	1,537	16.56	1,670	19.00
12	917	15.25	969	15.00	1,131	15.38	1,093	14.25	1,215	16.16
Total	33,002	15.80	35,622	16.80	33,846	16.24	34,686	16.62	37,223	17.67

Table 50—Exit Rate by Grade Band for 2010–2014.

Grade Band	2010		2011		2012		Grade Band	2013		2014	
	N-Count	Percent	N-Count	Percent	N-Count	Percent		N-Count	Percent	N-Count	Percent
K-1	8,574	16.25	8,120	15.89	8,309	16.00	K	3,289	12.05	3,532	12.91
2-4	11,499	18.52	10,586	17.81	9,114	15.70	1-2	9,694	20.43	10,141	20.63
5-6	4,169	14.61	7,059	23.93	6,805	23.77	3-4	6,174	17.25	6,012	17.27
7-8	3,779	15.23	4,424	17.49	2,893	11.52	5-6	4,947	17.02	5,627	19.18
9-12	4,981	12.24	5,433	12.56	6,725	15.04	7-8	3,565	14.26	3,586	14.59
Total	33,002	15.80	35,622	17.00	33,846	16.24	9-12	7,017	15.89	8,325	18.33
							Total	34,686	16.24	37,223	17.67

Table 51—Scale Score and State Percentile Rank Frequency Distribution (Grade K)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
693	1	10	0.04	0.04
699	1	12	0.04	0.08
705	1	10	0.04	0.12
711	1	8	0.03	0.15
718	1	8	0.03	0.18
724	1	5	0.02	0.19
729	1	11	0.04	0.23
733	1	13	0.05	0.28
736	1	12	0.04	0.33
740	1	10	0.04	0.36
743	1	20	0.07	0.43
745	1	17	0.06	0.50
748	1	21	0.08	0.57
750	1	26	0.10	0.67
753	1	40	0.15	0.82
755	1	39	0.14	0.96
757	2	52	0.19	1.15
759	2	63	0.23	1.38
760	3	67	0.24	1.62
762	3	64	0.23	1.86
764	4	60	0.22	2.08
766	4	73	0.27	2.34
767	4	63	0.23	2.57
769	5	71	0.26	2.83
770	5	71	0.26	3.09
772	6	77	0.28	3.37
773	6	70	0.26	3.63
775	6	63	0.23	3.86
776	7	71	0.26	4.12
777	7	79	0.29	4.41
779	8	71	0.26	4.67
780	8	74	0.27	4.94
781	8	81	0.30	5.23
783	9	77	0.28	5.52
784	9	99	0.36	5.88
785	10	105	0.38	6.26
786	10	97	0.35	6.62
787	11	127	0.46	7.08
789	12	130	0.48	7.56
790	12	119	0.43	7.99
791	13	114	0.42	8.41
792	13	128	0.47	8.87
793	14	156	0.57	9.44
794	14	141	0.52	9.96
796	15	162	0.59	10.55

Table 51 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade K)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
797	16	191	0.70	11.25
798	17	169	0.62	11.87
799	17	183	0.67	12.54
800	18	211	0.77	13.31
801	19	207	0.76	14.06
802	20	216	0.79	14.85
803	20	245	0.90	15.75
804	21	264	0.96	16.71
806	22	280	1.02	17.74
807	23	293	1.07	18.81
808	24	286	1.05	19.85
809	25	317	1.16	21.01
810	27	317	1.16	22.17
811	28	344	1.26	23.43
812	29	372	1.36	24.79
813	31	414	1.51	26.30
815	32	386	1.41	27.71
816	34	377	1.38	29.09
817	35	441	1.61	30.70
818	37	431	1.58	32.28
819	39	442	1.62	33.89
821	41	512	1.87	35.77
822	43	510	1.86	37.63
823	44	469	1.71	39.34
824	46	524	1.92	41.26
826	48	561	2.05	43.31
827	50	526	1.92	45.23
828	52	574	2.10	47.33
830	53	610	2.23	49.56
831	55	591	2.16	51.72
833	57	637	2.33	54.05
834	60	660	2.41	56.46
836	62	610	2.23	58.69
837	64	662	2.42	61.11
839	66	689	2.52	63.63
841	68	697	2.55	66.18
843	71	734	2.68	68.86
845	73	712	2.60	71.46
847	75	682	2.49	73.95
849	78	689	2.52	76.47
851	80	693	2.53	79.01
854	82	744	2.72	81.72
856	85	674	2.46	84.19
859	87	649	2.37	86.56
863	89	569	2.08	88.64

Table 51 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade K)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
866	91	634	2.32	90.96
870	93	548	2.00	92.96
875	94	503	1.84	94.80
881	96	446	1.63	96.43
888	97	362	1.32	97.75
894	98	308	1.13	98.88
900	99	196	0.72	99.59
906	99	111	0.41	100.00

Table 52—Scale Score and State Percentile Rank Frequency Distribution (Grade 1)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
694	1	2	0.01	0.01
699	1	6	0.02	0.03
705	1	2	0.01	0.04
711	1	9	0.03	0.07
718	1	4	0.01	0.09
723	1	6	0.02	0.11
728	1	6	0.02	0.13
732	1	2	0.01	0.14
736	1	6	0.02	0.16
739	1	6	0.02	0.18
742	1	7	0.03	0.21
744	1	11	0.04	0.25
747	1	23	0.09	0.33
749	1	19	0.07	0.41
751	1	34	0.13	0.53
753	1	48	0.18	0.71
755	1	45	0.17	0.88
757	1	47	0.17	1.05
759	1	49	0.18	1.24
760	2	59	0.22	1.45
762	2	61	0.23	1.68
764	2	66	0.25	1.93
765	3	79	0.29	2.22
767	3	61	0.23	2.45
768	3	55	0.20	2.65
769	4	77	0.29	2.94
771	4	57	0.21	3.15
772	4	52	0.19	3.35
773	5	54	0.20	3.55
775	5	72	0.27	3.81
776	6	74	0.28	4.09
777	6	78	0.29	4.38
778	6	67	0.25	4.63

Table 52 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 1)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
779	7	70	0.26	4.89
781	7	103	0.38	5.27
782	8	86	0.32	5.59
783	8	105	0.39	5.98
784	8	77	0.29	6.27
785	9	112	0.42	6.69
786	9	109	0.41	7.09
787	10	117	0.44	7.53
788	10	112	0.42	7.94
789	11	132	0.49	8.44
791	12	130	0.48	8.92
792	12	159	0.59	9.51
793	13	148	0.55	10.06
794	13	170	0.63	10.69
795	14	144	0.54	11.23
796	15	185	0.69	11.92
797	15	181	0.67	12.59
798	16	203	0.76	13.35
799	17	223	0.83	14.18
800	18	197	0.73	14.91
801	19	258	0.96	15.87
802	20	250	0.93	16.80
803	21	271	1.01	17.81
804	22	257	0.96	18.76
805	23	290	1.08	19.84
806	24	254	0.95	20.79
807	25	304	1.13	21.92
808	26	346	1.29	23.21
809	27	343	1.28	24.48
811	28	344	1.28	25.76
812	30	374	1.39	27.16
813	31	418	1.56	28.71
814	33	386	1.44	30.15
815	34	399	1.48	31.63
816	36	435	1.62	33.25
817	37	426	1.59	34.84
818	39	441	1.64	36.48
820	40	472	1.76	38.23
821	42	472	1.76	39.99
822	44	472	1.76	41.75
823	46	481	1.79	43.53
825	48	530	1.97	45.51
826	50	554	2.06	47.57
827	51	498	1.85	49.42
829	53	563	2.09	51.52
830	55	549	2.04	53.56

Table 52 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 1)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
831	57	544	2.02	55.58
833	59	567	2.11	57.69
834	62	598	2.23	59.92
836	64	614	2.28	62.20
838	66	596	2.22	64.42
839	69	617	2.30	66.72
841	71	625	2.33	69.04
843	73	619	2.30	71.35
845	75	620	2.31	73.65
847	77	649	2.41	76.07
849	79	642	2.39	78.46
851	82	680	2.53	80.99
854	84	654	2.43	83.42
856	86	618	2.30	85.72
859	88	573	2.13	87.85
862	90	569	2.12	89.97
866	92	478	1.78	91.75
869	93	490	1.82	93.57
874	95	458	1.70	95.27
879	96	389	1.45	96.72
885	98	308	1.15	97.87
891	98	231	0.86	98.73
896	99	168	0.63	99.35
902	99	122	0.45	99.81
908	99	52	0.19	100.00

Table 53—Scale Score and State Percentile Rank Frequency Distribution (Grade 2)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
694	1	1	0.00	0.00
699	1	4	0.02	0.02
705	1	5	0.02	0.04
711	1	2	0.01	0.05
718	1	3	0.01	0.07
723	1	4	0.02	0.09
728	1	5	0.02	0.11
732	1	2	0.01	0.12
736	1	6	0.03	0.14
739	1	5	0.02	0.17
742	1	5	0.02	0.19
744	1	3	0.01	0.20
747	1	9	0.04	0.24
749	1	14	0.06	0.31
751	1	20	0.09	0.39
753	1	19	0.09	0.48
755	1	36	0.16	0.64

Table 53 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 2)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
757	1	34	0.15	0.79
759	1	38	0.17	0.96
760	1	42	0.19	1.15
762	2	35	0.16	1.31
764	2	32	0.14	1.45
765	2	40	0.18	1.63
767	2	44	0.20	1.83
768	3	46	0.21	2.04
769	3	38	0.17	2.21
771	3	42	0.19	2.40
772	3	33	0.15	2.54
773	4	42	0.19	2.73
775	4	33	0.15	2.88
776	4	30	0.13	3.01
777	4	29	0.13	3.14
778	5	50	0.22	3.37
779	5	52	0.23	3.60
781	5	45	0.20	3.80
782	6	53	0.24	4.04
783	6	42	0.19	4.23
784	6	45	0.20	4.43
785	7	47	0.21	4.64
786	7	48	0.22	4.86
787	7	50	0.22	5.08
788	8	51	0.23	5.31
789	8	60	0.27	5.58
791	8	62	0.28	5.86
792	9	58	0.26	6.12
793	9	46	0.21	6.33
794	9	77	0.35	6.67
795	10	55	0.25	6.92
796	10	68	0.31	7.22
797	10	72	0.32	7.55
798	11	83	0.37	7.92
799	11	77	0.35	8.26
800	12	70	0.31	8.58
801	12	91	0.41	8.99
802	13	77	0.35	9.33
803	13	76	0.34	9.67
804	13	84	0.38	10.05
805	14	91	0.41	10.46
806	14	109	0.49	10.95
807	15	106	0.48	11.42
808	15	116	0.52	11.94
809	16	116	0.52	12.46
811	16	111	0.50	12.96

Table 53 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 2)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
812	17	130	0.58	13.54
813	18	148	0.66	14.21
814	18	140	0.63	14.84
815	19	160	0.72	15.55
816	20	136	0.61	16.16
817	21	174	0.78	16.94
818	21	167	0.75	17.69
820	22	183	0.82	18.52
821	23	190	0.85	19.37
822	24	189	0.85	20.22
823	25	214	0.96	21.18
825	26	231	1.04	22.21
826	27	219	0.98	23.19
827	28	254	1.14	24.33
829	30	273	1.22	25.56
830	31	283	1.27	26.83
831	33	314	1.41	28.24
833	34	308	1.38	29.62
834	36	355	1.59	31.21
836	38	406	1.82	33.03
838	40	432	1.94	34.97
839	42	440	1.97	36.94
841	44	495	2.22	39.17
843	46	558	2.50	41.67
845	48	591	2.65	44.32
847	51	624	2.80	47.12
849	54	719	3.23	50.35
851	57	782	3.51	53.85
854	60	860	3.86	57.71
856	64	905	4.06	61.77
859	68	986	4.42	66.20
862	72	1013	4.54	70.74
866	76	1010	4.53	75.27
869	80	1051	4.72	79.99
874	84	1055	4.73	84.72
879	88	908	4.07	88.79
885	92	858	3.85	92.64
891	95	689	3.09	95.73
896	97	509	2.28	98.02
902	99	312	1.40	99.42
908	99	130	0.58	100.00

Table 54—Scale Score and State Percentile Rank Frequency Distribution (Grade 3)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
695	1	4	0.02	0.02
701	1	4	0.02	0.05
706	1	5	0.03	0.08
712	1	4	0.02	0.10
719	1	3	0.02	0.12
724	1	6	0.03	0.15
729	1	2	0.01	0.16
733	1	10	0.06	0.22
736	1	5	0.03	0.25
739	1	4	0.02	0.27
742	1	12	0.07	0.34
745	1	17	0.10	0.44
747	1	16	0.09	0.53
749	1	22	0.13	0.66
751	1	39	0.23	0.89
753	1	42	0.24	1.13
755	1	42	0.24	1.37
757	2	61	0.35	1.73
759	2	61	0.35	2.08
760	3	63	0.37	2.45
762	3	74	0.43	2.88
764	4	65	0.38	3.25
765	4	81	0.47	3.72
766	5	57	0.33	4.05
768	5	56	0.32	4.38
769	5	61	0.35	4.73
770	6	58	0.34	5.07
772	6	63	0.37	5.44
773	7	59	0.34	5.78
774	7	57	0.33	6.11
775	7	75	0.44	6.54
777	8	55	0.32	6.86
778	8	64	0.37	7.23
779	9	63	0.37	7.60
780	9	66	0.38	7.98
781	10	62	0.36	8.34
782	10	66	0.38	8.72
783	11	87	0.50	9.23
785	11	74	0.43	9.66
786	12	75	0.44	10.09
787	13	67	0.39	10.48
788	13	100	0.58	11.06
789	14	80	0.46	11.53
790	15	92	0.53	12.06
791	15	110	0.64	12.70
792	16	103	0.60	13.30

Table 54 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 3)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
793	17	111	0.64	13.94
794	18	121	0.70	14.64
795	18	113	0.66	15.30
796	19	113	0.66	15.95
797	20	112	0.65	16.60
798	21	129	0.75	17.35
799	22	136	0.79	18.14
800	23	134	0.78	18.92
801	23	155	0.90	19.82
802	24	186	1.08	20.90
803	26	150	0.87	21.77
805	27	190	1.10	22.87
806	28	200	1.16	24.03
807	29	223	1.29	25.32
808	30	211	1.22	26.55
809	32	222	1.29	27.83
810	33	256	1.49	29.32
811	35	253	1.47	30.79
812	36	247	1.43	32.22
813	37	281	1.63	33.85
814	39	266	1.54	35.39
816	41	294	1.71	37.10
817	42	280	1.62	38.72
818	44	309	1.79	40.52
819	46	321	1.86	42.38
820	48	382	2.22	44.59
822	50	357	2.07	46.66
823	52	377	2.19	48.85
824	54	401	2.33	51.18
826	56	412	2.39	53.57
827	58	414	2.40	55.97
828	60	431	2.50	58.47
830	63	434	2.52	60.99
831	65	425	2.47	63.45
833	67	440	2.55	66.01
834	70	412	2.39	68.40
836	72	441	2.56	70.95
838	74	479	2.78	73.73
839	77	468	2.71	76.45
841	79	419	2.43	78.88
843	82	439	2.55	81.42
845	84	414	2.40	83.83
847	87	363	2.11	85.93
850	88	360	2.09	88.02
852	90	325	1.89	89.91

Table 54 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 3)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
854	92	316	1.83	91.74
857	94	322	1.87	93.61
860	95	246	1.43	95.03
863	96	212	1.23	96.26
867	97	173	1.00	97.27
870	98	136	0.79	98.06
875	99	116	0.67	98.73
880	99	87	0.50	99.23
886	99	60	0.35	99.58
892	99	35	0.20	99.79
897	99	25	0.15	99.93
903	99	7	0.04	99.97
909	99	5	0.03	100.00

Table 55—Scale Score and State Percentile Rank Frequency Distribution (Grade 4)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
695	1	4	0.02	0.02
701	1	2	0.01	0.03
706	1	4	0.02	0.06
712	1	1	0.01	0.06
719	1	1	0.01	0.07
724	1	1	0.01	0.07
729	1	7	0.04	0.11
733	1	4	0.02	0.14
736	1	3	0.02	0.15
739	1	7	0.04	0.19
742	1	4	0.02	0.22
745	1	7	0.04	0.26
747	1	13	0.07	0.33
749	1	17	0.10	0.43
751	1	29	0.17	0.59
753	1	37	0.21	0.80
755	1	24	0.14	0.94
757	1	53	0.30	1.24
759	2	47	0.27	1.51
760	2	56	0.32	1.83
762	3	73	0.42	2.24
764	3	56	0.32	2.56
765	3	50	0.28	2.85
766	4	60	0.34	3.19
768	4	51	0.29	3.48
769	5	52	0.30	3.77
770	5	47	0.27	4.04
772	5	42	0.24	4.28

Table 55 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 4)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
773	6	44	0.25	4.53
774	6	54	0.31	4.84
775	6	58	0.33	5.17
777	7	48	0.27	5.44
778	7	48	0.27	5.71
779	7	57	0.32	6.04
780	8	59	0.34	6.37
781	8	61	0.35	6.72
782	8	58	0.33	7.05
783	9	59	0.34	7.39
785	9	57	0.32	7.71
786	10	70	0.40	8.11
787	10	56	0.32	8.43
788	10	55	0.31	8.74
789	11	61	0.35	9.09
790	11	55	0.31	9.40
791	12	77	0.44	9.84
792	12	79	0.45	10.29
793	13	64	0.36	10.65
794	13	59	0.34	10.99
795	14	60	0.34	11.33
796	14	76	0.43	11.76
797	14	57	0.32	12.09
798	15	74	0.42	12.51
799	16	84	0.48	12.99
800	16	85	0.48	13.47
801	17	81	0.46	13.93
802	17	87	0.50	14.43
803	18	114	0.65	15.08
805	19	106	0.60	15.68
806	19	113	0.64	16.32
807	20	119	0.68	17.00
808	21	110	0.63	17.63
809	22	130	0.74	18.37
810	22	106	0.60	18.97
811	23	134	0.76	19.73
812	24	151	0.86	20.59
813	25	145	0.83	21.42
814	26	168	0.96	22.37
816	27	162	0.92	23.29
817	28	163	0.93	24.22
818	29	203	1.16	25.38
819	30	190	1.08	26.46
820	31	164	0.93	27.39
822	33	233	1.33	28.72
823	34	229	1.30	30.02

Table 55 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 4)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
824	35	249	1.42	31.44
826	37	269	1.53	32.97
827	38	289	1.64	34.61
828	40	310	1.76	36.38
830	42	302	1.72	38.10
831	44	364	2.07	40.17
833	46	374	2.13	42.30
834	48	406	2.31	44.61
836	50	448	2.55	47.16
838	53	488	2.78	49.93
839	55	483	2.75	52.68
841	58	517	2.94	55.63
843	61	549	3.12	58.75
845	64	592	3.37	62.12
847	68	634	3.61	65.73
850	71	625	3.56	69.28
852	74	637	3.63	72.91
854	78	637	3.63	76.54
857	81	602	3.43	79.96
860	84	607	3.45	83.42
863	87	583	3.32	86.73
867	90	556	3.16	89.90
870	92	493	2.81	92.70
875	95	403	2.29	95.00
880	96	302	1.72	96.72
886	98	232	1.32	98.04
892	99	175	1.00	99.03
897	99	104	0.59	99.62
903	99	45	0.26	99.88
909	99	21	0.12	100.00

Table 56—Scale Score and State Percentile Rank Frequency Distribution (Grade 5)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
691	1	2	0.01	0.01
697	1	2	0.01	0.03
704	1	5	0.03	0.06
710	1	3	0.02	0.08
717	1	4	0.03	0.11
723	1	5	0.03	0.14
728	1	5	0.03	0.18
732	1	3	0.02	0.20
735	1	7	0.05	0.24
738	1	5	0.03	0.28
741	1	10	0.07	0.35

Table 56 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 5)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
744	1	20	0.14	0.48
746	1	11	0.07	0.56
748	1	27	0.18	0.74
751	1	31	0.21	0.95
753	1	37	0.25	1.20
754	1	50	0.34	1.54
756	2	60	0.41	1.94
758	2	51	0.35	2.29
760	3	62	0.42	2.71
761	3	61	0.41	3.12
763	4	72	0.49	3.61
764	4	61	0.41	4.02
765	5	56	0.38	4.40
767	5	61	0.41	4.81
768	6	67	0.45	5.27
769	7	56	0.38	5.65
771	7	60	0.41	6.05
772	8	57	0.39	6.44
773	8	56	0.38	6.82
774	9	61	0.41	7.23
775	9	52	0.35	7.58
777	10	57	0.39	7.97
778	10	69	0.47	8.44
779	11	52	0.35	8.79
780	11	58	0.39	9.18
781	12	70	0.47	9.65
782	13	63	0.43	10.08
783	13	66	0.45	10.53
784	14	70	0.47	11.00
785	14	73	0.49	11.50
786	15	82	0.56	12.05
787	16	60	0.41	12.46
788	16	78	0.53	12.98
789	17	79	0.53	13.52
790	18	63	0.43	13.95
791	18	74	0.50	14.45
792	19	79	0.53	14.98
793	19	85	0.58	15.56
794	20	73	0.49	16.05
795	20	87	0.59	16.64
796	21	72	0.49	17.13
797	22	89	0.60	17.73
798	22	82	0.56	18.29
799	23	83	0.56	18.85
800	24	108	0.73	19.58
801	24	96	0.65	20.23

Table 56 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 5)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
802	25	109	0.74	20.97
803	26	81	0.55	21.52
804	27	94	0.64	22.15
805	27	115	0.78	22.93
806	28	118	0.80	23.73
807	29	134	0.91	24.64
808	30	136	0.92	25.56
809	31	152	1.03	26.59
810	32	131	0.89	27.47
811	33	145	0.98	28.45
812	34	150	1.02	29.47
813	35	146	0.99	30.46
814	36	178	1.21	31.66
815	37	162	1.10	32.76
817	39	185	1.25	34.01
818	40	207	1.40	35.41
819	41	222	1.50	36.92
820	43	215	1.46	38.37
821	44	221	1.50	39.87
822	45	233	1.58	41.45
824	47	259	1.75	43.20
825	49	288	1.95	45.15
826	51	281	1.90	47.05
827	52	288	1.95	49.00
829	54	294	1.99	50.99
830	56	329	2.23	53.22
831	58	371	2.51	55.73
833	61	352	2.38	58.11
834	63	348	2.36	60.47
836	65	382	2.59	63.06
837	68	380	2.57	65.63
839	70	381	2.58	68.21
841	72	397	2.69	70.90
843	75	393	2.66	73.56
844	77	409	2.77	76.33
846	80	388	2.63	78.95
848	83	379	2.57	81.52
851	85	355	2.40	83.92
853	87	370	2.50	86.43
855	89	367	2.48	88.91
858	91	306	2.07	90.98
861	93	285	1.93	92.91
864	95	251	1.70	94.61
867	96	214	1.45	96.06
871	97	204	1.38	97.44
875	98	120	0.81	98.25

Table 56 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 5)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
880	99	100	0.68	98.93
886	99	72	0.49	99.42
894	99	43	0.29	99.71
900	99	24	0.16	99.87
906	99	10	0.07	99.94
912	99	9	0.06	100.00

Table 57—Scale Score and State Percentile Rank Frequency Distribution (Grade 6)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
691	1	2	0.01	0.01
697	1	4	0.03	0.04
704	1	4	0.03	0.07
710	1	2	0.01	0.08
717	1	5	0.03	0.12
723	1	2	0.01	0.13
728	1	1	0.01	0.14
732	1	3	0.02	0.16
735	1	2	0.01	0.17
738	1	6	0.04	0.21
741	1	10	0.07	0.28
744	1	12	0.08	0.36
746	1	12	0.08	0.45
748	1	22	0.15	0.60
751	1	30	0.21	0.80
753	1	32	0.22	1.02
754	1	42	0.29	1.31
756	2	62	0.43	1.74
758	2	63	0.43	2.17
760	3	64	0.44	2.61
761	3	62	0.43	3.04
763	3	56	0.38	3.42
764	4	60	0.41	3.83
765	4	55	0.38	4.21
767	5	50	0.34	4.55
768	5	54	0.37	4.92
769	6	61	0.42	5.34
771	6	63	0.43	5.78
772	6	64	0.44	6.22
773	7	68	0.47	6.68
774	7	66	0.45	7.14
775	8	62	0.43	7.56
777	9	73	0.50	8.06
778	9	49	0.34	8.40
779	10	45	0.31	8.71
780	10	71	0.49	9.20

Table 57 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 6)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
781	11	72	0.49	9.69
782	11	60	0.41	10.10
783	12	70	0.48	10.58
784	13	64	0.44	11.02
785	13	62	0.43	11.45
786	14	72	0.49	11.94
787	14	65	0.45	12.39
788	15	58	0.40	12.79
789	15	60	0.41	13.20
790	16	64	0.44	13.64
791	16	68	0.47	14.11
792	16	65	0.45	14.55
793	17	82	0.56	15.12
794	18	80	0.55	15.67
795	18	77	0.53	16.19
796	19	90	0.62	16.81
797	19	61	0.42	17.23
798	20	88	0.60	17.84
799	21	81	0.56	18.39
800	21	79	0.54	18.93
801	22	78	0.54	19.47
802	22	82	0.56	20.03
803	23	89	0.61	20.64
804	24	86	0.59	21.23
805	24	92	0.63	21.87
806	25	123	0.84	22.71
807	26	92	0.63	23.34
808	26	87	0.60	23.94
809	27	124	0.85	24.79
810	28	109	0.75	25.54
811	29	99	0.68	26.22
812	29	115	0.79	27.01
813	30	125	0.86	27.87
814	31	129	0.89	28.75
815	32	130	0.89	29.65
817	33	127	0.87	30.52
818	34	124	0.85	31.37
819	35	145	1.00	32.37
820	36	178	1.22	33.59
821	37	178	1.22	34.81
822	38	160	1.10	35.91
824	39	190	1.30	37.22
825	41	192	1.32	38.53
826	42	221	1.52	40.05
827	44	222	1.52	41.58
829	45	265	1.82	43.40

Table 57 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 6)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
830	47	258	1.77	45.17
831	49	259	1.78	46.95
833	51	271	1.86	48.81
834	52	289	1.98	50.79
836	54	310	2.13	52.92
837	57	335	2.30	55.22
839	59	328	2.25	57.48
841	62	375	2.58	60.05
843	64	384	2.64	62.69
844	67	400	2.75	65.44
846	70	456	3.13	68.57
848	73	454	3.12	71.68
851	75	438	3.01	74.69
853	78	442	3.04	77.73
855	81	443	3.04	80.77
858	84	454	3.12	83.89
861	87	465	3.19	87.08
864	90	394	2.71	89.79
867	92	373	2.56	92.35
871	94	317	2.18	94.53
875	96	269	1.85	96.37
880	97	201	1.38	97.75
886	98	141	0.97	98.72
894	99	92	0.63	99.35
900	99	62	0.43	99.78
906	99	27	0.19	99.97
912	99	5	0.03	100.00

Table 58—Scale Score and State Percentile Rank Frequency Distribution (Grade 7)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
689	1	3	0.02	0.02
695	1	3	0.02	0.05
701	1	2	0.02	0.06
707	1	3	0.02	0.09
715	1	1	0.01	0.10
721	1	1	0.01	0.10
730	1	1	0.01	0.11
733	1	3	0.02	0.14
737	1	2	0.02	0.15
740	1	5	0.04	0.19
742	1	9	0.07	0.27
745	1	12	0.10	0.36
747	1	15	0.12	0.48
749	1	32	0.26	0.74
751	1	30	0.24	0.98

Table 58 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 7)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
753	1	38	0.31	1.29
755	2	48	0.39	1.67
757	2	57	0.46	2.13
759	3	50	0.40	2.54
760	3	52	0.42	2.95
762	3	55	0.44	3.40
763	4	53	0.43	3.82
765	4	69	0.56	4.38
766	5	55	0.44	4.82
768	5	50	0.40	5.22
769	6	44	0.35	5.58
770	6	52	0.42	6.00
771	7	58	0.47	6.46
773	7	60	0.48	6.95
774	8	53	0.43	7.37
775	8	66	0.53	7.90
776	9	69	0.56	8.46
777	10	73	0.59	9.05
779	10	59	0.47	9.52
780	11	59	0.47	10.00
781	12	71	0.57	10.57
782	12	56	0.45	11.02
783	13	59	0.47	11.49
784	13	67	0.54	12.03
785	14	70	0.56	12.60
786	15	64	0.52	13.11
787	15	86	0.69	13.80
788	16	78	0.63	14.43
789	17	70	0.56	15.00
790	17	63	0.51	15.50
791	18	87	0.70	16.20
792	19	77	0.62	16.82
793	19	91	0.73	17.55
794	20	85	0.68	18.24
795	20	83	0.67	18.91
796	21	72	0.58	19.49
797	22	77	0.62	20.11
798	22	74	0.60	20.70
799	23	102	0.82	21.52
800	24	93	0.75	22.27
801	25	109	0.88	23.15
802	26	110	0.89	24.03
803	26	93	0.75	24.78
804	27	104	0.84	25.62
805	28	98	0.79	26.41
806	29	102	0.82	27.23

Table 58 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 7)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
807	29	106	0.85	28.08
808	30	118	0.95	29.03
810	31	122	0.98	30.01
811	32	116	0.93	30.95
812	33	120	0.97	31.91
813	34	125	1.01	32.92
814	35	104	0.84	33.76
815	36	139	1.12	34.88
816	37	120	0.97	35.84
817	38	139	1.12	36.96
818	39	130	1.05	38.01
819	40	153	1.23	39.24
821	41	127	1.02	40.26
822	43	141	1.13	41.40
823	44	138	1.11	42.51
824	45	155	1.25	43.75
825	46	172	1.38	45.14
827	47	190	1.53	46.67
828	49	193	1.55	48.22
829	51	224	1.80	50.02
831	52	228	1.84	51.86
832	54	252	2.03	53.89
834	56	242	1.95	55.84
835	58	245	1.97	57.81
837	60	282	2.27	60.08
838	62	241	1.94	62.02
840	64	268	2.16	64.17
842	66	308	2.48	66.65
843	69	305	2.45	69.11
845	72	310	2.50	71.60
847	75	376	3.03	74.63
849	77	329	2.65	77.28
851	80	319	2.57	79.85
854	82	337	2.71	82.56
856	85	321	2.58	85.14
859	87	359	2.89	88.03
862	90	301	2.42	90.45
865	92	281	2.26	92.72
868	94	240	1.93	94.65
872	96	187	1.51	96.15
876	97	140	1.13	97.28
881	98	132	1.06	98.34
887	99	79	0.64	98.98
895	99	70	0.56	99.54
901	99	35	0.28	99.82

Table 58 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 7)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
908	99	15	0.12	99.94
914	99	7	0.06	100.00

Table 59—Scale Score and State Percentile Rank Frequency Distribution (Grade 8)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
689	1	1	0.01	0.01
715	1	3	0.02	0.03
721	1	2	0.02	0.05
726	1	5	0.04	0.09
730	1	1	0.01	0.10
733	1	5	0.04	0.14
737	1	5	0.04	0.18
740	1	3	0.02	0.21
742	1	4	0.03	0.24
745	1	4	0.03	0.27
747	1	7	0.06	0.33
749	1	13	0.11	0.44
751	1	20	0.16	0.60
753	1	34	0.28	0.88
755	1	33	0.27	1.15
757	1	44	0.36	1.51
759	2	56	0.46	1.98
760	2	39	0.32	2.30
762	3	54	0.44	2.74
763	3	42	0.35	3.09
765	4	61	0.50	3.59
766	4	47	0.39	3.98
768	5	55	0.45	4.43
769	5	45	0.37	4.80
770	6	60	0.49	5.29
771	6	65	0.54	5.83
773	7	73	0.60	6.43
774	7	44	0.36	6.79
775	8	54	0.44	7.24
776	8	53	0.44	7.67
777	9	61	0.50	8.17
779	9	67	0.55	8.73
780	10	59	0.49	9.21
781	11	64	0.53	9.74
782	11	71	0.58	10.32
783	12	61	0.50	10.82
784	12	56	0.46	11.29
785	13	67	0.55	11.84
786	14	78	0.64	12.48
787	14	49	0.40	12.88

Table 59 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 8)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
788	14	57	0.47	13.35
789	15	69	0.57	13.92
790	16	66	0.54	14.46
791	16	75	0.62	15.08
792	17	63	0.52	15.60
793	17	70	0.58	16.18
794	18	93	0.77	16.94
795	18	73	0.60	17.54
796	19	77	0.63	18.18
797	20	72	0.59	18.77
798	20	81	0.67	19.44
799	21	98	0.81	20.24
800	21	80	0.66	20.90
801	22	77	0.63	21.53
802	23	77	0.63	22.17
803	23	91	0.75	22.92
804	24	62	0.51	23.43
805	25	98	0.81	24.23
806	25	99	0.81	25.05
807	26	101	0.83	25.88
808	27	103	0.85	26.73
810	28	113	0.93	27.66
811	29	99	0.81	28.47
812	29	111	0.91	29.39
813	30	110	0.91	30.29
814	31	132	1.09	31.38
815	32	112	0.92	32.30
816	33	108	0.89	33.19
817	34	103	0.85	34.04
818	35	125	1.03	35.07
819	36	127	1.05	36.11
821	37	137	1.13	37.24
822	38	141	1.16	38.40
823	40	141	1.16	39.56
824	41	148	1.22	40.78
825	42	161	1.33	42.11
827	43	155	1.28	43.38
828	45	164	1.35	44.73
829	46	188	1.55	46.28
831	48	175	1.44	47.72
832	49	191	1.57	49.29
834	51	193	1.59	50.88
835	53	233	1.92	52.80
837	55	230	1.89	54.69
838	56	237	1.95	56.64
840	59	270	2.22	58.87

Table 59 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 8)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
842	61	263	2.16	61.03
843	63	289	2.38	63.41
845	65	296	2.44	65.85
847	68	352	2.90	68.74
849	71	342	2.82	71.56
851	73	329	2.71	74.27
854	76	346	2.85	77.12
856	79	339	2.79	79.91
859	81	357	2.94	82.84
862	84	357	2.94	85.78
865	87	344	2.83	88.62
868	90	272	2.24	90.85
872	92	278	2.29	93.14
876	94	249	2.05	95.19
881	96	212	1.75	96.94
887	98	143	1.18	98.11
895	99	117	0.96	99.08
901	99	67	0.55	99.63
908	99	33	0.27	99.90
914	99	12	0.10	100.00

Table 60—Scale Score and State Percentile Rank Frequency Distribution (Grade 9)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
691	1	1	0.01	0.01
697	1	1	0.01	0.01
703	1	3	0.02	0.03
709	1	1	0.01	0.04
716	1	5	0.03	0.07
722	1	1	0.01	0.07
727	1	7	0.04	0.12
731	1	5	0.03	0.15
734	1	4	0.02	0.17
737	1	5	0.03	0.21
740	1	9	0.06	0.26
743	1	13	0.08	0.34
746	1	25	0.16	0.50
748	1	29	0.18	0.68
750	1	30	0.19	0.86
752	1	58	0.36	1.22
754	1	68	0.42	1.65
756	2	80	0.50	2.14
757	2	84	0.52	2.67
759	3	89	0.55	3.22
761	3	99	0.62	3.83
762	4	94	0.58	4.42
764	5	121	0.75	5.17
765	5	129	0.80	5.97
767	6	135	0.84	6.81
768	7	124	0.77	7.58
769	7	104	0.65	8.23
771	8	118	0.73	8.96
772	9	111	0.69	9.65
773	9	121	0.75	10.40
774	10	125	0.78	11.18
776	11	123	0.76	11.94
777	12	113	0.70	12.64
778	12	123	0.76	13.41
779	13	116	0.72	14.13
780	14	115	0.71	14.84
781	15	130	0.81	15.65
782	16	136	0.84	16.49
783	17	127	0.79	17.28
784	17	120	0.75	18.03
786	18	132	0.82	18.85
787	19	107	0.66	19.51
788	20	128	0.80	20.31
789	20	123	0.76	21.07
790	21	128	0.80	21.87
791	22	125	0.78	22.64

Table 60 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 9)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
792	23	144	0.89	23.54
793	23	125	0.78	24.32
794	24	123	0.76	25.08
795	25	133	0.83	25.91
796	26	129	0.80	26.71
797	27	131	0.81	27.52
798	27	141	0.88	28.40
799	28	143	0.89	29.28
800	29	121	0.75	30.04
801	30	127	0.79	30.83
802	30	138	0.86	31.68
803	31	142	0.88	32.57
804	32	146	0.91	33.47
805	33	130	0.81	34.28
806	34	143	0.89	35.17
807	35	137	0.85	36.02
808	36	135	0.84	36.86
809	37	146	0.91	37.76
810	37	146	0.91	38.67
811	38	158	0.98	39.65
812	39	157	0.98	40.63
813	40	138	0.86	41.49
814	41	165	1.03	42.51
815	42	165	1.03	43.54
816	43	149	0.93	44.46
817	44	157	0.98	45.44
818	45	184	1.14	46.58
819	46	178	1.11	47.69
820	47	174	1.08	48.77
822	48	195	1.21	49.98
823	50	181	1.12	51.10
824	51	230	1.43	52.53
825	52	202	1.25	53.79
827	54	219	1.36	55.15
828	55	209	1.30	56.45
829	57	237	1.47	57.92
830	58	219	1.36	59.28
832	60	251	1.56	60.84
833	62	272	1.69	62.53
835	63	262	1.63	64.15
836	65	240	1.49	65.65
838	67	277	1.72	67.37
839	69	304	1.89	69.26
841	70	306	1.90	71.16
843	73	345	2.14	73.30

Table 60 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 9)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
845	75	355	2.21	75.50
846	77	348	2.16	77.67
848	79	346	2.15	79.82
850	81	327	2.03	81.85
853	83	371	2.30	84.15
855	86	341	2.12	86.27
858	88	323	2.01	88.28
860	90	311	1.93	90.21
863	91	275	1.71	91.92
867	93	284	1.76	93.68
870	95	229	1.42	95.10
874	96	207	1.29	96.39
879	97	179	1.11	97.50
885	98	152	0.94	98.45
893	99	110	0.68	99.13
899	99	72	0.45	99.58
905	99	49	0.30	99.88
911	99	19	0.12	100.00

Table 61—Scale Score and State Percentile Rank Frequency Distribution (Grade 10)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
691	1	3	0.02	0.02
697	1	5	0.04	0.06
703	1	2	0.02	0.08
709	1	1	0.01	0.08
716	1	1	0.01	0.09
727	1	2	0.02	0.11
734	1	5	0.04	0.15
737	1	4	0.03	0.18
740	1	4	0.03	0.21
743	1	3	0.02	0.23
746	1	6	0.05	0.28
748	1	7	0.05	0.33
750	1	11	0.08	0.41
752	1	17	0.13	0.55
754	1	15	0.12	0.66
756	1	20	0.15	0.81
757	1	18	0.14	0.95
759	1	24	0.18	1.14
761	1	44	0.34	1.47
762	2	28	0.22	1.69
764	2	30	0.23	1.92
765	2	38	0.29	2.21

Table 61 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 10)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
767	2	40	0.31	2.52
768	3	43	0.33	2.85
769	3	35	0.27	3.12
771	3	48	0.37	3.49
772	4	50	0.38	3.87
773	4	55	0.42	4.29
774	5	53	0.41	4.70
776	5	67	0.51	5.22
777	5	54	0.41	5.63
778	6	52	0.40	6.03
779	6	68	0.52	6.55
780	7	62	0.48	7.03
781	7	74	0.57	7.60
782	8	80	0.61	8.21
783	9	68	0.52	8.73
784	9	76	0.58	9.32
786	10	76	0.58	9.90
787	10	82	0.63	10.53
788	11	81	0.62	11.15
789	12	86	0.66	11.82
790	12	72	0.55	12.37
791	13	95	0.73	13.10
792	14	84	0.65	13.74
793	14	85	0.65	14.40
794	15	101	0.78	15.17
795	16	109	0.84	16.01
796	16	103	0.79	16.80
797	17	91	0.70	17.50
798	18	117	0.90	18.40
799	19	103	0.79	19.19
800	20	114	0.88	20.07
801	21	118	0.91	20.97
802	21	102	0.78	21.76
803	22	119	0.91	22.67
804	23	111	0.85	23.52
805	24	116	0.89	24.41
806	25	116	0.89	25.31
807	26	128	0.98	26.29
808	27	124	0.95	27.24
809	28	132	1.01	28.26
810	29	156	1.20	29.45
811	30	144	1.11	30.56
812	31	130	1.00	31.56
813	32	157	1.21	32.76
814	33	151	1.16	33.92

Table 61 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 10)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
815	34	148	1.14	35.06
816	35	137	1.05	36.11
817	37	155	1.19	37.31
818	38	179	1.38	38.68
819	39	192	1.47	40.16
820	41	182	1.40	41.55
822	42	187	1.44	42.99
823	44	195	1.50	44.49
824	45	192	1.47	45.96
825	47	180	1.38	47.35
827	48	215	1.65	49.00
828	50	200	1.54	50.53
829	51	218	1.67	52.21
830	53	209	1.61	53.81
832	55	246	1.89	55.70
833	57	241	1.85	57.56
835	59	265	2.04	59.59
836	61	263	2.02	61.61
838	63	278	2.14	63.75
839	65	258	1.98	65.73
841	67	271	2.08	67.81
843	69	301	2.31	70.12
845	71	302	2.32	72.44
846	74	288	2.21	74.66
848	76	303	2.33	76.98
850	78	329	2.53	79.51
853	81	329	2.53	82.04
855	83	313	2.40	84.44
858	86	303	2.33	86.77
860	88	277	2.13	88.90
863	90	264	2.03	90.93
867	92	261	2.01	92.93
870	94	221	1.70	94.63
874	96	195	1.50	96.13
879	97	158	1.21	97.34
885	98	122	0.94	98.28
893	99	107	0.82	99.10
899	99	68	0.52	99.62
905	99	35	0.27	99.89
911	99	14	0.11	100.00

Table 62—Scale Score and State Percentile Rank Frequency Distribution (Grade 11)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
691	1	1	0.01	0.01
697	1	4	0.05	0.06
703	1	4	0.05	0.10
709	1	1	0.01	0.11
716	1	5	0.06	0.17
722	1	1	0.01	0.18
727	1	4	0.05	0.23
734	1	4	0.05	0.27
737	1	2	0.02	0.30
740	1	1	0.01	0.31
743	1	1	0.01	0.32
746	1	1	0.01	0.33
748	1	3	0.03	0.36
750	1	4	0.05	0.41
752	1	2	0.02	0.43
754	1	9	0.10	0.53
756	1	9	0.10	0.64
757	1	8	0.09	0.73
759	1	6	0.07	0.80
761	1	12	0.14	0.93
762	1	9	0.10	1.04
764	1	8	0.09	1.13
765	1	13	0.15	1.27
767	1	18	0.20	1.48
768	2	14	0.16	1.64
769	2	16	0.18	1.82
771	2	23	0.26	2.08
772	2	19	0.22	2.30
773	2	13	0.15	2.45
774	3	23	0.26	2.71
776	3	17	0.19	2.90
777	3	24	0.27	3.17
778	4	32	0.36	3.54
779	4	28	0.32	3.86
780	4	28	0.32	4.18
781	5	30	0.34	4.52
782	5	28	0.32	4.84
783	5	29	0.33	5.17
784	6	33	0.38	5.54
786	6	28	0.32	5.86
787	7	37	0.42	6.28
788	7	40	0.46	6.74
789	7	36	0.41	7.15
790	8	37	0.42	7.57
791	8	46	0.52	8.09

Table 62 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 11)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
792	9	34	0.39	8.48
793	9	48	0.55	9.02
794	10	46	0.52	9.55
795	10	48	0.55	10.09
796	11	46	0.52	10.62
797	12	54	0.61	11.23
798	12	62	0.71	11.94
799	13	66	0.75	12.69
800	14	56	0.64	13.32
801	14	55	0.63	13.95
802	15	73	0.83	14.78
803	16	50	0.57	15.35
804	16	84	0.96	16.30
805	17	66	0.75	17.06
806	18	61	0.69	17.75
807	19	76	0.86	18.61
808	20	95	1.08	19.70
809	21	102	1.16	20.86
810	22	91	1.04	21.89
811	23	93	1.06	22.95
812	24	91	1.04	23.98
813	25	89	1.01	25.00
814	26	104	1.18	26.18
815	28	97	1.10	27.28
816	29	121	1.38	28.66
817	30	112	1.27	29.94
818	31	103	1.17	31.11
819	33	135	1.54	32.64
820	34	129	1.47	34.11
822	35	104	1.18	35.29
823	37	114	1.30	36.59
824	38	135	1.54	38.13
825	40	156	1.77	39.90
827	41	147	1.67	41.57
828	43	163	1.85	43.43
829	45	149	1.70	45.12
830	46	157	1.79	46.91
832	48	164	1.87	48.78
833	50	155	1.76	50.54
835	52	189	2.15	52.69
836	54	190	2.16	54.85
838	56	201	2.29	57.14
839	59	204	2.32	59.46
841	61	220	2.50	61.96
843	64	232	2.64	64.60

Table 62 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 11)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
845	66	218	2.48	67.08
846	69	220	2.50	69.59
848	71	264	3.00	72.59
850	74	259	2.95	75.54
853	77	256	2.91	78.45
855	80	270	3.07	81.52
858	83	256	2.91	84.44
860	86	247	2.81	87.25
863	89	219	2.49	89.74
867	91	181	2.06	91.80
870	93	196	2.23	94.03
874	95	145	1.65	95.68
879	96	106	1.21	96.88
885	98	107	1.22	98.10
893	99	64	0.73	98.83
899	99	49	0.56	99.39
905	99	37	0.42	99.81
911	99	17	0.19	100.00

Table 63—Scale Score and State Percentile Rank Frequency Distribution (Grade 12)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
691	1	7	0.09	0.09
697	1	6	0.08	0.17
703	1	9	0.12	0.29
709	1	20	0.27	0.56
716	1	7	0.09	0.65
722	1	7	0.09	0.74
727	1	11	0.15	0.89
731	1	5	0.07	0.96
734	1	4	0.05	1.01
737	1	5	0.07	1.08
740	1	8	0.11	1.18
743	1	9	0.12	1.30
746	1	7	0.09	1.40
748	1	10	0.13	1.53
750	1	8	0.11	1.64
752	2	10	0.13	1.77
754	2	20	0.27	2.04
756	2	24	0.32	2.35
757	2	17	0.23	2.58
759	3	18	0.24	2.82
761	3	21	0.28	3.10
762	3	17	0.23	3.33
764	3	15	0.20	3.53

Table 63 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 12)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
765	3	16	0.21	3.74
767	4	18	0.24	3.98
768	4	25	0.33	4.31
769	4	16	0.21	4.52
771	4	15	0.20	4.72
772	5	25	0.33	5.06
773	5	12	0.16	5.21
774	5	17	0.23	5.44
776	5	16	0.21	5.65
777	6	20	0.27	5.92
778	6	21	0.28	6.20
779	6	25	0.33	6.53
780	7	23	0.31	6.84
781	7	24	0.32	7.16
782	7	36	0.48	7.64
783	8	21	0.28	7.92
784	8	22	0.29	8.21
786	8	25	0.33	8.54
787	9	21	0.28	8.82
788	9	27	0.36	9.18
789	10	20	0.27	9.45
790	10	28	0.37	9.82
791	10	20	0.27	10.08
792	11	23	0.31	10.39
793	11	24	0.32	10.71
794	11	33	0.44	11.15
795	12	35	0.47	11.61
796	12	34	0.45	12.07
797	13	27	0.36	12.43
798	13	30	0.40	12.82
799	14	35	0.47	13.29
800	14	37	0.49	13.78
801	15	30	0.40	14.18
802	15	33	0.44	14.62
803	16	31	0.41	15.03
804	16	40	0.53	15.56
805	17	56	0.74	16.31
806	18	46	0.61	16.92
807	18	45	0.60	17.52
808	19	64	0.85	18.37
809	20	55	0.73	19.10
810	21	59	0.78	19.89
811	22	69	0.92	20.81
812	23	84	1.12	21.92
813	24	77	1.02	22.95
814	25	59	0.78	23.73

Table 63 (continued)—Scale Score and State Percentile Rank Frequency Distribution (Grade 12)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
815	26	68	0.90	24.64
816	27	104	1.38	26.02
817	28	96	1.28	27.30
818	29	72	0.96	28.26
819	30	97	1.29	29.55
820	32	87	1.16	30.70
822	33	107	1.42	32.13
823	34	99	1.32	33.44
824	35	95	1.26	34.71
825	37	127	1.69	36.40
827	39	133	1.77	38.17
828	40	116	1.54	39.71
829	42	109	1.45	41.16
830	43	128	1.70	42.86
832	45	156	2.08	44.94
833	47	152	2.02	46.96
835	49	180	2.39	49.35
836	52	153	2.04	51.39
838	54	188	2.50	53.89
839	56	202	2.69	56.58
841	59	204	2.71	59.29
843	61	213	2.83	62.13
845	64	215	2.86	64.99
846	67	216	2.87	67.86
848	70	220	2.93	70.79
850	73	240	3.19	73.98
853	76	258	3.43	77.41
855	79	202	2.69	80.10
858	82	236	3.14	83.24
860	85	203	2.70	85.94
863	88	196	2.61	88.55
867	90	169	2.25	90.79
870	92	180	2.39	93.19
874	94	155	2.06	95.25
879	96	114	1.52	96.77
885	98	102	1.36	98.12
893	99	67	0.89	99.02
899	99	47	0.63	99.64
905	99	18	0.24	99.88
911	99	9	0.12	100.00

APPENDIX A: ITEM MAP

A.1: 2013 NYSESLAT Operational Test Information for Kindergarten						
Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
Speaking						
1	CR	2	4	2	Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences	Social and Academic Interaction
2	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Social and Academic Interaction
3	CR	2	2	4	Identify key literary elements in texts and relate those features to students' own experiences	Social and Academic Interaction
4	CR	2	4	4	Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics	Social and Academic Interaction
5	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Sentence Completion
6	CR	2	1	9	Convey information, using some organizational patterns and structures	Sentence Completion
7	CR	2	1	9	Convey information, using some organizational patterns and structures	Sentence Completion
8	CR	2	1	9	Convey information, using some organizational patterns and structures	Sentence Completion
9	CR	2	4	10	Demonstrate appropriate classroom behaviors	Sentence Completion
10	CR	2	3	3	Recognize personal point of view in self and others in discussing information	Picture Description
11	CR	2	4	5	Explain actions, choices, and decisions in social and classroom situations	Picture Description
12	CR	2	1	9	Convey information, using some organizational patterns and structures	Picture Description
13	CR	2	1	9	Convey information, using some organizational patterns and structures	Picture Description
14	CR	2	1	9	Convey information, using some organizational patterns and structures	Picture Description
15	CR	4	2	8	Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard	Storytelling
Listening						
1	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
2	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
3	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
4	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
5	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Kindergarten

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
6	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
7	MC	1	1	4	Compare, contrast, and categorize to gain a deeper understanding of information and objects	Word/Sentence Comprehension
8	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
9	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
10	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
11	MC	1	1	4	Compare, contrast, and categorize to gain a deeper understanding of information and objects	Word/Sentence Comprehension
12	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
13	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
14	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
15	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
16	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
17	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
18	MC	1	3	1	Form and express responses to ideas through reading, listening, viewing, discussing, and writing	Comprehension of Dialogue and Information 1
19	MC	1	5	4	Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately	Comprehension of Dialogue and Information 1
20	MC	1	4	5	Explain actions, choices, and decisions in social and classroom situations	Comprehension of Dialogue and Information 1
21	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
22	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
23	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
24	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1

A.1: 2013 NYSESLAT Operational Test Information for Kindergarten

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
Reading						
1	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
2	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
3	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
4	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
5	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
6	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
7	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
8	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Identifying Rhyme
9	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Identifying Rhyme
10	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
11	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
12	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
13	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
14	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
15	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
16	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
17	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
18	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
19	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading

A.1: 2013 NYSESLAT Operational Test Information for Kindergarten

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
20	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
21	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
22	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
23	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
24	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
25	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
Writing						
1	CR	1	1	12	Become familiar with some conventions of American English	Letter Writing
2	CR	1	1	12	Become familiar with some conventions of American English	Letter Writing
3	CR	1	1	12	Become familiar with some conventions of American English	Letter Writing
4	CR	1	1	12	Become familiar with some conventions of American English	Letter Writing
5	CR	2	1	12	Become familiar with some conventions of American English	Word Writing
6	CR	2	1	12	Become familiar with some conventions of American English	Word Writing
7	CR	2	1	12	Become familiar with some conventions of American English	Word Writing
8	CR	2	1	12	Become familiar with some conventions of American English	Word Writing
9	CR	2	1	12	Become familiar with some conventions of American English	Sentence Writing
10	CR	2	1	12	Become familiar with some conventions of American English	Sentence Writing

A.1: 2013 NYSESLAT Operational Test Information for Grades 1–2

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
Speaking						
1	CR	2	4	10	Demonstrate appropriate classroom behaviors	Social and Academic Interaction
2	CR	2	1	4	Compare, contrast, and categorize to gain a deeper understanding of information and objects	Social and Academic Interaction
3	CR	2	4	9	Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations	Social and Academic Interaction
4	CR	2	4	2	Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences	Social and Academic Interaction
5	CR	2	1	12	Become familiar with some conventions of American English	Sentence Completion
6	CR	2	1	9	Convey information, using some organizational patterns and structures	Sentence Completion
7	CR	2	1	9	Convey information, using some organizational patterns and structures	Sentence Completion
8	CR	2	1	9	Convey information, using some organizational patterns and structures	Sentence Completion
9	CR	2	1	12	Become familiar with some conventions of American English	Sentence Completion
10	CR	2	4	5	Explain actions, choices, and decisions in social and classroom situations	Picture Description
11	CR	2	4	5	Explain actions, choices, and decisions in social and classroom situations	Picture Description
12	CR	2	5	2	Demonstrate familiarity with some U.S. cultural referents at the local & national levels	Picture Description
13	CR	2	1	6	Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts	Picture Description
14	CR	2	1	6	Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts	Picture Description
15	CR	2	3	9	Apply learning strategies to explore a variety of materials	Response to Graphic Information
16	CR	4	2	8	Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard	Storytelling
Listening						
1	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
2	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
3	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
4	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Grades 1–2

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
5	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
6	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
7	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
8	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
9	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
10	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
11	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
12	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
13	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities	Comprehension of Dialogue and Information 1
14	MC	1	5	2	Demonstrate familiarity with some U.S. cultural referents at the local and national levels	Comprehension of Dialogue and Information 1
15	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities	Comprehension of Dialogue and Information 1
16	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
17	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Comprehension of Dialogue and Information 2
18	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities	Comprehension of Dialogue and Information 2
19	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
20	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities	Comprehension of Dialogue and Information 2
21	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
22	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
23	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content

A.1: 2013 NYSESLAT Operational Test Information for Grades 1–2

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
24	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
Reading						
1	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
2	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
3	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
4	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Phonemic Understanding
5	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
6	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
7	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
8	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
9	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Word Reading
10	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
11	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
12	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
13	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
14	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Sentence Reading
15	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Short Passage
16	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Short Passage
17	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Short Passage

A.1: 2013 NYSESLAT Operational Test Information for Grades 1–2

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
18	MC	1	2	2	Use basic reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
19	MC	1	2	12	Apply learning strategies to comprehend literature and produce literary responses	Reading Comprehension
20	MC	1	2	2	Use basic reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
21	MC	1	2	2	Use basic reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
22	MC	1	2	5	Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form	Reading Comprehension
23	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
24	MC	1	1	4	Compare, contrast, and categorize to gain a deeper understanding of information and objects	Reading Comprehension
25	MC	1	1	1	Identify and use basic reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
Writing						
1	MC	1	1	12	Become familiar with some conventions of American English	Mechanics and Structure 3
2	MC	1	1	12	Become familiar with some conventions of American English	Mechanics and Structure 3
3	MC	1	1	12	Become familiar with some conventions of American English	Mechanics and Structure 3
4	MC	1	1	12	Become familiar with some conventions of American English	Mechanics and Structure 1
5	MC	1	1	12	Become familiar with some conventions of American English	Mechanics and Structure 1
6	MC	1	1	12	Become familiar with some conventions of American English	Mechanics and Structure 1
7	CR	2	1	12	Become familiar with some conventions of American English	Word Writing
8	CR	2	1	12	Become familiar with some conventions of American English	Word Writing
9	CR	2	1	12	Become familiar with some conventions of American English	Word Writing
10	CR	2	1	12	Become familiar with some conventions of American English	Sentence Writing
11	CR	2	1	12	Become familiar with some conventions of American English	Sentence Writing
12	CR	4	3	1	Form and express responses to ideas through reading, listening, viewing, discussing, and writing	Picture-Based Story

A.1: 2013 NYSESLAT Operational Test Information for Grades 3–4

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
Speaking						
1	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Social and Academic Interaction
2	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Social and Academic Interaction
3	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Social and Academic Interaction
4	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Social and Academic Interaction
5	CR	2	1	9	Convey information, using a variety of organizational patterns and structures	Sentence Completion
6	CR	2	1	9	Convey information, using a variety of organizational patterns and structures	Sentence Completion
7	CR	2	1	9	Convey information, using a variety of organizational patterns and structures	Sentence Completion
8	CR	2	1	9	Convey information, using a variety of organizational patterns and structures	Sentence Completion
9	CR	2	1	9	Convey information, using a variety of organizational patterns and structures	Sentence Completion
10	CR	2	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Picture Description
11	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Picture Description
12	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Picture Description
13	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Picture Description
14	CR	2	1	9	Convey information, using a variety of organizational patterns and structures	Picture Description
15	CR	2	1	2	Read, gather, view, listen to, organize, discuss and interpret information related to academic content areas from various sources	Response to Graphic Information
16	CR	4	2	8	Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard	Storytelling
Listening						
1	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word Sentence Comprehension
2	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word Sentence Comprehension
3	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word Sentence Comprehension
4	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word Sentence Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Grades 3–4

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
5	MC	1	1	4	Compare, contrast, and categorize, to gain a deeper understanding of information and objects	Word Sentence Comprehension
6	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
7	MC	1	4	7	Follow oral and written direction to participate in classroom and social activities	Comprehension of Dialogue and Information 1
8	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 1
9	MC	1	4	7	Follow oral and written direction to participate in classroom and social activities	Comprehension of Dialogue and Information 1
10	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
11	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
12	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
13	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
14	MC	1	4	7	Follow oral and written direction to participate in classroom and social activities	Comprehension of Dialogue and Information 2
15	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
16	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
17	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
18	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
19	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
20	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
21	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
22	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
23	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content

A.1: 2013 NYSESLAT Operational Test Information for Grades 3–4

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
24	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
Reading						
1	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word Reading
2	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word Reading
3	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word Reading
4	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Sentence Reading
5	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Sentence Reading
6	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Sentence Reading
7	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Sentence Reading
8	MC	1	1	9	Convey information, using a variety of organizational patterns and structures	Short Passage
9	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Passage
10	MC	1	2	2	Identify and use reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
11	MC	1	2	12	Apply learning strategies to comprehend and make inferences about literature and produce literary responses	Reading Comprehension
12	MC	1	2	2	Identify and use reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
13	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
14	MC	1	1	5	Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning	Reading Comprehension
15	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
16	MC	1	1	16	Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful	Reading Comprehension
17	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
18	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Grades 3–4

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
19	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
20	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
21	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Reading Comprehension
22	MC	1	2	2	Identify and use reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
23	MC	1	2	5	Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form	Reading Comprehension
24	MC	1	2	12	Apply learning strategies to comprehend and make inferences about literature and produce literary responses	Reading Comprehension
25	MC	1	2	5	Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form	Reading Comprehension
Writing						
1	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 1
2	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 1
3	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 1
4	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 1
5	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 1
6	MC	1	1	15	Apply self-monitoring and self-correcting strategies for language production	Mechanics & Structure 2
7	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 2
8	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 2
9	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 2
10	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 2

A.1: 2013 NYSESLAT Operational Test Information for Grades 3–4

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
11	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 2
12	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English	Mechanics & Structure 2
13	CR	4	2	8	Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard	Paragraph: Descriptive Writing
14	CR	4	3	1	Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support	Fact-Based Essay

A.1: 2013 NYSESLAT Operational Test Information for Grades 5–6

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
Speaking						
1	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Social and Academic Interaction
2	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Social and Academic Interaction
3	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Social and Academic Interaction
4	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Social and Academic Interaction
5	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Sentence Completion
6	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Sentence Completion
7	CR	2	2	8	Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings	Sentence Completion
8	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Sentence Completion
9	CR	2	5	2	Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community	Sentence Completion
10	CR	2	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Picture Description
11	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Picture Description
12	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Picture Description
13	CR	2	3	3	Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations	Picture Description
14	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Picture Description
15	CR	2	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Response to Graphic Information

A.1: 2013 NYSESLAT Operational Test Information for Grades 5–6

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
16	CR	4	2	8	Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings	Storytelling
Listening						
1	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
2	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
3	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
4	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
5	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
6	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
7	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
8	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
9	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
10	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
11	MC	1	5	2	Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community	Comprehension of Dialogue and Information 2
12	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
13	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
14	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2

A.1: 2013 NYSESLAT Operational Test Information for Grades 5–6

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
15	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
16	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
17	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
18	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Listening for Academic Content
19	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
20	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
21	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
22	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
23	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
24	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
25	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
Reading						
1	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
2	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
3	MC	1	1	16	Apply learning strategies to acquire information and make texts comprehensible and meaningful	Short Reading Comprehension
4	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
5	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
6	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
7	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Grades 5–6

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
8	MC	1	1	4	Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects	Short Reading Comprehension
9	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
10	MC	1	2	12	Apply learning strategies to comprehend and make inferences about literature and produce literary responses	Reading Comprehension
11	MC	1	2	2	Identify and use reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
12	MC	1	2	2	Identify and use reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
13	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
14	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
15	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
16	MC	1	1	16	Apply learning strategies to acquire information and make texts comprehensible and meaningful	Reading Comprehension
17	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
18	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Reading Comprehension
19	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
20	MC	1	2	12	Apply learning strategies to comprehend and make inferences about literature and produce literary responses	Reading Comprehension
21	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
22	MC	1	2	4	Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences	Reading Comprehension
23	MC	1	2	12	Apply learning strategies to comprehend and make inferences about literature and produce literary responses	Reading Comprehension
24	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Grades 5–6

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
25	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
26	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
27	MC	1	1	16	Apply learning strategies to acquire information and make texts comprehensible and meaningful	Reading Comprehension
Writing						
1	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
2	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
3	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
4	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
5	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
6	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
7	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 2
8	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 2
9	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 2
10	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 2
11	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 2
12	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 2

A.1: 2013 NYSESLAT Operational Test Information for Grades 5–6

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
13	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 2
14	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 2
15	CR	4	2	8	Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings	Paragraph: Descriptive Writing
16	CR	4	3	1	Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts and experiences, supporting positions with well-developed arguments	Fact-Based Essay

A.1: 2013 NYSESLAT Operational Test Information for Grades 7–8

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
Speaking						
1	CR	2	4	9	Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language	Social and Academic Interaction
2	CR	2	4	2	Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences	Social and Academic Interaction
3	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Social and Academic Interaction
4	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Social and Academic Interaction
5	CR	2	2	8	Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings	Sentence Completion
6	CR	2	2	8	Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings	Sentence Completion
7	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Sentence Completion
8	CR	2	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Sentence Completion
9	CR	2	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Sentence Completion
10	CR	2	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Picture Description
11	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Picture Description
12	CR	2	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Picture Description
13	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Picture Description
14	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Picture Description

A.1: 2013 NYSESLAT Operational Test Information for Grades 7–8

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
15	CR	2	3	1	Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts and experiences, supporting positions with well-developed arguments	Response to Graphic Information
16	CR	4	2	8	Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings	Storytelling
Listening						
1	MC	1	1	2	Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources	Word/Sentence Comprehension
2	MC	1	1	2	Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources	Word/Sentence Comprehension
3	MC	1	1	2	Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources	Word/Sentence Comprehension
4	MC	1	1	2	Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources	Word/Sentence Comprehension
5	MC	1	1	2	Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources	Word/Sentence Comprehension
6	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Comprehension of Dialogue and Information 2
7	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
8	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
9	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
10	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
11	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
12	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
13	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
14	MC	1	4	7	Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
15	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2

A.1: 2013 NYSESLAT Operational Test Information for Grades 7–8

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
16	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
17	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
18	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
19	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
20	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
21	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
22	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
23	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
24	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
25	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
Reading						
1	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
2	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Short Reading Comprehension
3	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Short Reading Comprehension
4	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
5	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
6	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
7	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
8	MC	1	2	4	Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences	Reading Comprehension
9	MC	1	2	2	Identify and use reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Grades 7–8

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
10	MC	1	2	4	Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences	Reading Comprehension
11	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
12	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
13	MC	1	1	3	Select information appropriate to the purpose of the investigation, relate ideas from one written or spoken source to another, and exclude nonessential information	Reading Comprehension
14	MC	1	3	5	Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text	Reading Comprehension
15	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
16	MC	1	1	16	Apply learning strategies to acquire information and make texts comprehensible and meaningful	Reading Comprehension
17	MC	1	1	16	Apply learning strategies to acquire information and make texts comprehensible and meaningful	Reading Comprehension
18	MC	1	1	3	Select information appropriate to the purpose of the investigation, relate ideas from one written or spoken source to another, and exclude nonessential information	Reading Comprehension
19	MC	1	3	5	Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text	Reading Comprehension
20	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
21	MC	1	1	4	Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects	Reading Comprehension
22	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Reading Comprehension
23	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
24	MC	1	2	2	Identify and use reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
25	MC	1	2	4	Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences	Reading Comprehension
26	MC	1	2	4	Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences	Reading Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Grades 7–8

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
27	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
Writing						
1	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
2	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
3	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
4	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
5	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
6	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
7	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
8	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
9	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
10	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
11	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
12	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
13	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2

A.1: 2013 NYSESLAT Operational Test Information for Grades 7–8

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
14	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
15	CR	4	2	12	Apply learning strategies to comprehend and make inferences about literature and produce literary responses	Paragraph: Descriptive Writing
16	CR	4	3	1	Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts and experiences, supporting positions with well-developed arguments	Fact-Based Essay

A.1: 2013 NYSESLAT Operational Test Information for Grades 9–12

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
Speaking						
1	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Social and Academic Interaction
2	CR	2	4	2	Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences	Social and Academic Interaction
3	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Social and Academic Interaction
4	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Social and Academic Interaction
5	CR	2	4	10	Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others)	Sentence Completion
6	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Sentence Completion
7	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Sentence Completion
8	CR	2	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Sentence Completion
9	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Sentence Completion
10	CR	2	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Picture Description
11	CR	2	4	5	Explain actions, choices, and decisions in social and academic situations	Picture Description
12	CR	2	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Picture Description
13	CR	2	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Picture Description
14	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Picture Description
15	CR	2	1	9	Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures	Response to Graphic Information
16	CR	4	2	8	Create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings	Storytelling

A.1: 2013 NYSESLAT Operational Test Information for Grades 9–12

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
Listening						
1	MC	1	1	2	Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources	Word/Sentence Comprehension
2	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Word/Sentence Comprehension
3	MC	1	1	2	Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources	Word/Sentence Comprehension
4	MC	1	1	2	Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources	Word/Sentence Comprehension
5	MC	1	1	4	Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information	Word/Sentence Comprehension
6	MC	1	1	4	Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information	Word/Sentence Comprehension
7	MC	1	1	2	Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources	Word/Sentence Comprehension
8	MC	1	4	7	Follow oral and written direction to participate in classroom activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
9	MC	1	4	7	Follow oral and written direction to participate in classroom activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
10	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Comprehension of Dialogue and Information 2
11	MC	1	4	7	Follow oral and written direction to participate in classroom activities, and provide directions to peers in selected interactions	Comprehension of Dialogue and Information 2
12	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Comprehension of Dialogue and Information 2
13	MC	1	4	3	Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes	Comprehension of Dialogue and Information 2
14	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
15	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
16	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
17	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
18	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content

A.1: 2013 NYSESLAT Operational Test Information for Grades 9–12

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
19	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Listening for Academic Content
20	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
21	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Listening for Academic Content
22	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
23	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
24	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
25	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Listening for Academic Content
Reading						
1	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
2	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
3	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
4	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
5	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
6	MC	1	1	4	Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information	Short Reading Comprehension
7	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Short Reading Comprehension
8	MC	1	1	6	Make and support inferences about information and ideas with reference to features in oral and written text	Short Reading Comprehension
9	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
10	MC	1	2	10	Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking	Reading Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Grades 9–12

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
11	MC	1	2	4	Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences	Reading Comprehension
12	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
13	MC	1	2	5	Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings	Reading Comprehension
14	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
15	MC	1	1	4	Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information	Reading Comprehension
16	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
17	MC	1	1	5	Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning	Reading Comprehension
18	MC	1	1	16	Apply learning strategies to acquire information and make texts comprehensible and meaningful	Reading Comprehension
19	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
20	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
21	MC	1	1	1	Identify and use reading and listening strategies to make text comprehensible and meaningful	Reading Comprehension
22	MC	1	1	16	Apply learning strategies to acquire information and make texts comprehensible and meaningful	Reading Comprehension
23	MC	1	3	5	Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners' understanding and appreciation of text	Reading Comprehension
24	MC	1	2	2	Apply reading and listening strategies to make literary text comprehensible and meaningful	Reading Comprehension
25	MC	1	3	5	Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners' understanding and appreciation of text	Reading Comprehension
26	MC	1	2	12	Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses	Reading Comprehension
27	MC	1	2	4	Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences	Reading Comprehension

A.1: 2013 NYSESLAT Operational Test Information for Grades 9–12

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
Writing						
1	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
2	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
3	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
4	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
5	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
6	MC	1	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Mechanics & Structure 1
7	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
8	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
9	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
10	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
11	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
12	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2

A.1: 2013 NYSESLAT Operational Test Information for Grades 9–12

Modality/ Position	Type	Score Point	Learning Standard	Performance Indicator	Performance Indicator Descriptor	Cluster
13	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
14	MC	1	1	15	Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information	Mechanics & Structure 2
15	CR	4	1	12	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose	Paragraph: Descriptive Writing
16	CR	4	3	1	Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments	Fact-Based Essay

A.2: Item Specification

SPEAKING: Social and Academic Interaction, Grades K–12

The test taker responds to a question or statement as though in an actual conversation. These items measure appropriateness of response, as well as fluency and the student’s ability to use vocabulary and grammar correctly when speaking.

Item Component	Description of Component
Prompt	an oral question or statement (“Tell me about...”), maximum 15 words; in Grades 1–12, the question or statement is also printed in the test booklet
Graphic	—

SPEAKING: Sentence Completion, Grades K–12

The test taker hears and reads the beginning of a sentence and must complete the sentence based on an accompanying graphic. These items measure the student’s ability to use vocabulary and grammar correctly and appropriately.

Item Component	Description of Component
Prompt	graphic and beginning of a sentence, maximum 20 words
Graphic	graphic depicting a recognizable scene or activity

SPEAKING: Picture Description, Grades K–12

The test taker looks at a photograph and orally responds to two questions (K–2) or a two-part question (3–12) about the picture. These items measure the student’s ability to use grammar and academic vocabulary correctly and appropriately to describe classroom activities or academic topics.

Item Component	Description of Component
Prompt	a photograph and two oral questions (e.g., “What is happening in the picture? Why do you think the animal is doing that?”) or a two-part question (e.g., “What is happening in the picture, and what do you think will happen next?”)
Graphic	black-and-white photograph depicting a recognizable scene or activity

SPEAKING: Response to Graphic Information, Grades 1–12

The test taker looks at a chart, diagram, or map, and orally responds to two questions based on the graphic information. These items measure the student’s ability to use vocabulary and grammar correctly and appropriately to discuss academic information.

Item Component	Description of Component
Prompt	a chart, diagram, or map and two questions or requests for information (e.g., “What do you see in the diagram? Explain what is happening.”)
Graphic	black-and-white photograph depicting a recognizable scene or activity

A.2: Item Specifications (continued)

SPEAKING: Storytelling, Grades K–12

The test taker must create a brief narrative based on three graphics that show a sequence of events. This item measures vocabulary, fluency, pace, and coherence.

Item Component	Description of Component
Prompt	oral and print directions: “Look at the three pictures. Tell a story about what you see in the pictures.” additional oral directions: “Think about your story before you begin. Include as many details as you can. You may name the characters in your story. Tell what happened first, what happened next, and what happened last.”
Graphic	3 sequenced graphics labeled First (1), Next (2), Last (3)

LISTENING: Word/Sentence Comprehension, Grades K–12

The test taker hears a question and must choose which of three small graphics represents the correct answer to the question. These items measure comprehension of words, phrases, and sentences, and are designed especially to test students at lower levels of English language proficiency.

Item Component	Description of Component
Stimulus	—
Stem	closed-stem question, maximum 15 words, presented orally: “Which picture shows a _____?”; “Which picture shows an [object] that is _____ [adjective]?”; “Which picture shows a [person] who is _____ [verb]?”; etc.
Answer options	3 answer options consisting of 3 small individual graphics lettered A–C
Graphic	—

LISTENING: Comprehension of Dialogue and Information 1, Grades K–4

The test taker listens to someone speaking – e.g., a teacher talking to a class, someone briefly describing an event, or someone explaining how to do something. These items measure comprehension of main ideas, details, and sequence. The language tested simulates authentic conversational and classroom English. The language level should range from the middle to the upper level of the grade band.

Item Component	Description of Component
Stimulus	simulated authentic conversation or instruction, 15–50 words (Grades K–2), 25–60 words (Grades 3–4)
Stem	closed-stem question, maximum 15 words; the question is presented orally
Answer options	3 answer options consisting of 3 small individual graphics lettered A–C
Graphic	—

A.2: Item Specifications (continued)

LISTENING: Comprehension of Dialogue and Information 2, Grades 1–12

The test taker listens to one or two voices speaking in a social or classroom setting. These items measure comprehension of main ideas, details, sequence, and the ability to make inferences. The language level should range from the middle to the upper level of the grade band.

Item Component	Description of Component
Stimulus	simulated authentic conversation or instruction, 25–60 words (Grades 1–4), 50–110 words (Grades 5–12); there is one item per stimulus (Grades 1–6) or two items per stimulus (Grades 7–12)
Stem	closed-stem question, maximum 15 words; the question is presented both orally and in print
Answer options	4 text answer options of 1–8 words
Graphic	—

LISTENING: Listening for Academic Content, Grades 1–12

The test taker listens to a content-area lesson twice, then answers 2–4 questions. These items measure comprehension of main ideas, details, sequence, and the ability to make inferences. The language level should be at the upper level of the grade band.

Item Component	Description of Component
Stimulus	simulated content-area lesson, presented orally, twice; 100–150 words (Grades 1-2), 140–200 words (Grades 3-12); there are 2-4 items per stimulus
Stem	closed-stem question, maximum 15 words; the question is presented both orally and in print; for Grades 3-12, notetaking is encouraged, and space for notetaking is provided
Answer options	4 text answer options of 1-8 words
Graphic	—

READING: Phonemic Understanding 3, Grades K–2

The test taker must choose which of three letters (or letter combinations) represents the first, middle, or last sound in a word that is presented orally. These items measure phonemic awareness and are designed especially to assess students who are just beginning to learn the sound system of English.

Item Component	Description of Component
Stimulus	—
Stem	closed stem question presented orally, twice: “Which letter makes the first/middle/last sound in the word _____?”
Answer options	3 answer options, each consisting of an individual letter graphic
Graphic	—

A.2: Item Specifications (continued)

READING: Identifying Rhyme, Kindergarten

The test taker must choose which of three words rhymes with the word that is presented orally. These items measure knowledge of the concept of rhyme as well as the ability to identify rhyming words.

Item Component	Description of Component
Stimulus	—
Stem	closed stem question presented orally, twice: “Which word rhymes with _____?”
Answer options	3 answer options consisting of single words; the answer options are presented both orally and in print
Graphic	—

READING: Word Reading, Grades K–4

The test taker looks at a small graphic, and must choose which of three words correctly identifies the subject or action illustrated by the graphic. These items measure word recognition/decoding skills as well as the ability to comprehend common English words. This item type is especially designed to test students at lower levels of English language proficiency.

Item Component	Description of Component
Stimulus	graphic (see below)
Stem	closed-stem question, maximum 10 words: “Which word goes with the picture?” (Kindergarten); “Which word tells what is in the picture?” or “What is the boy doing?” (Grades 1–4); in Kindergarten, the question is presented orally only; in Grades 1–4, the question is presented in print only
Answer options	3 answer options each consisting of one word
Graphic	graphic depicting an object or action

READING: Sentence Reading, Grades K–4

The test taker reads a sentence (K) or question (1–4) that includes an action or descriptive phrase, and must choose which of three graphics correctly represents what is described. These items measure decoding as well as basic phrase and sentence comprehension.

Item Component	Description of Component
Stimulus	—
Stem	sentence (K), maximum 5 words; or closed-stem question (Grades 1–4), maximum 10 words: “Which one _____?”; “Which picture shows a _____ doing _____?”; etc.
Answer options	3 answer options each consisting of a small graphic
Graphic	—

A.2: Item Specifications (continued)

READING: Short Passage, Grades 1–4

The test taker reads a brief story (2–4 sentences) and answers one question about the story. These items measure decoding as well as comprehension of details.

Item Component	Description of Component
Stimulus	Fictional passage, 2–4 sentences, maximum 40 words
Stem	closed-stem question, maximum 10 words
Answer options	3 answer options each consisting of a small graphic
Graphic	—

READING: Short Reading Comprehension, Grades 5–12

The test taker reads a short informational passage and answers 3–4 questions about the passage. These items measure comprehension of main ideas and details, the ability to make inferences, and the ability to derive vocabulary meaning from context. The reading level of the passage is below grade level.

Item Component	Description of Component
Stimulus	informational passage, 100–200 words
Stem	closed-stem question, maximum 20 words
Answer options	4 answer options each consisting of a single word, phrase, or sentence
Graphic	—

READING: Comprehension, Grades 1–12

The test taker reads a passage and answers 4–6 questions about the passage. These items measure comprehension of main ideas and details, the ability to make inferences, literary analysis skills, the ability to understand how and why information is organized in a passage, and other typical reading comprehension skills.

Item Component	Description of Component
Stimulus	story, poem, informational or functional passage; maximum 150 words (Grades 1–2); 300 words (Grades 3–4); 400 words (Grades 5–12)
Stem	closed-stem question, maximum 20 words
Answer options	4 answer options each consisting of a single word, phrase, or sentence, maximum 15 words
Graphic	—

A.2: Item Specifications (continued)

WRITING CONVENTIONS: Mechanics and Structure 3, Grades 1–2

The test taker must choose which of the options is a correct sentence. These items measure understanding of sentence-level grammar, word order, punctuation, and other writing conventions in English.

Item Component	Description of Component
Stimulus	—
Stem	closed-stem question: “Which sentence is correct?”
Answer options	3 answer options each consisting of one sentence (or sentence fragment), maximum 5 words
Graphic	—

WRITING CONVENTIONS: Mechanics and Structure 1, Grades 1–12

The test taker must choose which of the options is a correct sentence. These items measure understanding of sentence-level grammar, word order, punctuation, capitalization, and other writing conventions in English.

Item Component	Description of Component
Stimulus	—
Stem	closed-stem question: “Which sentence is correct?”
Answer options	4 answer options each consisting of one sentence (or sentence fragment), maximum 15 words
Graphic	—

WRITING CONVENTIONS: Mechanics and Structure 2, Grades 3–12

The test taker must determine if the underlined portion of the stimulus sentence is correct as is or should be corrected by replacing it with one of three answer options. These items measure understanding of sentence-level grammar and other writing conventions in English.

Item Component	Description of Component
Stimulus	1 sentence with part of the sentence underlined; maximum 15 words
Stem	closed-stem question: “Which answer is correct?”
Answer options	4 answer options consisting of 3 phrases to replace the underlined part of the stimulus sentence and 1 “Correct as is” option
Graphic	—

A.2: Item Specifications (continued)

WRITING: Letter Writing, Kindergarten

The test taker hears a letter name and writes the letter. These items measure understanding of written English conventions.

Item Component	Description of Component
Prompt	“__ is the first letter in the word ____. Write the letter __ in the box.”
Graphic	—

WRITING: Word Writing, Grades K–2

The test taker sees a picture, hears the word depicted by the picture, and writes the word. These items measure understanding of written English conventions.

Item Component	Description of Component
Prompt	“This is a picture of a _____. Write the word _____ on the line.”
Graphic	graphic depicting the dictated word

WRITING: Sentence Writing, Grades K–2

The test taker hears a dictated sentence, and writes the sentence. (The sentence may be declarative or interrogative.) The sentence is repeated three times. These items measure understanding of written English conventions.

Item Component	Description of Component
Prompt	“Listen to this sentence. _____ Now write the sentence on the lines. (Pause.) _____”
Graphic	—

WRITING: Extended Response 3: Picture-Based Story, Grades 1–2

The test taker tells a story about a picture. This item measures the student’s ability to use vocabulary, grammar, features of extended discourse, and other writing conventions correctly and appropriately in order to tell a story.

Item Component	Description of Component
Prompt	oral and print directions: “Look at the picture. Write a story about the picture. Write as much as you can. Check your work.” additional oral directions: “Think about who you see in the picture. Think about what is happening. You can make up names for people in the story. You can make up what happened before or what will happen next. Write as much as you can.”
Graphic	1 large graphic depicting a scene with multiple people in it

A.2: Item Specifications (continued)

WRITING: Paragraph: Descriptive Writing, Grades 3–12

The test taker describes a pictured scene. This item measures the student’s ability to use vocabulary, grammar, organization, and other writing conventions correctly and appropriately in order to describe a scene.

Item Component	Description of Component
Prompt	<p>oral and print directions: “Write a paragraph that describes what is happening in the picture. Include as many details as you can. Someone who reads your paragraph should be able to imagine the entire scene. Before you start writing, look at the picture carefully and think about the following:</p> <ul style="list-style-type: none"> • Where are the people? • Who are the people, and what are they doing? • What might the people be thinking or feeling?”
Checklist	<p>A checklist is provided for use by the test taker:</p> <ul style="list-style-type: none"> ✓ Write one paragraph about the picture. ✓ Write a topic sentence. ✓ Use details in your writing. ✓ Use complete sentences. ✓ Write a concluding sentence. ✓ Check your work for capitalization, punctuation, and spelling.
Graphic	1 large graphic depicting a scene with multiple people in it

WRITING: Extended Response 5: Fact-Based Essay, Grades 3–12

The test taker writes an essay based on data provided in chart format. This item measures the student’s ability to use vocabulary, grammar, features of extended discourse, and other writing conventions correctly and appropriately to write an expository essay based on facts.

Item Component	Description of Component
Prompt	<p>oral and print directions: “Look at the chart. It tells about . . . In your own words, write a well-organized essay about In your essay, remember to:</p> <ul style="list-style-type: none"> • Include an introduction, body, and conclusion. • Use information from the chart. • Include details, examples, or reasons. • Use your own words.”
Checklist	<p>A planning page and checklist are provided for use by the test taker:</p> <ul style="list-style-type: none"> ✓ Write about the topic. ✓ Include an introduction, body, and conclusion. ✓ Include details, examples, or reasons. ✓ Use complete sentences and paragraphs. ✓ Use correct grammar, punctuation, and spelling.
Graphic	an informational chart

APPENDIX B: ITEM-LEVEL STATISTICS**Table B.1a—Item-Level Statistics: Listening and Speaking, Kindergarten**

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
LISTENING	1	MC	1	27,359	0.95	0.03	0.02			0.01	0.95	0.35
	2	MC	1	27,359	0.12	0.06	0.81			0.01	0.81	0.48
	3	MC	1	27,359	0.05	0.91	0.03			0.00	0.91	0.44
	4	MC	1	27,359	0.04	0.05	0.90			0.01	0.90	0.43
	5	MC	1	27,359	0.07	0.04	0.89			0.01	0.89	0.44
	6	MC	1	27,359	0.14	0.82	0.03			0.01	0.82	0.40
	7	MC	1	27,359	0.07	0.07	0.85			0.01	0.85	0.42
	8	MC	1	27,359	0.13	0.07	0.79			0.01	0.79	0.46
	9	MC	1	27,359	0.79	0.17	0.04			0.01	0.79	0.29
	10	MC	1	27,359	0.10	0.03	0.86			0.01	0.86	0.43
	11	MC	1	27,359	0.09	0.71	0.19			0.01	0.71	0.33
	12	MC	1	27,359	0.02	0.14	0.83			0.01	0.83	0.48
	13	MC	1	27,359	0.06	0.05	0.88			0.01	0.88	0.39
	14	MC	1	27,359	0.10	0.85	0.05			0.01	0.85	0.43
	15	MC	1	27,359	0.27	0.21	0.51			0.01	0.51	0.36
	16	MC	1	27,359	0.75	0.15	0.09			0.01	0.75	0.30
	17	MC	1	27,359	0.79	0.06	0.14			0.01	0.79	0.31
	18	MC	1	27,359	0.11	0.06	0.82			0.01	0.82	0.39
	19	MC	1	27,359	0.09	0.85	0.05			0.01	0.85	0.46
	20	MC	1	27,359	0.68	0.23	0.09			0.01	0.68	0.31
	21	MC	1	27,359	0.20	0.67	0.12			0.01	0.67	0.44
	22	MC	1	27,359	0.08	0.65	0.26			0.01	0.65	0.26
	23	MC	1	27,359	0.17	0.07	0.75			0.01	0.75	0.44
	24	MC	1	27,359	0.88	0.06	0.05			0.01	0.88	0.32
SPEAKING	1	CR	2	27,359	0.08	0.14	0.79			0.00	0.86	0.51
	2	CR	2	27,359	0.13	0.16	0.71			0.00	0.79	0.57
	3	CR	2	27,359	0.28	0.20	0.52			0.00	0.62	0.45
	4	CR	2	27,359	0.15	0.30	0.55			0.00	0.70	0.52
	5	CR	2	27,359	0.11	0.31	0.59			0.00	0.74	0.56
	6	CR	2	27,359	0.11	0.42	0.47			0.00	0.68	0.57
	7	CR	2	27,359	0.14	0.42	0.44			0.00	0.65	0.58
	8	CR	2	27,359	0.11	0.44	0.45			0.00	0.67	0.56
	9	CR	2	27,359	0.13	0.29	0.58			0.00	0.72	0.63
	10	CR	2	27,359	0.11	0.41	0.48			0.00	0.69	0.60
	11	CR	2	27,359	0.08	0.50	0.42			0.00	0.67	0.60
	12	CR	2	27,359	0.10	0.42	0.49			0.00	0.70	0.58
	13	CR	2	27,359	0.09	0.34	0.58			0.00	0.74	0.63
	14	CR	2	27,359	0.09	0.43	0.48			0.00	0.70	0.61
	15	CR	4	27,359	0.09	0.12	0.30	0.35	0.13	0.00	0.58	0.68

Table B.1b—Item-Level Statistics: Reading and Writing, Kindergarten

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
READING	1	MC	1	27,359	0.95	0.03	0.02			0.01	0.95	0.36
	2	MC	1	27,359	0.05	0.90	0.04			0.00	0.90	0.44
	3	MC	1	27,359	0.10	0.87	0.03			0.01	0.87	0.41
	4	MC	1	27,359	0.74	0.16	0.10			0.01	0.74	0.36
	5	MC	1	27,359	0.08	0.30	0.61			0.01	0.61	0.47
	6	MC	1	27,359	0.23	0.73	0.03			0.01	0.73	0.42
	7	MC	1	27,359	0.05	0.08	0.86			0.01	0.86	0.44
	8	MC	1	27,359	0.11	0.47	0.41			0.01	0.47	0.25
	9	MC	1	27,359	0.09	0.52	0.37			0.01	0.52	0.31
	10	MC	1	27,359	0.86	0.07	0.06			0.01	0.86	0.38
	11	MC	1	27,359	0.09	0.07	0.83			0.01	0.83	0.49
	12	MC	1	27,359	0.14	0.79	0.06			0.01	0.79	0.48
	13	MC	1	27,359	0.78	0.11	0.10			0.01	0.78	0.33
	14	MC	1	27,359	0.15	0.75	0.09			0.01	0.75	0.47
	15	MC	1	27,359	0.20	0.68	0.11			0.01	0.68	0.43
	16	MC	1	27,359	0.60	0.21	0.18			0.01	0.60	0.31
	17	MC	1	27,359	0.11	0.80	0.08			0.01	0.80	0.48
	18	MC	1	27,359	0.15	0.15	0.68			0.01	0.68	0.47
	19	MC	1	27,359	0.14	0.69	0.16			0.01	0.69	0.44
	20	MC	1	27,359	0.17	0.13	0.69			0.01	0.69	0.36
	21	MC	1	27,359	0.24	0.20	0.55			0.01	0.55	0.41
	22	MC	1	27,359	0.58	0.22	0.18			0.02	0.58	0.36
	23	MC	1	27,359	0.16	0.50	0.33			0.01	0.50	0.38
	24	MC	1	27,359	0.74	0.15	0.10			0.01	0.74	0.39
	25	MC	1	27,359	0.59	0.20	0.20			0.02	0.59	0.29
WRITING	1	CR	1	27,359	0.07	0.93				0.00	0.93	0.45
	2	CR	1	27,359	0.13	0.87				0.00	0.87	0.48
	3	CR	1	27,359	0.14	0.86				0.00	0.86	0.46
	4	CR	1	27,359	0.13	0.87				0.00	0.87	0.47
	5	CR	2	27,359	0.24	0.24	0.52			0.00	0.64	0.64
	6	CR	2	27,359	0.30	0.20	0.50			0.00	0.60	0.62
	7	CR	2	27,359	0.26	0.29	0.45			0.00	0.60	0.64
	8	CR	2	27,359	0.23	0.20	0.57			0.00	0.67	0.65
	9	CR	2	27,359	0.28	0.25	0.47			0.00	0.59	0.64
	10	CR	2	27,359	0.36	0.35	0.30			0.00	0.47	0.65

Table B.2a—Item-Level Statistics: Listening and Speaking, Grades 1–2

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
LISTENING	1	MC	1	49,165	0.02	0.95	0.03		0.00	0.95	0.33	49,165
	2	MC	1	49,165	0.94	0.03	0.03		0.00	0.94	0.39	49,165
	3	MC	1	49,165	0.05	0.05	0.90		0.00	0.90	0.45	49,165
	4	MC	1	49,165	0.04	0.93	0.02		0.00	0.93	0.38	49,165
	5	MC	1	49,165	0.91	0.04	0.05		0.00	0.91	0.41	49,165
	6	MC	1	49,165	0.03	0.03	0.93		0.00	0.93	0.36	49,165
	7	MC	1	49,165	0.04	0.92	0.03		0.00	0.92	0.38	49,165
	8	MC	1	49,165	0.08	0.04	0.88		0.00	0.88	0.42	49,165
	9	MC	1	49,165	0.09	0.87	0.04		0.00	0.87	0.37	49,165
	10	MC	1	49,165	0.89	0.07	0.03		0.00	0.89	0.39	49,165
	11	MC	1	49,165	0.06	0.79	0.15		0.00	0.79	0.51	49,165
	12	MC	1	49,165	0.92	0.05	0.03		0.00	0.92	0.27	49,165
	13	MC	1	49,165	0.18	0.79	0.03		0.00	0.79	0.37	49,165
	14	MC	1	49,165	0.95	0.02	0.02		0.00	0.95	0.30	49,165
	15	MC	1	49,165	0.12	0.12	0.76		0.00	0.76	0.32	49,165
	16	MC	1	49,165	0.80	0.08	0.07	0.04	0.00	0.80	0.44	49,165
	17	MC	1	49,165	0.80	0.05	0.09	0.05	0.00	0.80	0.33	49,165
	18	MC	1	49,165	0.10	0.05	0.75	0.09	0.00	0.75	0.39	49,165
	19	MC	1	49,165	0.07	0.15	0.08	0.70	0.00	0.70	0.36	49,165
	20	MC	1	49,165	0.13	0.61	0.11	0.15	0.01	0.61	0.36	49,165
	21	MC	1	49,165	0.07	0.04	0.13	0.76	0.00	0.76	0.46	49,165
	22	MC	1	49,165	0.11	0.78	0.05	0.06	0.01	0.78	0.46	49,165
	23	MC	1	49,165	0.08	0.75	0.06	0.11	0.01	0.75	0.53	49,165
	24	MC	1	49,165	0.68	0.09	0.10	0.12	0.01	0.68	0.43	49,165
SPEAKING	1	CR	2	49,165	0.14	0.32	0.55			0.00	0.71	0.59
	2	CR	2	49,165	0.19	0.25	0.56			0.00	0.69	0.60
	3	CR	2	49,165	0.09	0.14	0.77			0.00	0.84	0.62
	4	CR	2	49,165	0.19	0.30	0.51			0.00	0.66	0.59
	5	CR	2	49,165	0.06	0.22	0.72			0.00	0.83	0.59
	6	CR	2	49,165	0.05	0.24	0.72			0.00	0.83	0.61
	7	CR	2	49,165	0.15	0.33	0.52			0.00	0.68	0.65
	8	CR	2	49,165	0.05	0.12	0.83			0.00	0.89	0.61
	9	CR	2	49,165	0.07	0.30	0.63			0.00	0.78	0.62
	10	CR	2	49,165	0.05	0.27	0.67			0.00	0.81	0.64
	11	CR	2	49,165	0.08	0.32	0.61			0.00	0.77	0.62
	12	CR	2	49,165	0.07	0.32	0.62			0.00	0.78	0.64
	13	CR	2	49,165	0.07	0.35	0.58			0.00	0.76	0.60
	14	CR	2	49,165	0.06	0.22	0.73			0.00	0.84	0.63
	15	CR	2	49,165	0.16	0.47	0.37			0.00	0.60	0.63
	16	CR	4	49,165	0.05	0.05	0.25	0.43	0.21	0.00	0.68	0.70

Table B.2b—Item-Level Statistics: Reading and Writing, Grades 1–2

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
READING	1	MC	1	49,165	0.08	0.07	0.85			0.00	0.85	0.36
	2	MC	1	49,165	0.06	0.06	0.87			0.00	0.87	0.43
	3	MC	1	49,165	0.05	0.64	0.30			0.00	0.64	0.30
	4	MC	1	49,165	0.90	0.03	0.07			0.00	0.90	0.32
	5	MC	1	49,165	0.05	0.04	0.92			0.00	0.92	0.46
	6	MC	1	49,165	0.94	0.02	0.04			0.00	0.94	0.39
	7	MC	1	49,165	0.79	0.10	0.10			0.00	0.79	0.45
	8	MC	1	49,165	0.10	0.08	0.82			0.00	0.82	0.57
	9	MC	1	49,165	0.08	0.88	0.04			0.00	0.88	0.48
	10	MC	1	49,165	0.83	0.09	0.08			0.01	0.83	0.43
	11	MC	1	49,165	0.08	0.82	0.09			0.00	0.82	0.45
	12	MC	1	49,165	0.72	0.13	0.15			0.00	0.72	0.46
	13	MC	1	49,165	0.68	0.17	0.15			0.00	0.68	0.46
	14	MC	1	49,165	0.05	0.66	0.29			0.00	0.66	0.51
	15	MC	1	49,165	0.19	0.73	0.07			0.00	0.73	0.48
	16	MC	1	49,165	0.10	0.13	0.76			0.01	0.76	0.50
	17	MC	1	49,165	0.17	0.71	0.12			0.01	0.71	0.49
	18	MC	1	49,165	0.10	0.62	0.20	0.07		0.01	0.62	0.43
	19	MC	1	49,165	0.23	0.07	0.61	0.08		0.01	0.61	0.45
	20	MC	1	49,165	0.16	0.11	0.07	0.66		0.01	0.66	0.49
	21	MC	1	49,165	0.15	0.50	0.13	0.21		0.01	0.50	0.41
	22	MC	1	49,165	0.71	0.13	0.07	0.08		0.01	0.71	0.47
	23	MC	1	49,165	0.14	0.09	0.45	0.31		0.01	0.45	0.39
	24	MC	1	49,165	0.10	0.11	0.11	0.67		0.01	0.67	0.46
	25	MC	1	49,165	0.22	0.15	0.10	0.52		0.01	0.52	0.41
WRITING	1	MC	1	49,165	0.08	0.05	0.86			0.00	0.86	0.53
	2	MC	1	49,165	0.08	0.09	0.83			0.00	0.83	0.51
	3	MC	1	49,165	0.22	0.68	0.09			0.01	0.68	0.38
	4	MC	1	49,165	0.12	0.08	0.69	0.11		0.01	0.69	0.52
	5	MC	1	49,165	0.06	0.73	0.13	0.07		0.01	0.73	0.55
	6	MC	1	49,165	0.70	0.09	0.10	0.11		0.01	0.70	0.49
	7	CR	2	49,165	0.12	0.23	0.65			0.00	0.76	0.60
	8	CR	2	49,165	0.16	0.25	0.59			0.00	0.72	0.59
	9	CR	2	49,165	0.12	0.32	0.56			0.00	0.72	0.66
	10	CR	2	49,165	0.11	0.38	0.51			0.00	0.70	0.69
	11	CR	2	49,165	0.10	0.38	0.53			0.00	0.71	0.69
	12	CR	4	49,165	0.15	0.20	0.34	0.23	0.07	0.00	0.47	0.71

Table B.3a—Item-Level Statistics: Listening and Speaking, Grades 3–4

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
LISTENING	1	MC	1	34,809	0.07	0.91	0.02			0.00	0.91	0.46
	2	MC	1	34,809	0.07	0.10	0.83			0.00	0.83	0.48
	3	MC	1	34,809	0.07	0.07	0.85			0.00	0.85	0.41
	4	MC	1	34,809	0.03	0.85	0.11			0.00	0.85	0.43
	5	MC	1	34,809	0.85	0.08	0.06			0.00	0.85	0.52
	6	MC	1	34,809	0.07	0.89	0.03			0.00	0.89	0.36
	7	MC	1	34,809	0.08	0.82	0.10			0.00	0.82	0.35
	8	MC	1	34,809	0.03	0.07	0.90			0.00	0.90	0.41
	9	MC	1	34,809	0.06	0.12	0.82			0.00	0.82	0.41
	10	MC	1	34,809	0.79	0.10	0.06	0.05		0.00	0.79	0.39
	11	MC	1	34,809	0.06	0.04	0.84	0.06		0.00	0.84	0.38
	12	MC	1	34,809	0.11	0.71	0.11	0.07		0.00	0.71	0.42
	13	MC	1	34,809	0.65	0.12	0.12	0.10		0.00	0.65	0.51
	14	MC	1	34,809	0.09	0.07	0.53	0.30		0.00	0.53	0.42
	15	MC	1	34,809	0.13	0.10	0.07	0.70		0.00	0.70	0.44
	16	MC	1	34,809	0.04	0.06	0.02	0.88		0.00	0.88	0.55
	17	MC	1	34,809	0.08	0.16	0.69	0.07		0.00	0.69	0.54
	18	MC	1	34,809	0.14	0.05	0.08	0.73		0.00	0.73	0.39
	19	MC	1	34,809	0.04	0.05	0.52	0.37		0.00	0.52	0.33
	20	MC	1	34,809	0.14	0.60	0.06	0.20		0.00	0.60	0.39
	21	MC	1	34,809	0.11	0.08	0.59	0.21		0.00	0.59	0.34
	22	MC	1	34,809	0.08	0.70	0.06	0.15		0.01	0.70	0.52
	23	MC	1	34,809	0.12	0.13	0.56	0.18		0.01	0.56	0.44
	24	MC	1	34,809	0.74	0.09	0.11	0.05		0.01	0.74	0.45
SPEAKING	1	CR	2	34,809	0.11	0.18	0.71			0.00	0.80	0.68
	2	CR	2	34,809	0.11	0.23	0.66			0.00	0.77	0.65
	3	CR	2	34,809	0.26	0.20	0.54			0.00	0.64	0.62
	4	CR	2	34,809	0.14	0.26	0.60			0.00	0.73	0.66
	5	CR	2	34,809	0.07	0.18	0.75			0.00	0.84	0.63
	6	CR	2	34,809	0.09	0.23	0.69			0.00	0.80	0.67
	7	CR	2	34,809	0.07	0.27	0.66			0.00	0.80	0.67
	8	CR	2	34,809	0.11	0.26	0.63			0.00	0.76	0.67
	9	CR	2	34,809	0.13	0.41	0.46			0.00	0.67	0.64
	10	CR	2	34,809	0.06	0.23	0.72			0.00	0.83	0.65
	11	CR	2	34,809	0.08	0.31	0.61			0.00	0.76	0.66
	12	CR	2	34,809	0.07	0.30	0.63			0.00	0.78	0.65
	13	CR	2	34,809	0.08	0.34	0.58			0.00	0.75	0.66
	14	CR	2	34,809	0.06	0.19	0.75			0.00	0.84	0.66
	15	CR	2	34,809	0.12	0.36	0.52			0.00	0.70	0.71
	16	CR	4	34,809	0.05	0.05	0.18	0.44	0.28	0.00	0.71	0.74

Table B.3b—Item-Level Statistics: Reading and Writing, Grades 3–4

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
READING	1	MC	1	34,809	0.07	0.89	0.03			0.00	0.89	0.33
	2	MC	1	34,809	0.06	0.07	0.87			0.00	0.87	0.46
	3	MC	1	34,809	0.09	0.07	0.84			0.00	0.84	0.49
	4	MC	1	34,809	0.03	0.06	0.91			0.00	0.91	0.37
	5	MC	1	34,809	0.02	0.94	0.04			0.00	0.94	0.41
	6	MC	1	34,809	0.79	0.15	0.06			0.00	0.79	0.48
	7	MC	1	34,809	0.83	0.07	0.10			0.00	0.83	0.46
	8	MC	1	34,809	0.12	0.82	0.05			0.00	0.82	0.46
	9	MC	1	34,809	0.83	0.08	0.08			0.00	0.83	0.43
	10	MC	1	34,809	0.09	0.10	0.03	0.77		0.00	0.77	0.43
	11	MC	1	34,809	0.09	0.73	0.05	0.12		0.00	0.73	0.61
	12	MC	1	34,809	0.06	0.78	0.05	0.10		0.01	0.78	0.56
	13	MC	1	34,809	0.22	0.08	0.63	0.06		0.01	0.63	0.38
	14	MC	1	34,809	0.11	0.07	0.74	0.07		0.01	0.74	0.45
	15	MC	1	34,809	0.29	0.11	0.10	0.49		0.01	0.49	0.34
	16	MC	1	34,809	0.23	0.37	0.20	0.19		0.01	0.37	0.31
	17	MC	1	34,809	0.10	0.16	0.68	0.06		0.01	0.68	0.47
	18	MC	1	34,809	0.13	0.18	0.55	0.14		0.01	0.55	0.41
	19	MC	1	34,809	0.21	0.16	0.52	0.10		0.01	0.52	0.36
	20	MC	1	34,809	0.23	0.46	0.16	0.14		0.01	0.46	0.32
	21	MC	1	34,809	0.12	0.13	0.60	0.15		0.01	0.60	0.46
	22	MC	1	34,809	0.15	0.62	0.16	0.05		0.01	0.62	0.43
	23	MC	1	34,809	0.50	0.26	0.12	0.12		0.01	0.50	0.35
	24	MC	1	34,809	0.12	0.22	0.44	0.21		0.01	0.44	0.31
	25	MC	1	34,809	0.19	0.12	0.21	0.47		0.01	0.47	0.24
WRITING	1	MC	1	34,809	0.04	0.05	0.86	0.05		0.00	0.86	0.51
	2	MC	1	34,809	0.13	0.07	0.06	0.74		0.00	0.74	0.51
	3	MC	1	34,809	0.13	0.64	0.10	0.13		0.00	0.64	0.44
	4	MC	1	34,809	0.66	0.13	0.10	0.11		0.00	0.66	0.34
	5	MC	1	34,809	0.14	0.59	0.08	0.19		0.01	0.59	0.42
	6	MC	1	34,809	0.87	0.04	0.04	0.05		0.00	0.87	0.50
	7	MC	1	34,809	0.83	0.04	0.06	0.06		0.00	0.83	0.51
	8	MC	1	34,809	0.54	0.09	0.13	0.23		0.01	0.54	0.32
	9	MC	1	34,809	0.08	0.13	0.65	0.13		0.01	0.65	0.40
	10	MC	1	34,809	0.13	0.12	0.65	0.10		0.01	0.65	0.44
	11	MC	1	34,809	0.73	0.11	0.09	0.06		0.01	0.73	0.39
	12	MC	1	34,809	0.13	0.73	0.06	0.07		0.01	0.73	0.38
	13	CR	4	34,809	0.09	0.16	0.40	0.27	0.08	0.00	0.52	0.71
	14	CR	4	34,809	0.14	0.26	0.36	0.19	0.05	0.00	0.44	0.68

Table B.4a—Item-Level Statistics: Listening and Speaking, Grades 5–6

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
LISTENING	1	MC	1	29,332	0.04	0.92	0.04			0.00	0.92	0.45
	2	MC	1	29,332	0.90	0.04	0.05			0.00	0.90	0.51
	3	MC	1	29,332	0.12	0.75	0.13			0.00	0.75	0.35
	4	MC	1	29,332	0.17	0.09	0.73			0.00	0.73	0.49
	5	MC	1	29,332	0.04	0.17	0.79			0.00	0.79	0.43
	6	MC	1	29,332	0.03	0.89	0.05	0.03		0.00	0.89	0.52
	7	MC	1	29,332	0.84	0.05	0.03	0.07		0.00	0.84	0.38
	8	MC	1	29,332	0.13	0.77	0.06	0.04		0.00	0.77	0.50
	9	MC	1	29,332	0.09	0.07	0.75	0.08		0.00	0.75	0.57
	10	MC	1	29,332	0.07	0.23	0.07	0.63		0.00	0.63	0.48
	11	MC	1	29,332	0.06	0.26	0.61	0.07		0.00	0.61	0.47
	12	MC	1	29,332	0.17	0.11	0.17	0.55		0.00	0.55	0.37
	13	MC	1	29,332	0.22	0.08	0.64	0.06		0.00	0.64	0.38
	14	MC	1	29,332	0.16	0.07	0.66	0.11		0.00	0.66	0.35
	15	MC	1	29,332	0.16	0.74	0.06	0.04		0.00	0.74	0.44
	16	MC	1	29,332	0.62	0.09	0.08	0.20		0.00	0.62	0.41
	17	MC	1	29,332	0.06	0.04	0.83	0.07		0.00	0.83	0.48
	18	MC	1	29,332	0.09	0.17	0.10	0.64		0.00	0.64	0.40
	19	MC	1	29,332	0.07	0.12	0.53	0.28		0.00	0.53	0.38
	20	MC	1	29,332	0.05	0.26	0.10	0.58		0.00	0.58	0.42
	21	MC	1	29,332	0.26	0.07	0.59	0.07		0.00	0.59	0.40
	22	MC	1	29,332	0.17	0.12	0.65	0.05		0.00	0.65	0.37
	23	MC	1	29,332	0.16	0.59	0.04	0.21		0.00	0.59	0.46
	24	MC	1	29,332	0.15	0.07	0.66	0.12		0.01	0.66	0.48
	25	MC	1	29,332	0.62	0.14	0.06	0.18		0.01	0.62	0.50
SPEAKING	1	CR	2	29,332	0.09	0.12	0.79			0.00	0.85	0.71
	2	CR	2	29,332	0.13	0.12	0.75			0.00	0.81	0.76
	3	CR	2	29,332	0.31	0.21	0.48			0.00	0.59	0.66
	4	CR	2	29,332	0.10	0.16	0.73			0.00	0.82	0.74
	5	CR	2	29,332	0.10	0.21	0.69			0.00	0.80	0.70
	6	CR	2	29,332	0.09	0.22	0.70			0.00	0.81	0.71
	7	CR	2	29,332	0.08	0.20	0.72			0.00	0.82	0.71
	8	CR	2	29,332	0.14	0.25	0.61			0.00	0.74	0.69
	9	CR	2	29,332	0.11	0.27	0.62			0.00	0.76	0.69
	10	CR	2	29,332	0.09	0.24	0.67			0.00	0.79	0.70
	11	CR	2	29,332	0.10	0.28	0.62			0.00	0.76	0.70
	12	CR	2	29,332	0.10	0.38	0.52			0.00	0.71	0.68
	13	CR	2	29,332	0.06	0.17	0.77			0.00	0.85	0.73
	14	CR	2	29,332	0.10	0.25	0.65			0.00	0.77	0.74
	15	CR	2	29,332	0.09	0.30	0.61			0.00	0.76	0.68
	16	CR	4	29,332	0.07	0.06	0.17	0.37	0.34	0.00	0.72	0.77

Table B.4b—Item-Level Statistics: Reading and Writing, Grades 5–6

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
READING	1	MC	1	29,332	0.11	0.21	0.62	0.05		0.00	0.62	0.36
	2	MC	1	29,332	0.70	0.10	0.06	0.14		0.00	0.70	0.44
	3	MC	1	29,332	0.09	0.10	0.08	0.72		0.00	0.72	0.57
	4	MC	1	29,332	0.05	0.85	0.04	0.05		0.00	0.85	0.49
	5	MC	1	29,332	0.66	0.17	0.07	0.09		0.00	0.66	0.30
	6	MC	1	29,332	0.12	0.04	0.80	0.05		0.00	0.80	0.29
	7	MC	1	29,332	0.15	0.04	0.07	0.74		0.00	0.74	0.45
	8	MC	1	29,332	0.10	0.48	0.16	0.25		0.00	0.48	0.33
	9	MC	1	29,332	0.06	0.07	0.69	0.18		0.00	0.69	0.44
	10	MC	1	29,332	0.05	0.06	0.07	0.82		0.00	0.82	0.63
	11	MC	1	29,332	0.08	0.06	0.09	0.76		0.00	0.76	0.56
	12	MC	1	29,332	0.05	0.78	0.06	0.10		0.00	0.78	0.63
	13	MC	1	29,332	0.75	0.09	0.07	0.09		0.00	0.75	0.54
	14	MC	1	29,332	0.10	0.65	0.17	0.08		0.00	0.65	0.41
	15	MC	1	29,332	0.16	0.09	0.67	0.08		0.00	0.67	0.53
	16	MC	1	29,332	0.75	0.10	0.07	0.08		0.00	0.75	0.57
	17	MC	1	29,332	0.17	0.11	0.57	0.15		0.00	0.57	0.31
	18	MC	1	29,332	0.12	0.62	0.13	0.13		0.01	0.62	0.38
	19	MC	1	29,332	0.71	0.16	0.06	0.05		0.01	0.71	0.20
	20	MC	1	29,332	0.14	0.06	0.58	0.21		0.00	0.58	0.44
	21	MC	1	29,332	0.09	0.59	0.20	0.12		0.01	0.59	0.40
	22	MC	1	29,332	0.75	0.12	0.06	0.06		0.01	0.75	0.45
	23	MC	1	29,332	0.18	0.59	0.09	0.13		0.00	0.59	0.46
	24	MC	1	29,332	0.27	0.49	0.11	0.12		0.01	0.49	0.33
	25	MC	1	29,332	0.61	0.10	0.16	0.13		0.01	0.61	0.32
	26	MC	1	29,332	0.13	0.24	0.09	0.53		0.01	0.53	0.30
	27	MC	1	29,332	0.14	0.09	0.67	0.10		0.01	0.67	0.44
WRITING	1	MC	1	29,332	0.80	0.07	0.06	0.06		0.00	0.80	0.57
	2	MC	1	29,332	0.18	0.06	0.72	0.04		0.00	0.72	0.43
	3	MC	1	29,332	0.10	0.16	0.07	0.67		0.00	0.67	0.44
	4	MC	1	29,332	0.17	0.10	0.61	0.12		0.01	0.61	0.34
	5	MC	1	29,332	0.14	0.06	0.11	0.68		0.00	0.68	0.43
	6	MC	1	29,332	0.08	0.69	0.16	0.07		0.01	0.69	0.42
	7	MC	1	29,332	0.26	0.08	0.03	0.64		0.00	0.64	0.34
	8	MC	1	29,332	0.05	0.06	0.82	0.07		0.00	0.82	0.51
	9	MC	1	29,332	0.05	0.25	0.17	0.53		0.00	0.53	0.39
	10	MC	1	29,332	0.16	0.09	0.65	0.08		0.00	0.65	0.44
	11	MC	1	29,332	0.05	0.03	0.12	0.80		0.00	0.80	0.64
	12	MC	1	29,332	0.74	0.10	0.07	0.09		0.00	0.74	0.48
	13	MC	1	29,332	0.18	0.67	0.05	0.11		0.00	0.67	0.44
	14	MC	1	29,332	0.07	0.05	0.59	0.29		0.00	0.59	0.25
	15	CR	4	29,332	0.08	0.15	0.35	0.29	0.12	0.00	0.55	0.71
	16	CR	4	29,332	0.14	0.18	0.35	0.24	0.09	0.00	0.49	0.72

Table B.5a—Item-Level Statistics: Listening and Speaking, Grades 7–8

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
LISTENING	1	MC	1	24,572	0.12	0.82	0.05			0.00	0.82	0.24
	2	MC	1	24,572	0.83	0.10	0.07			0.00	0.83	0.42
	3	MC	1	24,572	0.14	0.08	0.78			0.00	0.78	0.50
	4	MC	1	24,572	0.03	0.08	0.88			0.00	0.88	0.36
	5	MC	1	24,572	0.12	0.17	0.71			0.00	0.71	0.32
	6	MC	1	24,572	0.07	0.07	0.02	0.83		0.00	0.83	0.42
	7	MC	1	24,572	0.08	0.05	0.17	0.69		0.00	0.69	0.40
	8	MC	1	24,572	0.03	0.14	0.72	0.10		0.00	0.72	0.42
	9	MC	1	24,572	0.07	0.63	0.06	0.24		0.00	0.63	0.37
	10	MC	1	24,572	0.62	0.05	0.05	0.27		0.00	0.62	0.40
	11	MC	1	24,572	0.04	0.10	0.06	0.81		0.00	0.81	0.47
	12	MC	1	24,572	0.15	0.11	0.08	0.66		0.00	0.66	0.45
	13	MC	1	24,572	0.17	0.10	0.63	0.10		0.00	0.63	0.38
	14	MC	1	24,572	0.15	0.03	0.04	0.77		0.00	0.77	0.47
	15	MC	1	24,572	0.14	0.60	0.17	0.09		0.00	0.60	0.46
	16	MC	1	24,572	0.10	0.21	0.08	0.61		0.00	0.61	0.42
	17	MC	1	24,572	0.18	0.55	0.12	0.14		0.00	0.55	0.42
	18	MC	1	24,572	0.17	0.43	0.06	0.34		0.00	0.43	0.24
	19	MC	1	24,572	0.56	0.29	0.09	0.06		0.00	0.56	0.31
	20	MC	1	24,572	0.09	0.60	0.21	0.09		0.00	0.60	0.37
	21	MC	1	24,572	0.66	0.10	0.09	0.14		0.00	0.66	0.44
	22	MC	1	24,572	0.08	0.11	0.15	0.66		0.00	0.66	0.47
	23	MC	1	24,572	0.22	0.19	0.54	0.04		0.00	0.54	0.47
	24	MC	1	24,572	0.05	0.05	0.12	0.77		0.00	0.77	0.44
	25	MC	1	24,572	0.09	0.74	0.10	0.07		0.01	0.74	0.50
SPEAKING	1	CR	2	24,572	0.09	0.16	0.75			0.00	0.83	0.69
	2	CR	2	24,572	0.16	0.20	0.63			0.00	0.73	0.73
	3	CR	2	24,572	0.18	0.25	0.57			0.00	0.69	0.75
	4	CR	2	24,572	0.19	0.28	0.54			0.00	0.68	0.74
	5	CR	2	24,572	0.07	0.25	0.68			0.00	0.81	0.71
	6	CR	2	24,572	0.11	0.29	0.60			0.00	0.75	0.71
	7	CR	2	24,572	0.14	0.25	0.61			0.00	0.74	0.74
	8	CR	2	24,572	0.11	0.29	0.60			0.00	0.75	0.72
	9	CR	2	24,572	0.12	0.22	0.65			0.00	0.76	0.72
	10	CR	2	24,572	0.09	0.30	0.61			0.00	0.76	0.71
	11	CR	2	24,572	0.09	0.25	0.67			0.00	0.79	0.73
	12	CR	2	24,572	0.08	0.27	0.65			0.00	0.78	0.72
	13	CR	2	24,572	0.10	0.28	0.62			0.00	0.76	0.73
	14	CR	2	24,572	0.09	0.25	0.65			0.00	0.78	0.74
	15	CR	2	24,572	0.14	0.33	0.54			0.00	0.70	0.75
	16	CR	4	24,572	0.08	0.07	0.20	0.36	0.30	0.00	0.68	0.78

Table B.5b—Item-Level Statistics: Reading and Writing, Grades 7–8

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
READING	1	MC	1	24,572	0.90	0.03	0.02	0.05		0.00	0.90	0.41
	2	MC	1	24,572	0.05	0.81	0.06	0.09		0.00	0.81	0.47
	3	MC	1	24,572	0.11	0.14	0.08	0.67		0.00	0.67	0.45
	4	MC	1	24,572	0.05	0.08	0.81	0.06		0.00	0.81	0.53
	5	MC	1	24,572	0.06	0.83	0.06	0.05		0.00	0.83	0.52
	6	MC	1	24,572	0.68	0.22	0.06	0.04		0.00	0.68	0.31
	7	MC	1	24,572	0.06	0.09	0.77	0.08		0.00	0.77	0.50
	8	MC	1	24,572	0.16	0.68	0.07	0.08		0.00	0.68	0.56
	9	MC	1	24,572	0.08	0.10	0.11	0.71		0.00	0.71	0.51
	10	MC	1	24,572	0.77	0.08	0.06	0.08		0.00	0.77	0.53
	11	MC	1	24,572	0.09	0.76	0.10	0.05		0.00	0.76	0.58
	12	MC	1	24,572	0.12	0.09	0.71	0.08		0.00	0.71	0.59
	13	MC	1	24,572	0.09	0.80	0.07	0.04		0.00	0.80	0.53
	14	MC	1	24,572	0.19	0.08	0.58	0.14		0.00	0.58	0.42
	15	MC	1	24,572	0.27	0.55	0.07	0.10		0.00	0.55	0.34
	16	MC	1	24,572	0.12	0.07	0.17	0.64		0.00	0.64	0.48
	17	MC	1	24,572	0.56	0.14	0.12	0.17		0.00	0.56	0.32
	18	MC	1	24,572	0.25	0.11	0.51	0.13		0.00	0.51	0.34
	19	MC	1	24,572	0.22	0.11	0.16	0.51		0.00	0.51	0.39
	20	MC	1	24,572	0.09	0.64	0.14	0.13		0.00	0.64	0.46
	21	MC	1	24,572	0.10	0.09	0.10	0.70		0.00	0.70	0.58
	22	MC	1	24,572	0.15	0.10	0.52	0.23		0.01	0.52	0.40
	23	MC	1	24,572	0.55	0.09	0.27	0.09		0.01	0.55	0.26
	24	MC	1	24,572	0.09	0.12	0.13	0.65		0.01	0.65	0.56
	25	MC	1	24,572	0.16	0.51	0.17	0.15		0.00	0.51	0.36
	26	MC	1	24,572	0.11	0.06	0.76	0.07		0.00	0.76	0.44
	27	MC	1	24,572	0.14	0.06	0.08	0.73		0.00	0.73	0.43
WRITING	1	MC	1	24,572	0.03	0.91	0.02	0.04		0.00	0.91	0.39
	2	MC	1	24,572	0.77	0.04	0.04	0.15		0.00	0.77	0.41
	3	MC	1	24,572	0.78	0.07	0.05	0.10		0.00	0.78	0.56
	4	MC	1	24,572	0.60	0.23	0.10	0.07		0.00	0.60	0.41
	5	MC	1	24,572	0.12	0.04	0.80	0.03		0.00	0.80	0.35
	6	MC	1	24,572	0.07	0.12	0.11	0.69		0.01	0.69	0.35
	7	MC	1	24,572	0.12	0.04	0.04	0.80		0.00	0.80	0.59
	8	MC	1	24,572	0.69	0.16	0.09	0.06		0.00	0.69	0.59
	9	MC	1	24,572	0.66	0.19	0.08	0.08		0.00	0.66	0.41
	10	MC	1	24,572	0.06	0.62	0.07	0.24		0.00	0.62	0.44
	11	MC	1	24,572	0.19	0.06	0.10	0.65		0.00	0.65	0.36
	12	MC	1	24,572	0.05	0.11	0.19	0.64		0.00	0.64	0.53
	13	MC	1	24,572	0.14	0.50	0.13	0.23		0.00	0.50	0.49
	14	MC	1	24,572	0.06	0.05	0.82	0.07		0.00	0.82	0.50
	15	CR	4	24,572	0.09	0.14	0.30	0.32	0.16	0.00	0.58	0.74
	16	CR	4	24,572	0.19	0.18	0.27	0.25	0.11	0.00	0.48	0.72

Table B.6a—Item-Level Statistics: Listening and Speaking, Grades 9–12

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
LISTENING	1	MC	1	45,420	0.91	0.03	0.05			0.00	0.91	0.39
	2	MC	1	45,420	0.03	0.86	0.10			0.00	0.86	0.33
	3	MC	1	45,420	0.27	0.02	0.71			0.00	0.71	0.52
	4	MC	1	45,420	0.75	0.14	0.10			0.01	0.75	0.38
	5	MC	1	45,420	0.74	0.08	0.18			0.01	0.74	0.50
	6	MC	1	45,420	0.08	0.15	0.76			0.01	0.76	0.36
	7	MC	1	45,420	0.15	0.76	0.08			0.01	0.76	0.33
	8	MC	1	45,420	0.06	0.58	0.09	0.26		0.01	0.58	0.38
	9	MC	1	45,420	0.10	0.12	0.08	0.70		0.01	0.70	0.56
	10	MC	1	45,420	0.05	0.06	0.05	0.84		0.01	0.84	0.47
	11	MC	1	45,420	0.79	0.05	0.10	0.05		0.01	0.79	0.51
	12	MC	1	45,420	0.25	0.08	0.61	0.06		0.01	0.61	0.48
	13	MC	1	45,420	0.59	0.10	0.13	0.17		0.01	0.59	0.36
	14	MC	1	45,420	0.16	0.10	0.12	0.61		0.01	0.61	0.44
	15	MC	1	45,420	0.20	0.16	0.05	0.58		0.01	0.58	0.34
	16	MC	1	45,420	0.12	0.62	0.10	0.16		0.01	0.62	0.47
	17	MC	1	45,420	0.61	0.14	0.06	0.18		0.01	0.61	0.51
	18	MC	1	45,420	0.08	0.06	0.10	0.76		0.01	0.76	0.52
	19	MC	1	45,420	0.04	0.05	0.12	0.78		0.01	0.78	0.60
	20	MC	1	45,420	0.78	0.07	0.06	0.08		0.01	0.78	0.48
	21	MC	1	45,420	0.05	0.79	0.06	0.10		0.01	0.79	0.52
	22	MC	1	45,420	0.71	0.05	0.09	0.13		0.01	0.71	0.41
	23	MC	1	45,420	0.10	0.19	0.64	0.06		0.01	0.64	0.45
	24	MC	1	45,420	0.06	0.58	0.24	0.11		0.01	0.58	0.44
	25	MC	1	45,420	0.11	0.18	0.12	0.58		0.01	0.58	0.38
SPEAKING	1	CR	2	45,420	0.10	0.24	0.66			0.00	0.78	0.72
	2	CR	2	45,420	0.18	0.21	0.61			0.00	0.71	0.74
	3	CR	2	45,420	0.17	0.25	0.59			0.00	0.71	0.75
	4	CR	2	45,420	0.17	0.27	0.56			0.00	0.70	0.75
	5	CR	2	45,420	0.07	0.24	0.68			0.00	0.80	0.70
	6	CR	2	45,420	0.14	0.31	0.55			0.00	0.71	0.71
	7	CR	2	45,420	0.09	0.26	0.65			0.00	0.78	0.72
	8	CR	2	45,420	0.15	0.33	0.52			0.00	0.68	0.73
	9	CR	2	45,420	0.14	0.29	0.57			0.00	0.72	0.73
	10	CR	2	45,420	0.07	0.30	0.62			0.00	0.78	0.70
	11	CR	2	45,420	0.09	0.34	0.57			0.00	0.74	0.71
	12	CR	2	45,420	0.08	0.37	0.54			0.00	0.73	0.69
	13	CR	2	45,420	0.07	0.28	0.64			0.00	0.78	0.71
	14	CR	2	45,420	0.09	0.29	0.62			0.00	0.76	0.73
	15	CR	2	45,420	0.16	0.35	0.49			0.00	0.66	0.73
	16	CR	4	45,420	0.08	0.09	0.20	0.34	0.29	0.00	0.67	0.78

Table B.6b—Item-Level Statistics: Reading and Writing, Grades 9–12

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Omit	P-value	Point Biserial
READING	1	MC	1	45,420	0.07	0.69	0.10	0.14		0.00	0.69	0.35
	2	MC	1	45,420	0.87	0.04	0.02	0.07		0.00	0.87	0.41
	3	MC	1	45,420	0.09	0.09	0.08	0.74		0.00	0.74	0.51
	4	MC	1	45,420	0.14	0.05	0.06	0.75		0.00	0.75	0.45
	5	MC	1	45,420	0.21	0.58	0.04	0.16		0.00	0.58	0.35
	6	MC	1	45,420	0.20	0.71	0.05	0.04		0.00	0.71	0.26
	7	MC	1	45,420	0.04	0.83	0.08	0.05		0.01	0.83	0.44
	8	MC	1	45,420	0.11	0.10	0.72	0.06		0.01	0.72	0.42
	9	MC	1	45,420	0.08	0.11	0.72	0.09		0.01	0.72	0.57
	10	MC	1	45,420	0.09	0.75	0.08	0.07		0.01	0.75	0.57
	11	MC	1	45,420	0.50	0.20	0.16	0.13		0.01	0.50	0.30
	12	MC	1	45,420	0.82	0.05	0.10	0.03		0.01	0.82	0.59
	13	MC	1	45,420	0.08	0.78	0.05	0.07		0.01	0.78	0.54
	14	MC	1	45,420	0.59	0.15	0.16	0.09		0.01	0.59	0.39
	15	MC	1	45,420	0.19	0.22	0.52	0.07		0.01	0.52	0.28
	16	MC	1	45,420	0.04	0.87	0.04	0.04		0.01	0.87	0.43
	17	MC	1	45,420	0.20	0.48	0.16	0.15		0.01	0.48	0.34
	18	MC	1	45,420	0.06	0.19	0.64	0.10		0.01	0.64	0.30
	19	MC	1	45,420	0.09	0.63	0.06	0.21		0.01	0.63	0.41
	20	MC	1	45,420	0.20	0.13	0.55	0.11		0.01	0.55	0.45
	21	MC	1	45,420	0.12	0.09	0.61	0.16		0.01	0.61	0.49
	22	MC	1	45,420	0.10	0.59	0.17	0.13		0.01	0.59	0.38
	23	MC	1	45,420	0.18	0.10	0.55	0.16		0.01	0.55	0.42
	24	MC	1	45,420	0.27	0.50	0.12	0.09		0.02	0.50	0.33
	25	MC	1	45,420	0.16	0.17	0.53	0.13		0.02	0.53	0.35
	26	MC	1	45,420	0.06	0.08	0.68	0.16		0.01	0.68	0.44
	27	MC	1	45,420	0.65	0.10	0.14	0.09		0.01	0.65	0.33
WRITING	1	MC	1	45,420	0.05	0.06	0.08	0.80		0.01	0.80	0.46
	2	MC	1	45,420	0.07	0.12	0.75	0.06		0.00	0.75	0.50
	3	MC	1	45,420	0.08	0.69	0.03	0.18		0.01	0.69	0.46
	4	MC	1	45,420	0.57	0.07	0.12	0.23		0.01	0.57	0.37
	5	MC	1	45,420	0.30	0.48	0.14	0.07		0.01	0.48	0.30
	6	MC	1	45,420	0.07	0.13	0.12	0.67		0.01	0.67	0.40
	7	MC	1	45,420	0.81	0.08	0.04	0.07		0.01	0.81	0.48
	8	MC	1	45,420	0.80	0.05	0.09	0.05		0.01	0.80	0.49
	9	MC	1	45,420	0.19	0.10	0.13	0.56		0.01	0.56	0.49
	10	MC	1	45,420	0.09	0.06	0.77	0.08		0.01	0.77	0.40
	11	MC	1	45,420	0.06	0.13	0.12	0.68		0.01	0.68	0.41
	12	MC	1	45,420	0.59	0.13	0.14	0.14		0.01	0.59	0.35
	13	MC	1	45,420	0.10	0.05	0.65	0.19		0.01	0.65	0.49
	14	MC	1	45,420	0.11	0.72	0.07	0.09		0.01	0.72	0.47
	15	CR	4	45,420	0.08	0.16	0.31	0.30	0.16	0.00	0.57	0.72
	16	CR	4	45,420	0.14	0.16	0.29	0.28	0.13	0.00	0.53	0.73

APPENDIX C: IRT STATISTICS

Table C.1a—IRT Statistics: Listening and Speaking, Kindergarten

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	29,207	-1.95	0.03	0.90	0.75	—
	2	29,207	-0.43	0.02	0.93	0.83	—
	3	29,207	-1.46	0.02	0.88	0.73	—
	4	29,207	-1.29	0.02	0.89	0.77	—
	5	29,207	-1.11	0.02	0.91	0.87	—
	6	29,207	-0.55	0.02	1.01	1.07	—
	7	29,207	-0.78	0.02	0.97	0.92	—
	8	29,207	-0.34	0.02	0.97	0.96	—
	9	29,207	-0.29	0.02	1.15	1.30	—
	10	29,207	-0.79	0.02	0.94	0.96	—
	11	29,207	0.17	0.01	1.14	1.22	—
	12	29,207	-0.64	0.02	0.92	0.88	—
	13	29,207	-1.08	0.02	0.93	0.87	—
	14	29,207	-0.78	0.02	0.98	0.90	—
	15	29,207	1.26	0.01	1.12	1.27	—
	16	29,207	-0.05	0.02	1.15	1.29	—
	17	29,207	-0.33	0.02	1.13	1.29	—
	18	29,207	-0.51	0.02	1.01	1.14	—
	19	29,207	-0.80	0.02	0.93	0.84	—
	20	29,207	0.39	0.01	1.17	1.33	—
	21	29,207	0.45	0.01	1.03	1.07	—
	22	29,207	0.54	0.01	1.25	1.46	—
	23	29,207	-0.08	0.02	1.01	1.00	—
	24	29,207	-1.02	0.02	1.02	1.12	—
SPEAKING	1	29,207	-0.45	0.01	0.97	1.17	—
	2	29,207	0.20	0.01	1.03	1.03	—
	3	29,207	0.91	0.01	1.28	1.46	—
	4	29,207	0.42	0.01	1.06	1.09	—
	5	29,207	0.26	0.01	1.01	1.00	—
	6	29,207	0.35	0.01	0.93	0.93	—
	7	29,207	0.56	0.01	0.92	0.92	—
	8	29,207	0.55	0.01	0.98	0.96	—
	9	29,207	0.29	0.01	0.86	0.84	—
	10	29,207	0.28	0.01	0.92	0.92	—
	11	29,207	0.33	0.01	0.85	0.84	—
	12	29,207	0.39	0.01	0.94	0.91	—
	13	29,207	0.21	0.01	0.88	0.84	—
	14	29,207	0.24	0.01	0.85	0.84	—
	15	29,207	1.02	0.01	1.05	1.03	—

Note: “√” indicates that the item was flagged as misfit, and “—” indicates that the item was not flagged.

Table C.1b—IRT Statistics: Reading and Writing, Kindergarten

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	29,207	-1.90	0.02	0.89	0.59	√
	2	29,207	-1.28	0.02	0.90	0.71	—
	3	29,207	-0.97	0.02	0.98	0.85	—
	4	29,207	0.04	0.02	1.10	1.06	—
	5	29,207	0.77	0.01	0.99	1.00	—
	6	29,207	0.09	0.01	1.05	0.97	—
	7	29,207	-0.88	0.02	0.95	0.77	—
	8	29,207	1.45	0.01	1.23	1.49	—
	9	29,207	1.19	0.01	1.17	1.30	—
	10	29,207	-0.90	0.02	1.02	0.91	—
	11	29,207	-0.58	0.02	0.90	0.74	—
	12	29,207	-0.34	0.02	0.97	0.86	—
	13	29,207	-0.25	0.02	1.10	1.05	—
	14	29,207	-0.01	0.02	0.98	0.88	—
	15	29,207	0.38	0.01	1.05	1.00	—
	16	29,207	0.79	0.01	1.16	1.27	—
	17	29,207	-0.37	0.02	0.94	0.83	—
	18	29,207	0.38	0.01	0.99	0.95	—
	19	29,207	0.34	0.01	1.03	0.98	—
	20	29,207	0.38	0.01	1.08	1.08	—
	21	29,207	1.08	0.01	1.05	1.10	—
	22	29,207	0.92	0.01	1.10	1.14	—
	23	29,207	1.32	0.01	1.09	1.22	—
	24	29,207	0.05	0.02	1.07	0.98	—
	25	29,207	0.90	0.01	1.18	1.28	—
WRITING	1	29,207	-1.18	0.02	0.86	0.62	—
	2	29,207	-0.69	0.02	0.88	0.73	—
	3	29,207	-0.60	0.02	0.91	0.79	—
	4	29,207	-0.64	0.02	0.90	0.74	—
	5	29,207	0.88	0.01	0.88	0.84	—
	6	29,207	1.05	0.01	0.92	0.93	—
	7	29,207	1.03	0.01	0.88	0.85	—
	8	29,207	0.76	0.01	0.87	0.78	—
	9	29,207	1.09	0.01	0.86	0.80	—
	10	29,207	1.62	0.01	0.79	0.76	—

Table C.2a—IRT Statistics: Listening and Speaking, Grades 1–2

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	51,393	-1.84	0.02	0.99	0.94	—
	2	51,393	-1.79	0.02	0.94	0.72	—
	3	51,393	-1.10	0.02	0.92	0.84	—
	4	51,393	-1.60	0.02	0.95	0.95	—
	5	51,393	-1.26	0.02	0.97	0.85	—
	6	51,393	-1.65	0.02	0.97	0.87	—
	7	51,393	-1.48	0.02	0.95	1.13	—
	8	51,393	-0.90	0.02	0.99	0.89	—
	9	51,393	-0.77	0.01	1.05	1.21	—
	10	51,393	-1.07	0.02	1.02	0.87	—
	11	51,393	-0.10	0.01	0.95	0.84	—
	12	51,393	-1.43	0.02	1.07	2.05	√
	13	51,393	-0.10	0.01	1.12	1.28	—
	14	51,393	-1.76	0.02	1.02	1.39	—
	15	51,393	0.12	0.01	1.19	1.51	√
	16	51,393	-0.14	0.01	1.03	1.06	—
	17	51,393	-0.15	0.01	1.14	1.56	√
	18	51,393	0.21	0.01	1.11	1.20	—
	19	51,393	0.60	0.01	1.15	1.25	—
	20	51,393	1.10	0.01	1.16	1.28	—
	21	51,393	0.20	0.01	1.01	0.98	—
	22	51,393	0.01	0.01	1.02	1.03	—
	23	51,393	0.22	0.01	0.94	0.83	—
	24	51,393	0.72	0.01	1.06	1.12	—
SPEAKING	1	51,393	0.57	0.01	1.05	1.07	—
	2	51,393	0.78	0.01	1.07	1.04	—
	3	51,393	-0.13	0.01	0.94	0.96	—
	4	51,393	0.88	0.01	1.09	1.09	—
	5	51,393	-0.19	0.01	1.01	1.07	—
	6	51,393	-0.44	0.01	0.90	0.98	—
	7	51,393	0.68	0.01	0.93	0.91	—
	8	51,393	-0.61	0.01	0.87	0.90	—
	9	51,393	0.03	0.01	0.94	0.95	—
	10	51,393	-0.19	0.01	0.93	0.92	—
	11	51,393	0.10	0.01	0.94	0.93	—
	12	51,393	-0.04	0.01	0.89	0.92	—
	13	51,393	0.09	0.01	0.96	0.97	—
	14	51,393	-0.26	0.01	0.94	0.97	—
	15	51,393	1.09	0.01	0.94	0.93	—
	16	51,393	0.72	0.01	0.98	1.01	—

Table C.2b—IRT Statistics: Reading and Writing, Grades 1–2

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	51,393	-0.57	0.01	1.09	1.18	—
	2	51,393	-0.83	0.01	0.99	0.97	—
	3	51,393	0.87	0.01	1.25	1.51	√
	4	51,393	-1.17	0.02	1.08	1.26	—
	5	51,393	-1.34	0.02	0.89	0.70	—
	6	51,393	-1.71	0.02	0.96	0.63	—
	7	51,393	-0.09	0.01	1.03	0.93	—
	8	51,393	-0.29	0.01	0.87	0.63	—
	9	51,393	-0.92	0.02	0.94	0.66	—
	10	51,393	-0.41	0.01	1.03	0.89	—
	11	51,393	-0.33	0.01	1.02	0.82	—
	12	51,393	0.43	0.01	1.02	0.97	—
	13	51,393	0.68	0.01	1.01	0.97	—
	14	51,393	0.80	0.01	0.95	0.93	—
	15	51,393	0.34	0.01	0.99	0.86	—
	16	51,393	0.12	0.01	0.96	0.87	—
	17	51,393	0.50	0.01	0.99	0.90	—
	18	51,393	1.00	0.01	1.05	1.11	—
	19	51,393	1.09	0.01	1.02	1.03	—
	20	51,393	0.81	0.01	0.97	0.97	—
	21	51,393	1.66	0.01	1.04	1.17	—
	22	51,393	0.55	0.01	1.02	1.03	—
	23	51,393	1.96	0.01	1.06	1.24	—
	24	51,393	0.77	0.01	1.02	1.05	—
	25	51,393	1.59	0.01	1.03	1.14	—
WRITING	1	51,393	-0.65	0.01	0.89	0.73	—
	2	51,393	-0.36	0.01	0.95	0.77	—
	3	51,393	0.67	0.01	1.14	1.20	—
	4	51,393	0.63	0.01	0.95	0.92	—
	5	51,393	0.39	0.01	0.91	0.82	—
	6	51,393	0.55	0.01	0.98	0.90	—
	7	51,393	0.28	0.01	1.05	1.07	—
	8	51,393	0.58	0.01	1.07	1.14	—
	9	51,393	0.47	0.01	0.89	0.85	—
	10	51,393	0.48	0.01	0.83	0.82	—
	11	51,393	0.36	0.01	0.83	0.82	—
	12	51,393	2.00	0.01	0.93	0.92	—

Table C.3a—IRT Statistics: Listening and Speaking, Grades 3–4

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	36,673	-1.55	0.02	0.89	0.72	—
	2	36,673	-0.75	0.02	0.96	0.86	—
	3	36,673	-0.94	0.02	1.01	1.02	—
	4	36,673	-0.99	0.02	0.99	0.95	—
	5	36,673	-0.96	0.02	0.90	0.70	—
	6	36,673	-1.40	0.02	1.02	1.01	—
	7	36,673	-0.56	0.02	1.11	1.27	—
	8	36,673	-1.43	0.02	0.92	1.09	—
	9	36,673	-0.68	0.02	1.06	1.05	—
	10	36,673	-0.45	0.01	1.11	1.18	—
	11	36,673	-0.80	0.02	1.05	1.30	—
	12	36,673	0.18	0.01	1.05	1.09	—
	13	36,673	0.45	0.01	0.95	0.91	—
	14	36,673	1.13	0.01	1.01	1.09	—
	15	36,673	0.24	0.01	1.04	1.01	—
	16	36,673	-1.21	0.02	0.81	0.65	—
	17	36,673	0.30	0.01	0.91	0.85	—
	18	36,673	0.02	0.01	1.09	1.12	—
	19	36,673	1.15	0.01	1.13	1.25	—
	20	36,673	0.75	0.01	1.07	1.12	—
	21	36,673	0.82	0.01	1.15	1.23	—
	22	36,673	0.22	0.01	0.92	0.87	—
	23	36,673	0.96	0.01	1.00	1.03	—
	24	36,673	-0.05	0.01	1.03	1.06	—
SPEAKING	1	36,673	-0.23	0.01	0.83	0.86	—
	2	36,673	-0.11	0.01	0.90	0.94	—
	3	36,673	0.70	0.01	1.02	0.99	—
	4	36,673	0.11	0.01	0.88	0.90	—
	5	36,673	-0.59	0.01	0.87	0.97	—
	6	36,673	-0.24	0.01	0.91	1.04	—
	7	36,673	-0.43	0.01	0.83	0.86	—
	8	36,673	-0.04	0.01	0.88	0.89	—
	9	36,673	0.44	0.01	0.95	0.95	—
	10	36,673	-0.66	0.01	0.82	0.83	—
	11	36,673	-0.21	0.01	0.85	0.87	—
	12	36,673	-0.29	0.01	0.92	0.99	—
	13	36,673	-0.14	0.01	0.86	0.87	—
	14	36,673	-0.70	0.01	0.79	0.85	—
	15	36,673	0.20	0.01	0.79	0.78	—
	16	36,673	0.24	0.01	0.95	1.01	—

Table C.3b—IRT Statistics: Reading and Writing, Grades 3–4

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	36,673	-1.37	0.02	1.07	1.02	—
	2	36,673	-1.14	0.02	0.96	0.74	—
	3	36,673	-0.81	0.02	0.95	0.81	—
	4	36,673	-1.57	0.02	0.99	0.87	—
	5	36,673	-2.08	0.02	0.90	0.61	—
	6	36,673	-0.47	0.01	1.00	0.88	—
	7	36,673	-0.68	0.02	1.02	0.99	—
	8	36,673	-0.67	0.02	0.97	1.09	—
	9	36,673	-0.78	0.02	1.03	0.90	—
	10	36,673	-0.26	0.01	1.03	1.02	—
	11	36,673	0.01	0.01	0.83	0.69	—
	12	36,673	-0.30	0.01	0.88	0.72	—
	13	36,673	0.63	0.01	1.10	1.18	—
	14	36,673	-0.06	0.01	1.02	1.01	—
	15	36,673	1.35	0.01	1.09	1.22	—
	16	36,673	1.97	0.01	1.06	1.40	—
	17	36,673	0.32	0.01	0.99	0.93	—
	18	36,673	1.05	0.01	1.03	1.10	—
	19	36,673	1.21	0.01	1.08	1.21	—
	20	36,673	1.50	0.01	1.09	1.28	—
	21	36,673	0.79	0.01	0.99	1.01	—
	22	36,673	0.64	0.01	1.02	1.01	—
	23	36,673	1.28	0.01	1.07	1.25	—
	24	36,673	1.58	0.01	1.11	1.36	—
	25	36,673	1.43	0.01	1.22	1.45	—
WRITING	1	36,673	-0.97	0.02	0.89	0.78	—
	2	36,673	-0.06	0.01	0.94	0.88	—
	3	36,673	0.54	0.01	1.02	1.05	—
	4	36,673	0.45	0.01	1.15	1.24	—
	5	36,673	0.79	0.01	1.05	1.09	—
	6	36,673	-1.13	0.02	0.95	0.76	—
	7	36,673	-0.73	0.02	0.92	0.81	—
	8	36,673	1.06	0.01	1.15	1.34	—
	9	36,673	0.50	0.01	1.08	1.13	—
	10	36,673	0.53	0.01	1.02	1.01	—
	11	36,673	0.01	0.01	1.09	1.12	—
	12	36,673	0.04	0.01	1.10	1.19	—
	13	36,673	1.21	0.01	0.91	0.90	—
	14	36,673	1.70	0.01	0.95	0.93	—

Table C.4a—IRT Statistics: Listening and Speaking, Grades 5–6

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	30,508	-1.86	0.02	0.89	0.71	—
	2	30,508	-1.64	0.02	0.87	0.60	—
	3	30,508	-0.34	0.02	1.15	1.36	—
	4	30,508	-0.19	0.01	0.98	0.98	—
	5	30,508	-0.60	0.02	1.05	1.07	—
	6	30,508	-1.47	0.02	0.85	0.73	—
	7	30,508	-1.00	0.02	1.06	1.12	—
	8	30,508	-0.44	0.02	0.96	0.97	—
	9	30,508	-0.33	0.02	0.88	0.78	—
	10	30,508	0.44	0.01	1.00	1.01	—
	11	30,508	0.53	0.01	1.00	1.01	—
	12	30,508	0.86	0.01	1.10	1.17	—
	13	30,508	0.34	0.01	1.12	1.18	—
	14	30,508	0.26	0.01	1.16	1.28	—
	15	30,508	-0.21	0.01	1.04	1.07	—
	16	30,508	0.45	0.01	1.08	1.11	—
	17	30,508	-0.90	0.02	0.96	0.85	—
	18	30,508	0.38	0.01	1.08	1.09	—
	19	30,508	0.95	0.01	1.08	1.17	—
	20	30,508	0.67	0.01	1.04	1.06	—
	21	30,508	0.61	0.01	1.08	1.12	—
	22	30,508	0.34	0.01	1.13	1.19	—
	23	30,508	0.64	0.01	1.00	1.02	—
	24	30,508	0.28	0.01	0.99	0.95	—
	25	30,508	0.50	0.01	0.96	0.95	—
SPEAKING	1	30,508	-0.75	0.01	0.72	0.73	—
	2	30,508	-0.41	0.01	0.67	0.69	—
	3	30,508	0.80	0.01	0.93	0.87	—
	4	30,508	-0.55	0.01	0.67	0.64	—
	5	30,508	-0.40	0.01	0.86	0.95	—
	6	30,508	-0.57	0.01	0.77	0.80	—
	7	30,508	-0.56	0.01	0.83	0.95	—
	8	30,508	-0.05	0.01	0.86	0.83	—
	9	30,508	-0.28	0.01	0.81	0.85	—
	10	30,508	-0.51	0.01	0.77	0.81	—
	11	30,508	-0.33	0.01	0.80	0.81	—
	12	30,508	-0.07	0.01	0.84	0.84	—
	13	30,508	-0.79	0.01	0.77	0.94	—
	14	30,508	-0.37	0.01	0.70	0.69	—
	15	30,508	-0.39	0.01	0.83	0.85	—
	16	30,508	0.04	0.01	0.82	0.87	—

Table C.4b—IRT Statistics: Reading and Writing, Grades 5–6

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	30,508	0.54	0.01	1.15	1.23	—
	2	30,508	0.02	0.01	1.04	1.10	—
	3	30,508	-0.14	0.01	0.89	0.77	—
	4	30,508	-1.11	0.02	0.93	0.82	—
	5	30,508	0.28	0.01	1.21	1.27	—
	6	30,508	-0.65	0.02	1.19	1.42	—
	7	30,508	-0.24	0.02	1.03	0.96	—
	8	30,508	1.21	0.01	1.11	1.26	—
	9	30,508	0.07	0.01	1.04	1.07	—
	10	30,508	-0.78	0.02	0.79	0.56	√
	11	30,508	-0.38	0.02	0.89	0.73	—
	12	30,508	-0.51	0.02	0.81	0.63	—
	13	30,508	-0.30	0.02	0.93	0.80	—
	14	30,508	0.33	0.01	1.07	1.08	—
	15	30,508	0.19	0.01	0.93	0.87	—
	16	30,508	-0.31	0.02	0.89	0.79	—
	17	30,508	0.75	0.01	1.18	1.26	—
	18	30,508	0.52	0.01	1.11	1.13	—
	19	30,508	-0.07	0.01	1.34	1.49	—
	20	30,508	0.68	0.01	1.02	1.05	—
	21	30,508	0.67	0.01	1.07	1.14	—
	22	30,508	-0.30	0.02	1.03	1.09	—
	23	30,508	0.62	0.01	1.00	1.02	—
	24	30,508	1.14	0.01	1.12	1.28	—
	25	30,508	0.56	0.01	1.18	1.21	—
	26	30,508	1.00	0.01	1.18	1.33	—
	27	30,508	0.22	0.01	1.04	0.99	—
WRITING	1	30,508	-0.70	0.02	0.86	0.74	—
	2	30,508	-0.09	0.01	1.08	1.17	—
	3	30,508	0.23	0.01	1.04	1.04	—
	4	30,508	0.54	0.01	1.16	1.25	—
	5	30,508	0.16	0.01	1.05	1.04	—
	6	30,508	0.07	0.01	1.08	1.10	—
	7	30,508	0.38	0.01	1.17	1.22	—
	8	30,508	-0.83	0.02	0.93	0.85	—
	9	30,508	0.94	0.01	1.09	1.17	—
	10	30,508	0.27	0.01	1.05	1.07	—
	11	30,508	-0.69	0.02	0.78	0.61	—
	12	30,508	-0.26	0.02	0.99	0.96	—
	13	30,508	0.23	0.01	1.05	1.09	—
	14	30,508	0.63	0.01	1.26	1.40	—
	15	30,508	0.79	0.01	0.92	0.91	—
	16	30,508	1.20	0.01	0.91	0.90	—

Table C.5a—IRT Statistics: Listening and Speaking, Grades 7–8

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	25,978	-0.85	0.02	1.24	1.50	—
	2	25,978	-0.97	0.02	1.05	1.01	—
	3	25,978	-0.53	0.02	0.96	0.85	—
	4	25,978	-1.48	0.02	1.05	1.28	—
	5	25,978	0.03	0.02	1.23	1.36	—
	6	25,978	-0.92	0.02	1.02	1.00	—
	7	25,978	0.06	0.02	1.11	1.12	—
	8	25,978	0.01	0.02	1.11	1.16	—
	9	25,978	0.47	0.02	1.18	1.25	—
	10	25,978	0.47	0.01	1.11	1.15	—
	11	25,978	-0.74	0.02	0.98	0.95	—
	12	25,978	0.24	0.02	1.07	1.15	—
	13	25,978	0.42	0.02	1.15	1.25	—
	14	25,978	-0.48	0.02	1.00	0.98	—
	15	25,978	0.60	0.01	1.02	1.03	—
	16	25,978	0.53	0.01	1.08	1.10	—
	17	25,978	0.83	0.01	1.05	1.10	—
	18	25,978	1.45	0.01	1.25	1.48	—
	19	25,978	0.76	0.01	1.23	1.36	—
	20	25,978	0.57	0.01	1.15	1.18	—
	21	25,978	0.23	0.02	1.06	1.03	—
	22	25,978	0.22	0.02	1.02	1.00	—
	23	25,978	0.88	0.01	1.00	1.01	—
	24	25,978	-0.47	0.02	1.04	0.98	—
	25	25,978	-0.25	0.02	0.97	0.90	—
SPEAKING	1	25,978	-0.67	0.01	0.79	0.76	—
	2	25,978	-0.05	0.01	0.79	0.74	—
	3	25,978	0.17	0.01	0.77	0.72	—
	4	25,978	0.26	0.01	0.79	0.76	—
	5	25,978	-0.60	0.01	0.83	0.88	—
	6	25,978	-0.30	0.01	0.77	0.79	—
	7	25,978	-0.14	0.01	0.76	0.74	—
	8	25,978	-0.26	0.01	0.78	0.77	—
	9	25,978	-0.28	0.01	0.77	0.80	—
	10	25,978	-0.32	0.01	0.84	0.87	—
	11	25,978	-0.53	0.01	0.74	0.74	—
	12	25,978	-0.51	0.01	0.76	0.77	—
	13	25,978	-0.37	0.01	0.74	0.75	—
	14	25,978	-0.46	0.01	0.74	0.72	—
	15	25,978	0.02	0.01	0.73	0.73	—
	16	25,978	0.23	0.01	0.85	0.90	—

Table C.5b—IRT Statistics: Reading and Writing, Grades 7–8

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	25,978	-1.61	0.02	0.96	0.87	—
	2	25,978	-0.75	0.02	1.00	0.83	—
	3	25,978	0.20	0.02	1.04	1.04	—
	4	25,978	-0.75	0.02	0.91	0.73	—
	5	25,978	-0.96	0.02	0.90	0.72	—
	6	25,978	0.13	0.02	1.24	1.33	—
	7	25,978	-0.49	0.02	0.97	0.83	—
	8	25,978	0.09	0.02	0.90	0.82	—
	9	25,978	-0.05	0.02	0.96	0.90	—
	10	25,978	-0.50	0.02	0.94	0.74	—
	11	25,978	-0.39	0.02	0.87	0.70	—
	12	25,978	-0.04	0.02	0.86	0.78	—
	13	25,978	-0.66	0.02	0.92	0.74	—
	14	25,978	0.66	0.01	1.07	1.09	—
	15	25,978	0.91	0.01	1.19	1.29	—
	16	25,978	0.34	0.02	1.01	1.01	—
	17	25,978	0.78	0.01	1.19	1.27	—
	18	25,978	1.10	0.01	1.14	1.25	—
	19	25,978	1.07	0.01	1.09	1.18	—
	20	25,978	0.39	0.02	1.03	1.00	—
	21	25,978	-0.01	0.02	0.88	0.76	—
	22	25,978	1.03	0.01	1.08	1.17	—
	23	25,978	0.97	0.01	1.33	1.52	√
	24	25,978	0.30	0.02	0.89	0.83	—
	25	25,978	1.11	0.01	1.15	1.27	—
	26	25,978	-0.35	0.02	1.05	1.08	—
	27	25,978	-0.14	0.02	1.07	1.08	—
WRITING	1	25,978	-1.77	0.02	0.94	0.93	—
	2	25,978	-0.44	0.02	1.06	1.07	—
	3	25,978	-0.53	0.02	0.88	0.75	—
	4	25,978	0.57	0.01	1.10	1.21	—
	5	25,978	-0.65	0.02	1.12	1.31	—
	6	25,978	0.13	0.02	1.20	1.29	—
	7	25,978	-0.69	0.02	0.84	0.66	—
	8	25,978	0.06	0.02	0.87	0.77	—
	9	25,978	0.24	0.02	1.09	1.11	—
	10	25,978	0.43	0.02	1.05	1.09	—
	11	25,978	0.32	0.02	1.15	1.23	—
	12	25,978	0.36	0.02	0.94	0.93	—
	13	25,978	1.08	0.01	0.96	1.01	—
	14	25,978	-0.82	0.02	0.94	0.83	—
	15	25,978	0.73	0.01	0.91	0.92	—
	16	25,978	1.31	0.01	1.03	1.00	—

Table C.6a—IRT Statistics: Listening and Speaking, Grades 9–12

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	43,219	-1.80	0.02	0.98	0.80	—
	2	43,219	-1.30	0.02	1.09	1.24	—
	3	43,219	-0.09	0.01	0.94	0.89	—
	4	43,219	-0.36	0.01	1.11	1.20	—
	5	43,219	-0.28	0.01	0.97	0.92	—
	6	43,219	-0.42	0.01	1.13	1.22	—
	7	43,219	-0.46	0.01	1.17	1.23	—
	8	43,219	0.65	0.01	1.13	1.25	—
	9	43,219	-0.05	0.01	0.90	0.81	—
	10	43,219	-1.09	0.01	0.93	0.97	—
	11	43,219	-0.66	0.01	0.92	0.90	—
	12	43,219	0.48	0.01	0.99	1.00	—
	13	43,219	0.62	0.01	1.15	1.26	—
	14	43,219	0.45	0.01	1.06	1.07	—
	15	43,219	0.65	0.01	1.18	1.24	—
	16	43,219	0.45	0.01	1.02	0.98	—
	17	43,219	0.45	0.01	0.95	0.92	—
	18	43,219	-0.41	0.01	0.94	0.85	—
	19	43,219	-0.57	0.01	0.83	0.67	—
	20	43,219	-0.56	0.01	0.98	0.88	—
	21	43,219	-0.61	0.01	0.93	0.80	—
	22	43,219	-0.11	0.01	1.07	1.13	—
	23	43,219	0.31	0.01	1.04	1.06	—
	24	43,219	0.65	0.01	1.04	1.05	—
	25	43,219	0.66	0.01	1.13	1.17	—
SPEAKING	1	43,219	-0.48	0.01	0.75	0.70	—
	2	43,219	0.07	0.01	0.77	0.71	—
	3	43,219	0.03	0.01	0.74	0.70	—
	4	43,219	0.08	0.01	0.74	0.70	—
	5	43,219	-0.68	0.01	0.77	0.74	—
	6	43,219	-0.04	0.01	0.82	0.80	—
	7	43,219	-0.49	0.01	0.76	0.71	—
	8	43,219	0.12	0.01	0.77	0.76	—
	9	43,219	-0.07	0.01	0.77	0.75	—
	10	43,219	-0.58	0.01	0.79	0.79	—
	11	43,219	-0.34	0.01	0.78	0.76	—
	12	43,219	-0.35	0.01	0.81	0.81	—
	13	43,219	-0.57	0.01	0.79	0.78	—
	14	43,219	-0.42	0.01	0.75	0.73	—
	15	43,219	0.20	0.01	0.76	0.77	—
	16	43,219	0.22	0.01	0.85	0.89	—

Table C.6b—IRT Statistics: Reading and Writing, Grades 9–12

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	43,219	0.05	0.01	1.17	1.20	—
	2	43,219	-1.35	0.02	0.99	0.97	—
	3	43,219	-0.24	0.01	0.96	0.95	—
	4	43,219	-0.34	0.01	1.03	1.00	—
	5	43,219	0.66	0.01	1.17	1.25	—
	6	43,219	-0.04	0.01	1.28	1.55	√
	7	43,219	-0.92	0.01	0.99	0.92	—
	8	43,219	-0.17	0.01	1.08	1.06	—
	9	43,219	-0.11	0.01	0.88	0.80	—
	10	43,219	-0.37	0.01	0.87	0.77	—
	11	43,219	1.10	0.01	1.21	1.38	—
	12	43,219	-0.84	0.01	0.82	0.62	—
	13	43,219	-0.57	0.01	0.91	0.76	—
	14	43,219	0.63	0.01	1.11	1.16	—
	15	43,219	1.00	0.01	1.26	1.38	—
	16	43,219	-1.35	0.02	0.97	0.81	—
	17	43,219	1.19	0.01	1.13	1.28	—
	18	43,219	0.31	0.01	1.23	1.32	—
	19	43,219	0.41	0.01	1.09	1.08	—
	20	43,219	0.82	0.01	1.03	1.06	—
	21	43,219	0.48	0.01	0.98	0.95	—
	22	43,219	0.58	0.01	1.12	1.12	—
	23	43,219	0.85	0.01	1.06	1.09	—
	24	43,219	1.06	0.01	1.16	1.28	—
	25	43,219	0.95	0.01	1.15	1.23	—
	26	43,219	0.13	0.01	1.05	1.08	—
	27	43,219	0.27	0.01	1.20	1.23	—
WRITING	1	43,219	-0.68	0.01	0.99	1.01	—
	2	43,219	-0.38	0.01	0.96	0.88	—
	3	43,219	0.06	0.01	1.03	1.01	—
	4	43,219	0.70	0.01	1.14	1.22	—
	5	43,219	1.19	0.01	1.20	1.40	—
	6	43,219	0.16	0.01	1.11	1.18	—
	7	43,219	-0.74	0.01	0.98	0.85	—
	8	43,219	-0.68	0.01	0.94	0.98	—
	9	43,219	0.76	0.01	0.98	0.99	—
	10	43,219	-0.49	0.01	1.07	1.17	—
	11	43,219	0.08	0.01	1.10	1.19	—
	12	43,219	0.59	0.01	1.16	1.20	—
	13	43,219	0.29	0.01	0.99	1.01	—
	14	43,219	-0.09	0.01	1.01	1.04	—
	15	43,219	0.72	0.01	0.95	0.95	—
	16	43,219	1.04	0.01	0.97	0.97	—

APPENDIX D: ITEM INFORMATION AT DIFFERENT CUT POINTS**Table D.1a—Item Information by Cut Point: Listening and Speaking, Kindergarten**

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.95	0.13	0.04	0.02
	2	-0.43	0.25	0.14	0.07
	3	-1.46	0.17	0.07	0.03
	4	-1.29	0.19	0.08	0.03
	5	-1.11	0.21	0.09	0.04
	6	-0.55	0.24	0.13	0.06
	7	-0.78	0.23	0.11	0.05
	8	-0.34	0.25	0.15	0.07
	9	-0.29	0.25	0.16	0.08
	10	-0.79	0.23	0.11	0.05
	11	0.17	0.24	0.20	0.11
	12	-0.64	0.24	0.13	0.06
	13	-1.08	0.21	0.09	0.04
	14	-0.78	0.23	0.11	0.05
	15	1.26	0.15	0.25	0.21
	16	-0.05	0.25	0.18	0.09
	17	-0.33	0.25	0.15	0.07
	18	-0.51	0.24	0.14	0.06
	19	-0.80	0.23	0.11	0.05
	20	0.39	0.23	0.22	0.13
	21	0.45	0.23	0.22	0.13
	22	0.54	0.22	0.23	0.14
	23	-0.08	0.25	0.18	0.09
	24	-1.02	0.21	0.09	0.04
SPEAKING	1	-0.45	0.25	0.14	0.07
	2	0.20	0.24	0.20	0.11
	3	0.91	0.19	0.25	0.18
	4	0.42	0.23	0.22	0.13
	5	0.26	0.24	0.21	0.12
	6	0.35	0.23	0.22	0.12
	7	0.56	0.22	0.23	0.14
	8	0.55	0.22	0.23	0.14
	9	0.29	0.24	0.21	0.12
	10	0.28	0.24	0.21	0.12
	11	0.33	0.23	0.22	0.12
	12	0.39	0.23	0.22	0.13
	13	0.21	0.24	0.20	0.11
	14	0.24	0.24	0.21	0.12
	15	1.02	0.18	0.25	0.19

Table D.1b—Item Information by Cut Point: Reading and Writing, Kindergarten

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	-1.90	0.13	0.04	0.02
	2	-1.28	0.19	0.08	0.03
	3	-0.97	0.22	0.10	0.04
	4	0.04	0.25	0.19	0.10
	5	0.77	0.20	0.24	0.16
	6	0.09	0.24	0.19	0.10
	7	-0.88	0.22	0.11	0.05
	8	1.45	0.13	0.24	0.22
	9	1.19	0.16	0.25	0.20
	10	-0.90	0.22	0.10	0.04
	11	-0.58	0.24	0.13	0.06
	12	-0.34	0.25	0.15	0.07
	13	-0.25	0.25	0.16	0.08
	14	-0.01	0.25	0.19	0.09
	15	0.38	0.23	0.22	0.13
	16	0.79	0.20	0.24	0.17
	17	-0.37	0.25	0.15	0.07
	18	0.38	0.23	0.22	0.13
	19	0.34	0.23	0.22	0.12
	20	0.38	0.23	0.22	0.13
	21	1.08	0.17	0.25	0.19
	22	0.92	0.18	0.25	0.18
	23	1.32	0.15	0.25	0.21
	24	0.05	0.25	0.19	0.10
	25	0.90	0.19	0.25	0.18
WRITING	1	-1.18	0.20	0.08	0.03
	2	-0.69	0.24	0.12	0.05
	3	-0.60	0.24	0.13	0.06
	4	-0.64	0.24	0.13	0.06
	5	0.88	0.19	0.25	0.17
	6	1.05	0.17	0.25	0.19
	7	1.03	0.17	0.25	0.19
	8	0.76	0.20	0.24	0.16
	9	1.09	0.17	0.25	0.19
	10	1.62	0.12	0.23	0.24

Table D.2a—Item Information by Cut Point: Listening and Speaking, Grade 1

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.84	0.15	0.05	0.03
	2	-1.79	0.16	0.05	0.03
	3	-1.10	0.22	0.09	0.05
	4	-1.60	0.18	0.06	0.03
	5	-1.26	0.21	0.08	0.04
	6	-1.65	0.17	0.05	0.03
	7	-1.48	0.19	0.06	0.04
	8	-0.90	0.23	0.10	0.06
	9	-0.77	0.24	0.11	0.07
	10	-1.07	0.22	0.09	0.05
	11	-0.10	0.25	0.17	0.12
	12	-1.43	0.19	0.07	0.04
	13	-0.10	0.24	0.17	0.12
	14	-1.76	0.16	0.05	0.03
	15	0.12	0.23	0.19	0.14
	16	-0.14	0.25	0.17	0.11
	17	-0.15	0.25	0.17	0.11
	18	0.21	0.23	0.20	0.14
	19	0.60	0.20	0.23	0.18
	20	1.10	0.15	0.25	0.22
	21	0.20	0.23	0.20	0.14
	22	0.01	0.24	0.18	0.13
	23	0.22	0.23	0.20	0.14
	24	0.72	0.19	0.24	0.19
SPEAKING	1	0.57	0.20	0.23	0.18
	2	0.78	0.18	0.24	0.20
	3	-0.13	0.25	0.17	0.11
	4	0.88	0.17	0.25	0.21
	5	-0.19	0.25	0.17	0.11
	6	-0.44	0.25	0.14	0.09
	7	0.68	0.19	0.24	0.19
	8	-0.61	0.25	0.13	0.08
	9	0.03	0.24	0.19	0.13
	10	-0.19	0.25	0.17	0.11
	11	0.10	0.24	0.19	0.13
	12	-0.04	0.24	0.18	0.12
	13	0.09	0.24	0.19	0.13
	14	-0.26	0.25	0.16	0.10
	15	1.09	0.15	0.25	0.22
	16	0.72	0.19	0.24	0.19

Table D.2b—Item Information by Cut Point: Reading and Writing, Grade 1

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	-0.57	0.25	0.13	0.08
	2	-0.83	0.24	0.11	0.06
	3	0.87	0.17	0.25	0.21
	4	-1.17	0.22	0.08	0.05
	5	-1.34	0.20	0.07	0.04
	6	-1.71	0.17	0.05	0.03
	7	-0.09	0.24	0.18	0.12
	8	-0.29	0.25	0.16	0.10
	9	-0.92	0.23	0.10	0.06
	10	-0.41	0.25	0.14	0.09
	11	-0.33	0.25	0.15	0.10
	12	0.43	0.21	0.22	0.16
	13	0.68	0.19	0.24	0.19
	14	0.80	0.18	0.24	0.20
	15	0.34	0.22	0.21	0.16
	16	0.12	0.23	0.19	0.14
	17	0.50	0.21	0.23	0.17
	18	1.00	0.16	0.25	0.22
	19	1.09	0.15	0.25	0.22
	20	0.81	0.18	0.24	0.20
	21	1.66	0.10	0.23	0.25
	22	0.55	0.20	0.23	0.18
	23	1.96	0.08	0.21	0.25
	24	0.77	0.18	0.24	0.20
	25	1.59	0.11	0.24	0.25
WRITING	1	-0.65	0.25	0.12	0.08
	2	-0.36	0.25	0.15	0.10
	3	0.67	0.19	0.24	0.19
	4	0.63	0.20	0.23	0.18
	5	0.39	0.22	0.22	0.16
	6	0.55	0.20	0.23	0.18
	7	0.28	0.22	0.21	0.15
	8	0.58	0.20	0.23	0.18
	9	0.47	0.21	0.22	0.17
	10	0.48	0.21	0.22	0.17
	11	0.36	0.22	0.22	0.16
	12	2.00	0.08	0.21	0.25

Table D.3a—Item Information by Cut Point: Listening and Speaking, Grade 2

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.84	0.10	0.03	0.01
	2	-1.79	0.11	0.03	0.01
	3	-1.10	0.17	0.06	0.03
	4	-1.60	0.12	0.04	0.02
	5	-1.26	0.16	0.05	0.02
	6	-1.65	0.12	0.04	0.02
	7	-1.48	0.14	0.04	0.02
	8	-0.90	0.19	0.07	0.03
	9	-0.77	0.20	0.08	0.04
	10	-1.07	0.17	0.06	0.03
	11	-0.10	0.25	0.13	0.07
	12	-1.43	0.14	0.05	0.02
	13	-0.10	0.25	0.13	0.07
	14	-1.76	0.11	0.03	0.01
	15	0.12	0.25	0.16	0.08
	16	-0.14	0.24	0.13	0.06
	17	-0.15	0.24	0.13	0.06
	18	0.21	0.25	0.16	0.09
	19	0.60	0.24	0.20	0.12
	20	1.10	0.20	0.24	0.16
	21	0.20	0.25	0.16	0.08
	22	0.01	0.25	0.14	0.07
	23	0.22	0.25	0.16	0.09
	24	0.72	0.23	0.21	0.13
SPEAKING	1	0.57	0.24	0.20	0.11
	2	0.78	0.23	0.22	0.13
	3	-0.13	0.24	0.13	0.06
	4	0.88	0.22	0.22	0.14
	5	-0.19	0.24	0.13	0.06
	6	-0.44	0.23	0.10	0.05
	7	0.68	0.23	0.21	0.12
	8	-0.61	0.22	0.09	0.04
	9	0.03	0.25	0.15	0.07
	10	-0.19	0.24	0.13	0.06
	11	0.10	0.25	0.15	0.08
	12	-0.04	0.25	0.14	0.07
	13	0.09	0.25	0.15	0.08
	14	-0.26	0.24	0.12	0.06
	15	1.09	0.20	0.24	0.16
	16	0.72	0.23	0.21	0.13

Table D.3b—Item Information by Cut Point: Reading and Writing, Grade 2

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	-0.57	0.22	0.10	0.04
	2	-0.83	0.20	0.08	0.03
	3	0.87	0.22	0.22	0.14
	4	-1.17	0.17	0.06	0.03
	5	-1.34	0.15	0.05	0.02
	6	-1.71	0.11	0.04	0.01
	7	-0.09	0.25	0.14	0.07
	8	-0.29	0.24	0.12	0.06
	9	-0.92	0.19	0.07	0.03
	10	-0.41	0.23	0.11	0.05
	11	-0.33	0.24	0.11	0.05
	12	0.43	0.25	0.18	0.10
	13	0.68	0.23	0.21	0.12
	14	0.80	0.23	0.22	0.13
	15	0.34	0.25	0.18	0.09
	16	0.12	0.25	0.15	0.08
	17	0.50	0.24	0.19	0.11
	18	1.00	0.21	0.23	0.15
	19	1.09	0.20	0.24	0.16
	20	0.81	0.23	0.22	0.13
	21	1.66	0.15	0.25	0.21
	22	0.55	0.24	0.20	0.11
	23	1.96	0.12	0.24	0.23
	24	0.77	0.23	0.21	0.13
	25	1.59	0.16	0.25	0.21
WRITING	1	-0.65	0.21	0.09	0.04
	2	-0.36	0.23	0.11	0.05
	3	0.67	0.23	0.21	0.12
	4	0.63	0.24	0.20	0.12
	5	0.39	0.25	0.18	0.10
	6	0.55	0.24	0.20	0.11
	7	0.28	0.25	0.17	0.09
	8	0.58	0.24	0.20	0.11
	9	0.47	0.24	0.19	0.10
	10	0.48	0.24	0.19	0.11
	11	0.36	0.25	0.18	0.10
	12	2.00	0.12	0.24	0.24

Table D.4a—Item Information by Cut Point: Listening and Speaking, Grade 3

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.55	0.14	0.05	0.04
	2	-0.75	0.21	0.10	0.08
	3	-0.94	0.20	0.09	0.07
	4	-0.99	0.19	0.09	0.07
	5	-0.96	0.20	0.09	0.07
	6	-1.40	0.15	0.06	0.05
	7	-0.56	0.23	0.12	0.09
	8	-1.43	0.15	0.06	0.04
	9	-0.68	0.22	0.11	0.09
	10	-0.45	0.24	0.13	0.10
	11	-0.80	0.21	0.10	0.08
	12	0.18	0.25	0.19	0.16
	13	0.45	0.24	0.21	0.18
	14	1.13	0.19	0.25	0.24
	15	0.24	0.25	0.19	0.16
	16	-1.21	0.17	0.07	0.05
	17	0.30	0.25	0.20	0.17
	18	0.02	0.25	0.17	0.14
	19	1.15	0.19	0.25	0.24
	20	0.75	0.22	0.23	0.21
	21	0.82	0.22	0.24	0.22
	22	0.22	0.25	0.19	0.16
	23	0.96	0.20	0.24	0.23
	24	-0.05	0.25	0.17	0.14
SPEAKING	1	-0.23	0.25	0.15	0.12
	2	-0.11	0.25	0.16	0.13
	3	0.70	0.22	0.23	0.21
	4	0.11	0.25	0.18	0.15
	5	-0.59	0.23	0.12	0.09
	6	-0.24	0.25	0.15	0.12
	7	-0.43	0.24	0.13	0.10
	8	-0.04	0.25	0.17	0.14
	9	0.44	0.24	0.21	0.18
	10	-0.66	0.22	0.11	0.09
	11	-0.21	0.25	0.15	0.12
	12	-0.29	0.24	0.14	0.12
	13	-0.14	0.25	0.16	0.13
	14	-0.70	0.22	0.11	0.08
	15	0.20	0.25	0.19	0.16
	16	0.24	0.25	0.20	0.16

Table D.4b—Item Information by Cut Point: Reading and Writing, Grade 3

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	-1.37	0.16	0.06	0.05
	2	-1.14	0.18	0.08	0.06
	3	-0.81	0.21	0.10	0.08
	4	-1.57	0.14	0.05	0.04
	5	-2.08	0.10	0.03	0.02
	6	-0.47	0.23	0.13	0.10
	7	-0.68	0.22	0.11	0.09
	8	-0.67	0.22	0.11	0.09
	9	-0.78	0.21	0.10	0.08
	10	-0.26	0.24	0.15	0.12
	11	0.01	0.25	0.17	0.14
	12	-0.30	0.24	0.14	0.11
	13	0.63	0.23	0.23	0.20
	14	-0.06	0.25	0.17	0.14
	15	1.35	0.17	0.25	0.25
	16	1.97	0.11	0.22	0.24
	17	0.32	0.25	0.20	0.17
	18	1.05	0.20	0.25	0.23
	19	1.21	0.18	0.25	0.24
	20	1.50	0.15	0.25	0.25
	21	0.79	0.22	0.24	0.21
	22	0.64	0.23	0.23	0.20
	23	1.28	0.17	0.25	0.24
	24	1.58	0.15	0.24	0.25
WRITING	1	1.43	0.16	0.25	0.25
	2	-0.97	0.20	0.09	0.07
	3	-0.06	0.25	0.17	0.14
	4	0.54	0.23	0.22	0.19
	5	0.45	0.24	0.21	0.18
	6	0.79	0.22	0.24	0.21
	7	-1.13	0.18	0.08	0.06
	8	-0.73	0.22	0.11	0.08
	9	1.06	0.19	0.25	0.23
	10	0.50	0.24	0.22	0.19
	11	0.53	0.24	0.22	0.19
	12	0.01	0.25	0.17	0.14
	13	0.04	0.25	0.18	0.15
	14	1.21	0.18	0.25	0.24
	15	1.70	0.13	0.24	0.25
	16	-1.37	0.16	0.06	0.05

Table D.5a—Item Information by Cut Point: Listening and Speaking, Grade 4

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.55	0.11	0.05	0.03
	2	-0.75	0.19	0.09	0.06
	3	-0.94	0.17	0.08	0.05
	4	-0.99	0.16	0.07	0.05
	5	-0.96	0.17	0.08	0.05
	6	-1.40	0.12	0.05	0.03
	7	-0.56	0.20	0.10	0.07
	8	-1.43	0.12	0.05	0.03
	9	-0.68	0.19	0.10	0.07
	10	-0.45	0.21	0.11	0.08
	11	-0.80	0.18	0.09	0.06
	12	0.18	0.25	0.17	0.13
	13	0.45	0.25	0.20	0.16
	14	1.13	0.22	0.24	0.22
	15	0.24	0.25	0.18	0.14
	16	-1.21	0.14	0.06	0.04
	17	0.30	0.25	0.18	0.14
	18	0.02	0.24	0.16	0.12
	19	1.15	0.21	0.24	0.22
	20	0.75	0.24	0.22	0.18
	21	0.82	0.24	0.23	0.19
	22	0.22	0.25	0.18	0.13
	23	0.96	0.23	0.24	0.20
	24	-0.05	0.24	0.15	0.11
SPEAKING	1	-0.23	0.23	0.13	0.10
	2	-0.11	0.24	0.14	0.11
	3	0.70	0.24	0.22	0.18
	4	0.11	0.25	0.17	0.12
	5	-0.59	0.20	0.10	0.07
	6	-0.24	0.23	0.13	0.10
	7	-0.43	0.21	0.12	0.08
	8	-0.04	0.24	0.15	0.11
	9	0.44	0.25	0.20	0.15
	10	-0.66	0.19	0.10	0.07
	11	-0.21	0.23	0.14	0.10
	12	-0.29	0.22	0.13	0.09
	13	-0.14	0.24	0.14	0.10
	14	-0.70	0.19	0.09	0.07
	15	0.20	0.25	0.17	0.13
	16	0.24	0.25	0.18	0.14

Table D.5b—Item Information by Cut Point: Reading and Writing, Grade 4

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	-1.37	0.13	0.05	0.04
	2	-1.14	0.15	0.07	0.04
	3	-0.81	0.18	0.09	0.06
	4	-1.57	0.11	0.04	0.03
	5	-2.08	0.07	0.03	0.02
	6	-0.47	0.21	0.11	0.08
	7	-0.68	0.19	0.10	0.07
	8	-0.67	0.19	0.10	0.07
	9	-0.78	0.18	0.09	0.06
	10	-0.26	0.23	0.13	0.09
	11	0.01	0.24	0.16	0.12
	12	-0.30	0.22	0.13	0.09
	13	0.63	0.25	0.21	0.17
	14	-0.06	0.24	0.15	0.11
	15	1.35	0.20	0.25	0.23
	16	1.97	0.14	0.23	0.25
	17	0.32	0.25	0.18	0.14
	18	1.05	0.22	0.24	0.21
	19	1.21	0.21	0.25	0.22
	20	1.50	0.18	0.25	0.24
	21	0.79	0.24	0.22	0.19
	22	0.64	0.25	0.21	0.17
	23	1.28	0.20	0.25	0.23
	24	1.58	0.18	0.25	0.24
WRITING	1	1.43	0.19	0.25	0.24
	2	-0.97	0.16	0.08	0.05
	3	-0.06	0.24	0.15	0.11
	4	0.54	0.25	0.21	0.16
	5	0.45	0.25	0.20	0.16
	6	0.79	0.24	0.22	0.19
	7	-1.13	0.15	0.07	0.04
	8	-0.73	0.19	0.09	0.06
	9	1.06	0.22	0.24	0.21
	10	0.50	0.25	0.20	0.16
	11	0.53	0.25	0.20	0.16
	12	0.01	0.24	0.15	0.12
	13	0.04	0.24	0.16	0.12
	14	1.21	0.21	0.25	0.22
	15	1.70	0.16	0.25	0.25
	16	-1.37	0.13	0.05	0.04

Table D.6a—Item Information by Cut Point: Listening and Speaking, Grade 5

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.86	0.12	0.06	0.03
	2	-1.64	0.14	0.08	0.04
	3	-0.34	0.25	0.19	0.12
	4	-0.19	0.25	0.20	0.13
	5	-0.60	0.23	0.16	0.09
	6	-1.47	0.16	0.09	0.04
	7	-1.00	0.20	0.12	0.07
	8	-0.44	0.24	0.18	0.11
	9	-0.33	0.25	0.19	0.12
	10	0.44	0.23	0.24	0.19
	11	0.53	0.23	0.25	0.20
	12	0.86	0.20	0.25	0.22
	13	0.34	0.24	0.24	0.18
	14	0.26	0.24	0.23	0.17
	15	-0.21	0.25	0.20	0.13
	16	0.45	0.23	0.24	0.19
	17	-0.90	0.21	0.13	0.07
	18	0.38	0.24	0.24	0.18
	19	0.95	0.19	0.25	0.23
	20	0.67	0.22	0.25	0.21
	21	0.61	0.22	0.25	0.20
	22	0.34	0.24	0.24	0.18
	23	0.64	0.22	0.25	0.21
	24	0.28	0.24	0.24	0.17
	25	0.50	0.23	0.25	0.19
SPEAKING	1	-0.75	0.22	0.15	0.08
	2	-0.41	0.24	0.18	0.11
	3	0.80	0.21	0.25	0.22
	4	-0.55	0.24	0.17	0.10
	5	-0.40	0.24	0.18	0.11
	6	-0.57	0.24	0.16	0.10
	7	-0.56	0.24	0.17	0.10
	8	-0.05	0.25	0.21	0.14
	9	-0.28	0.25	0.19	0.12
	10	-0.51	0.24	0.17	0.10
	11	-0.33	0.25	0.19	0.12
	12	-0.07	0.25	0.21	0.14
	13	-0.79	0.22	0.14	0.08
	14	-0.37	0.24	0.18	0.11
	15	-0.39	0.24	0.18	0.11
	16	0.04	0.25	0.22	0.15

Table D.6b—Item Information by Cut Point: Reading and Writing, Grade 5

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	0.54	0.23	0.25	0.20
	2	0.02	0.25	0.22	0.15
	3	-0.14	0.25	0.20	0.13
	4	-1.11	0.19	0.11	0.06
	5	0.28	0.24	0.24	0.17
	6	-0.65	0.23	0.16	0.09
	7	-0.24	0.25	0.20	0.12
	8	1.21	0.17	0.24	0.24
	9	0.07	0.25	0.22	0.15
	10	-0.78	0.22	0.14	0.08
	11	-0.38	0.24	0.18	0.11
	12	-0.51	0.24	0.17	0.10
	13	-0.30	0.25	0.19	0.12
	14	0.33	0.24	0.24	0.18
	15	0.19	0.25	0.23	0.16
	16	-0.31	0.25	0.19	0.12
	17	0.75	0.21	0.25	0.21
	18	0.52	0.23	0.25	0.19
	19	-0.07	0.25	0.21	0.14
	20	0.68	0.22	0.25	0.21
	21	0.67	0.22	0.25	0.21
	22	-0.30	0.25	0.19	0.12
	23	0.62	0.22	0.25	0.20
	24	1.14	0.18	0.24	0.24
	25	0.56	0.23	0.25	0.20
	26	1.00	0.19	0.25	0.23
	27	0.22	0.24	0.23	0.17
WRITING	1	-0.70	0.23	0.15	0.09
	2	-0.09	0.25	0.21	0.14
	3	0.23	0.24	0.23	0.17
	4	0.54	0.23	0.25	0.20
	5	0.16	0.25	0.23	0.16
	6	0.07	0.25	0.22	0.15
	7	0.38	0.24	0.24	0.18
	8	-0.83	0.22	0.14	0.08
	9	0.94	0.20	0.25	0.23
	10	0.27	0.24	0.23	0.17
	11	-0.69	0.23	0.15	0.09
	12	-0.26	0.25	0.19	0.12
	13	0.23	0.24	0.23	0.17
	14	0.63	0.22	0.25	0.20
	15	0.79	0.21	0.25	0.22
	16	1.20	0.17	0.24	0.24
	17	0.54	0.23	0.25	0.20
	18	0.02	0.25	0.22	0.15
	19	-0.14	0.25	0.20	0.13

Table D.7a—Item Information by Cut Point: Listening and Speaking, Grade 6

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.86	0.10	0.05	0.03
	2	-1.64	0.12	0.06	0.04
	3	-0.34	0.23	0.17	0.11
	4	-0.19	0.24	0.18	0.12
	5	-0.60	0.21	0.14	0.09
	6	-1.47	0.13	0.07	0.04
	7	-1.00	0.18	0.11	0.06
	8	-0.44	0.23	0.16	0.10
	9	-0.33	0.23	0.17	0.11
	10	0.44	0.25	0.23	0.18
	11	0.53	0.24	0.24	0.19
	12	0.86	0.23	0.25	0.22
	13	0.34	0.25	0.23	0.17
	14	0.26	0.25	0.22	0.16
	15	-0.21	0.24	0.18	0.12
	16	0.45	0.25	0.23	0.18
	17	-0.90	0.19	0.12	0.07
	18	0.38	0.25	0.23	0.18
	19	0.95	0.22	0.25	0.22
	20	0.67	0.24	0.24	0.20
	21	0.61	0.24	0.24	0.20
	22	0.34	0.25	0.23	0.17
	23	0.64	0.24	0.24	0.20
	24	0.28	0.25	0.22	0.17
	25	0.50	0.24	0.24	0.19
SPEAKING	1	-0.75	0.20	0.13	0.08
	2	-0.41	0.23	0.16	0.10
	3	0.80	0.23	0.25	0.21
	4	-0.55	0.22	0.15	0.09
	5	-0.40	0.23	0.16	0.10
	6	-0.57	0.22	0.15	0.09
	7	-0.56	0.22	0.15	0.09
	8	-0.05	0.25	0.19	0.13
	9	-0.28	0.24	0.17	0.11
	10	-0.51	0.22	0.15	0.10
	11	-0.33	0.23	0.17	0.11
	12	-0.07	0.25	0.19	0.13
	13	-0.79	0.20	0.13	0.08
	14	-0.37	0.23	0.16	0.11
	15	-0.39	0.23	0.16	0.10
	16	0.04	0.25	0.20	0.14

Table D.7b—Item Information by Cut Point: Reading and Writing, Grade 6

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	0.54	0.24	0.24	0.19
	2	0.02	0.25	0.20	0.14
	3	-0.14	0.24	0.19	0.13
	4	-1.11	0.17	0.10	0.06
	5	0.28	0.25	0.22	0.17
	6	-0.65	0.21	0.14	0.09
	7	-0.24	0.24	0.18	0.12
	8	1.21	0.20	0.25	0.24
	9	0.07	0.25	0.21	0.15
	10	-0.78	0.20	0.13	0.08
	11	-0.38	0.23	0.16	0.11
	12	-0.51	0.22	0.15	0.10
	13	-0.30	0.23	0.17	0.11
	14	0.33	0.25	0.23	0.17
	15	0.19	0.25	0.22	0.16
	16	-0.31	0.23	0.17	0.11
	17	0.75	0.23	0.25	0.21
	18	0.52	0.24	0.24	0.19
	19	-0.07	0.25	0.19	0.13
	20	0.68	0.24	0.24	0.20
	21	0.67	0.24	0.24	0.20
	22	-0.30	0.23	0.17	0.11
	23	0.62	0.24	0.24	0.20
	24	1.14	0.20	0.25	0.24
	25	0.56	0.24	0.24	0.19
	26	1.00	0.21	0.25	0.23
	27	0.22	0.25	0.22	0.16
WRITING	1	-0.70	0.20	0.13	0.08
	2	-0.09	0.24	0.19	0.13
	3	0.23	0.25	0.22	0.16
	4	0.54	0.24	0.24	0.19
	5	0.16	0.25	0.21	0.15
	6	0.07	0.25	0.21	0.15
	7	0.38	0.25	0.23	0.18
	8	-0.83	0.19	0.12	0.07
	9	0.94	0.22	0.25	0.22
	10	0.27	0.25	0.22	0.16
	11	-0.69	0.21	0.13	0.08
	12	-0.26	0.24	0.18	0.12
	13	0.23	0.25	0.22	0.16
	14	0.63	0.24	0.24	0.20
	15	0.79	0.23	0.25	0.21
	16	1.20	0.20	0.25	0.24
	17	0.54	0.24	0.24	0.19
	18	0.02	0.25	0.20	0.14
	19	-0.14	0.24	0.19	0.13

Table D.8a—Item Information by Cut Point: Listening and Speaking, Grade 7

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-0.85	0.19	0.10	0.07
	2	-0.97	0.18	0.09	0.06
	3	-0.53	0.22	0.12	0.09
	4	-1.48	0.13	0.06	0.04
	5	0.03	0.25	0.18	0.13
	6	-0.92	0.19	0.09	0.06
	7	0.06	0.25	0.18	0.14
	8	0.01	0.25	0.17	0.13
	9	0.47	0.25	0.21	0.18
	10	0.47	0.25	0.21	0.18
	11	-0.74	0.20	0.11	0.07
	12	0.24	0.25	0.20	0.15
	13	0.42	0.25	0.21	0.17
	14	-0.48	0.22	0.13	0.09
	15	0.60	0.24	0.22	0.19
	16	0.53	0.24	0.22	0.18
	17	0.83	0.23	0.24	0.21
	18	1.45	0.17	0.25	0.25
	19	0.76	0.23	0.23	0.20
	20	0.57	0.24	0.22	0.19
	21	0.23	0.25	0.19	0.15
	22	0.22	0.25	0.19	0.15
	23	0.88	0.22	0.24	0.21
	24	-0.47	0.22	0.13	0.09
	25	-0.25	0.24	0.15	0.11
SPEAKING	1	-0.67	0.21	0.11	0.08
	2	-0.05	0.25	0.17	0.13
	3	0.17	0.25	0.19	0.15
	4	0.26	0.25	0.20	0.16
	5	-0.60	0.21	0.12	0.08
	6	-0.30	0.24	0.14	0.11
	7	-0.14	0.24	0.16	0.12
	8	-0.26	0.24	0.15	0.11
	9	-0.28	0.24	0.15	0.11
	10	-0.32	0.23	0.14	0.10
	11	-0.53	0.22	0.12	0.09
	12	-0.51	0.22	0.12	0.09
	13	-0.37	0.23	0.14	0.10
	14	-0.46	0.23	0.13	0.09
	15	0.02	0.25	0.17	0.13
	16	0.23	0.25	0.19	0.15

Table D.8b—Item Information by Cut Point: Reading and Writing, Grade 7

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	-1.61	0.12	0.05	0.03
	2	-0.75	0.20	0.10	0.07
	3	0.20	0.25	0.19	0.15
	4	-0.75	0.20	0.10	0.07
	5	-0.96	0.18	0.09	0.06
	6	0.13	0.25	0.18	0.14
	7	-0.49	0.22	0.13	0.09
	8	0.09	0.25	0.18	0.14
	9	-0.05	0.25	0.17	0.13
	10	-0.50	0.22	0.13	0.09
	11	-0.39	0.23	0.14	0.10
	12	-0.04	0.25	0.17	0.13
	13	-0.66	0.21	0.11	0.08
	14	0.66	0.24	0.23	0.19
	15	0.91	0.22	0.24	0.22
	16	0.34	0.25	0.20	0.16
	17	0.78	0.23	0.24	0.20
	18	1.10	0.21	0.25	0.23
	19	1.07	0.21	0.25	0.23
	20	0.39	0.25	0.21	0.17
	21	-0.01	0.25	0.17	0.13
	22	1.03	0.21	0.25	0.22
	23	0.97	0.22	0.24	0.22
	24	0.30	0.25	0.20	0.16
	25	1.11	0.20	0.25	0.23
	26	-0.35	0.23	0.14	0.10
	27	-0.14	0.24	0.16	0.12
WRITING	1	-1.77	0.11	0.04	0.03
	2	-0.44	0.23	0.13	0.09
	3	-0.53	0.22	0.12	0.09
	4	0.57	0.24	0.22	0.19
	5	-0.65	0.21	0.11	0.08
	6	0.13	0.25	0.18	0.14
	7	-0.69	0.21	0.11	0.08
	8	0.06	0.25	0.18	0.14
	9	0.24	0.25	0.20	0.15
	10	0.43	0.25	0.21	0.17
	11	0.32	0.25	0.20	0.16
	12	0.36	0.25	0.21	0.17
	13	1.08	0.21	0.25	0.23
	14	-0.82	0.19	0.10	0.07
	15	0.73	0.23	0.23	0.20
	16	1.31	0.19	0.25	0.24
	17	-1.61	0.12	0.05	0.03
	18	-0.75	0.20	0.10	0.07
	19	0.20	0.25	0.19	0.15

Table D.9a—Item Information by Cut Point: Listening and Speaking, Grade 8

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-0.85	0.18	0.08	0.06
	2	-0.97	0.16	0.08	0.05
	3	-0.53	0.21	0.11	0.07
	4	-1.48	0.12	0.05	0.03
	5	0.03	0.24	0.16	0.11
	6	-0.92	0.17	0.08	0.05
	7	0.06	0.24	0.16	0.12
	8	0.01	0.24	0.16	0.11
	9	0.47	0.25	0.20	0.15
	10	0.47	0.25	0.20	0.15
	11	-0.74	0.19	0.09	0.06
	12	0.24	0.25	0.18	0.13
	13	0.42	0.25	0.20	0.15
	14	-0.48	0.21	0.11	0.08
	15	0.60	0.25	0.21	0.17
	16	0.53	0.25	0.21	0.16
	17	0.83	0.24	0.23	0.19
	18	1.45	0.19	0.25	0.24
	19	0.76	0.24	0.22	0.18
	20	0.57	0.25	0.21	0.16
	21	0.23	0.25	0.18	0.13
	22	0.22	0.25	0.18	0.13
	23	0.88	0.23	0.23	0.19
	24	-0.47	0.21	0.11	0.08
	25	-0.25	0.23	0.13	0.09
SPEAKING	1	-0.67	0.19	0.10	0.06
	2	-0.05	0.24	0.15	0.11
	3	0.17	0.25	0.17	0.13
	4	0.26	0.25	0.18	0.13
	5	-0.60	0.20	0.10	0.07
	6	-0.30	0.22	0.13	0.09
	7	-0.14	0.24	0.14	0.10
	8	-0.26	0.23	0.13	0.09
	9	-0.28	0.23	0.13	0.09
	10	-0.32	0.22	0.13	0.09
	11	-0.53	0.21	0.11	0.07
	12	-0.51	0.21	0.11	0.07
	13	-0.37	0.22	0.12	0.08
	14	-0.46	0.21	0.11	0.08
	15	0.02	0.24	0.16	0.11
	16	0.23	0.25	0.18	0.13

Table D.9b—Item Information by Cut Point: Reading and Writing, Grade 8

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	-1.61	0.11	0.04	0.03
	2	-0.75	0.19	0.09	0.06
	3	0.20	0.25	0.17	0.13
	4	-0.75	0.19	0.09	0.06
	5	-0.96	0.17	0.08	0.05
	6	0.13	0.25	0.17	0.12
	7	-0.49	0.21	0.11	0.08
	8	0.09	0.25	0.16	0.12
	9	-0.05	0.24	0.15	0.11
	10	-0.50	0.21	0.11	0.08
	11	-0.39	0.22	0.12	0.08
	12	-0.04	0.24	0.15	0.11
	13	-0.66	0.19	0.10	0.07
	14	0.66	0.24	0.22	0.17
	15	0.91	0.23	0.23	0.20
	16	0.34	0.25	0.19	0.14
	17	0.78	0.24	0.23	0.18
	18	1.10	0.22	0.24	0.21
	19	1.07	0.22	0.24	0.21
	20	0.39	0.25	0.19	0.15
	21	-0.01	0.24	0.16	0.11
	22	1.03	0.22	0.24	0.21
	23	0.97	0.23	0.24	0.20
	24	0.30	0.25	0.18	0.14
	25	1.11	0.22	0.24	0.21
	26	-0.35	0.22	0.12	0.09
	27	-0.14	0.24	0.14	0.10
WRITING	1	-1.77	0.09	0.04	0.02
	2	-0.44	0.21	0.12	0.08
	3	-0.53	0.21	0.11	0.07
	4	0.57	0.25	0.21	0.16
	5	-0.65	0.20	0.10	0.07
	6	0.13	0.25	0.17	0.12
	7	-0.69	0.19	0.10	0.06
	8	0.06	0.24	0.16	0.12
	9	0.24	0.25	0.18	0.13
	10	0.43	0.25	0.20	0.15
	11	0.32	0.25	0.19	0.14
	12	0.36	0.25	0.19	0.14
	13	1.08	0.22	0.24	0.21
	14	-0.82	0.18	0.09	0.06
	15	0.73	0.24	0.22	0.18
	16	1.31	0.20	0.25	0.23
	17	-1.61	0.11	0.04	0.03
	18	-0.75	0.19	0.09	0.06
	19	0.20	0.25	0.17	0.13

Table D.10a—Item Information by Cut Point: Listening and Speaking, Grade 9

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.80	0.14	0.05	0.03
	2	-1.30	0.18	0.08	0.05
	3	-0.09	0.25	0.18	0.13
	4	-0.36	0.25	0.15	0.11
	5	-0.28	0.25	0.16	0.12
	6	-0.42	0.25	0.15	0.11
	7	-0.46	0.24	0.14	0.10
	8	0.65	0.21	0.24	0.20
	9	-0.05	0.25	0.18	0.14
	10	-1.09	0.20	0.09	0.06
	11	-0.66	0.24	0.12	0.09
	12	0.48	0.22	0.23	0.19
	13	0.62	0.21	0.24	0.20
	14	0.45	0.23	0.22	0.19
	15	0.65	0.21	0.24	0.20
	16	0.45	0.23	0.22	0.18
	17	0.45	0.23	0.23	0.19
	18	-0.41	0.25	0.15	0.11
	19	-0.57	0.24	0.13	0.09
	20	-0.56	0.24	0.13	0.09
	21	-0.61	0.24	0.13	0.09
	22	-0.11	0.25	0.18	0.13
	23	0.31	0.24	0.21	0.17
	24	0.65	0.21	0.24	0.20
	25	0.66	0.21	0.24	0.20
SPEAKING	1	-0.48	0.24	0.14	0.10
	2	0.07	0.25	0.19	0.15
	3	0.03	0.25	0.19	0.14
	4	0.08	0.25	0.19	0.15
	5	-0.68	0.23	0.12	0.09
	6	-0.04	0.25	0.18	0.14
	7	-0.49	0.24	0.14	0.10
	8	0.12	0.24	0.20	0.15
	9	-0.07	0.25	0.18	0.14
	10	-0.58	0.24	0.13	0.09
	11	-0.34	0.25	0.15	0.11
	12	-0.35	0.25	0.15	0.11
	13	-0.57	0.24	0.13	0.09
	14	-0.42	0.25	0.15	0.11
	15	0.20	0.24	0.20	0.16
	16	0.22	0.24	0.21	0.16

Table D.10b—Item Information by Cut Point: Reading and Writing, Grade 9

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	0.05	0.25	0.19	0.15
	2	-1.35	0.18	0.07	0.05
	3	-0.24	0.25	0.16	0.12
	4	-0.34	0.25	0.15	0.11
	5	0.66	0.21	0.24	0.20
	6	-0.04	0.25	0.18	0.14
	7	-0.92	0.22	0.10	0.07
	8	-0.17	0.25	0.17	0.13
	9	-0.11	0.25	0.18	0.13
	10	-0.37	0.25	0.15	0.11
	11	1.10	0.17	0.25	0.24
	12	-0.84	0.22	0.11	0.08
	13	-0.57	0.24	0.13	0.09
	14	0.63	0.21	0.24	0.20
	15	1.00	0.18	0.25	0.23
	16	-1.35	0.18	0.07	0.05
	17	1.19	0.16	0.25	0.24
	18	0.31	0.24	0.21	0.17
	19	0.41	0.23	0.22	0.18
	20	0.82	0.20	0.24	0.22
	21	0.48	0.23	0.23	0.19
	22	0.58	0.22	0.23	0.20
	23	0.85	0.19	0.25	0.22
	24	1.06	0.17	0.25	0.23
	25	0.95	0.19	0.25	0.23
	26	0.13	0.24	0.20	0.15
	27	0.27	0.24	0.21	0.17
WRITING	1	-0.68	0.23	0.12	0.09
	2	-0.38	0.25	0.15	0.11
	3	0.06	0.25	0.19	0.15
	4	0.70	0.21	0.24	0.21
	5	1.19	0.16	0.25	0.24
	6	0.16	0.24	0.20	0.16
	7	-0.74	0.23	0.12	0.08
	8	-0.68	0.23	0.12	0.09
	9	0.76	0.20	0.24	0.21
	10	-0.49	0.24	0.14	0.10
	11	0.08	0.25	0.19	0.15
	12	0.59	0.22	0.23	0.20
	13	0.29	0.24	0.21	0.17
	14	-0.09	0.25	0.18	0.13
	15	0.72	0.21	0.24	0.21
	16	1.04	0.18	0.25	0.23

Table D.11a—Item Information by Cut Point: Listening and Speaking, Grade 10

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.80	0.11	0.04	0.03
	2	-1.30	0.16	0.07	0.05
	3	-0.09	0.25	0.17	0.13
	4	-0.36	0.24	0.14	0.11
	5	-0.28	0.24	0.15	0.12
	6	-0.42	0.23	0.14	0.11
	7	-0.46	0.23	0.13	0.10
	8	0.65	0.23	0.23	0.20
	9	-0.05	0.25	0.17	0.14
	10	-1.09	0.18	0.08	0.06
	11	-0.66	0.22	0.12	0.09
	12	0.48	0.24	0.22	0.19
	13	0.62	0.23	0.23	0.20
	14	0.45	0.24	0.22	0.19
	15	0.65	0.23	0.23	0.20
	16	0.45	0.24	0.22	0.18
	17	0.45	0.24	0.22	0.19
	18	-0.41	0.23	0.14	0.11
	19	-0.57	0.22	0.12	0.09
	20	-0.56	0.22	0.12	0.09
	21	-0.61	0.22	0.12	0.09
	22	-0.11	0.25	0.17	0.13
	23	0.31	0.25	0.21	0.17
	24	0.65	0.23	0.23	0.20
	25	0.66	0.23	0.23	0.20
SPEAKING	1	-0.48	0.23	0.13	0.10
	2	0.07	0.25	0.18	0.15
	3	0.03	0.25	0.18	0.14
	4	0.08	0.25	0.18	0.15
	5	-0.68	0.21	0.11	0.09
	6	-0.04	0.25	0.17	0.14
	7	-0.49	0.23	0.13	0.10
	8	0.12	0.25	0.19	0.15
	9	-0.07	0.25	0.17	0.14
	10	-0.58	0.22	0.12	0.09
	11	-0.34	0.24	0.14	0.11
	12	-0.35	0.24	0.14	0.11
	13	-0.57	0.22	0.12	0.09
	14	-0.42	0.23	0.14	0.11
	15	0.20	0.25	0.20	0.16
	16	0.22	0.25	0.20	0.16

Table D.11b—Item Information by Cut Point: Reading and Writing, Grade 10

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	0.05	0.25	0.18	0.15
	2	-1.35	0.15	0.07	0.05
	3	-0.24	0.24	0.15	0.12
	4	-0.34	0.24	0.14	0.11
	5	0.66	0.23	0.23	0.20
	6	-0.04	0.25	0.17	0.14
	7	-0.92	0.19	0.09	0.07
	8	-0.17	0.24	0.16	0.13
	9	-0.11	0.25	0.17	0.13
	10	-0.37	0.24	0.14	0.11
	11	1.10	0.20	0.25	0.24
	12	-0.84	0.20	0.10	0.08
	13	-0.57	0.22	0.12	0.09
	14	0.63	0.23	0.23	0.20
	15	1.00	0.21	0.25	0.23
	16	-1.35	0.15	0.07	0.05
	17	1.19	0.19	0.25	0.24
	18	0.31	0.25	0.21	0.17
	19	0.41	0.24	0.21	0.18
	20	0.82	0.22	0.24	0.22
	21	0.48	0.24	0.22	0.19
	22	0.58	0.24	0.23	0.20
	23	0.85	0.22	0.24	0.22
	24	1.06	0.20	0.25	0.23
	25	0.95	0.21	0.25	0.23
	26	0.13	0.25	0.19	0.15
	27	0.27	0.25	0.20	0.17
WRITING	1	-0.68	0.21	0.11	0.09
	2	-0.38	0.24	0.14	0.11
	3	0.06	0.25	0.18	0.15
	4	0.70	0.23	0.23	0.21
	5	1.19	0.19	0.25	0.24
	6	0.16	0.25	0.19	0.16
	7	-0.74	0.21	0.11	0.08
	8	-0.68	0.21	0.11	0.09
	9	0.76	0.23	0.24	0.21
	10	-0.49	0.23	0.13	0.10
	11	0.08	0.25	0.18	0.15
	12	0.59	0.24	0.23	0.20
	13	0.29	0.25	0.20	0.17
	14	-0.09	0.25	0.17	0.13
	15	0.72	0.23	0.24	0.21
	16	1.04	0.20	0.25	0.23

Table D.12a—Item Information by Cut Point: Listening and Speaking, Grade 11

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.80	0.10	0.04	0.03
	2	-1.30	0.15	0.07	0.04
	3	-0.09	0.24	0.16	0.12
	4	-0.36	0.23	0.14	0.10
	5	-0.28	0.24	0.14	0.11
	6	-0.42	0.23	0.13	0.09
	7	-0.46	0.22	0.13	0.09
	8	0.65	0.24	0.23	0.19
	9	-0.05	0.25	0.17	0.13
	10	-1.09	0.17	0.08	0.05
	11	-0.66	0.21	0.11	0.08
	12	0.48	0.24	0.21	0.18
	13	0.62	0.24	0.23	0.19
	14	0.45	0.25	0.21	0.17
	15	0.65	0.24	0.23	0.19
	16	0.45	0.25	0.21	0.17
	17	0.45	0.25	0.21	0.17
	18	-0.41	0.23	0.13	0.10
	19	-0.57	0.22	0.12	0.08
	20	-0.56	0.22	0.12	0.09
	21	-0.61	0.21	0.11	0.08
	22	-0.11	0.24	0.16	0.12
	23	0.31	0.25	0.20	0.16
	24	0.65	0.24	0.23	0.19
	25	0.66	0.24	0.23	0.19
SPEAKING	1	-0.48	0.22	0.13	0.09
	2	0.07	0.25	0.18	0.14
	3	0.03	0.25	0.17	0.13
	4	0.08	0.25	0.18	0.14
	5	-0.68	0.21	0.11	0.08
	6	-0.04	0.25	0.17	0.13
	7	-0.49	0.22	0.13	0.09
	8	0.12	0.25	0.18	0.14
	9	-0.07	0.25	0.16	0.12
	10	-0.58	0.22	0.12	0.08
	11	-0.34	0.23	0.14	0.10
	12	-0.35	0.23	0.14	0.10
	13	-0.57	0.22	0.12	0.08
	14	-0.42	0.23	0.13	0.10
	15	0.20	0.25	0.19	0.15
	16	0.22	0.25	0.19	0.15

Table D.12b—Item Information by Cut Point: Reading and Writing, Grade 11

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	0.05	0.25	0.18	0.13
	2	-1.35	0.14	0.06	0.04
	3	-0.24	0.24	0.15	0.11
	4	-0.34	0.23	0.14	0.10
	5	0.66	0.24	0.23	0.19
	6	-0.04	0.25	0.17	0.13
	7	-0.92	0.19	0.09	0.06
	8	-0.17	0.24	0.15	0.11
	9	-0.11	0.24	0.16	0.12
	10	-0.37	0.23	0.14	0.10
	11	1.10	0.21	0.25	0.23
	12	-0.84	0.19	0.10	0.07
	13	-0.57	0.22	0.12	0.08
	14	0.63	0.24	0.23	0.19
	15	1.00	0.21	0.25	0.22
	16	-1.35	0.14	0.06	0.04
	17	1.19	0.20	0.25	0.23
	18	0.31	0.25	0.20	0.16
	19	0.41	0.25	0.21	0.17
	20	0.82	0.23	0.24	0.21
	21	0.48	0.25	0.21	0.18
	22	0.58	0.24	0.22	0.19
	23	0.85	0.23	0.24	0.21
	24	1.06	0.21	0.25	0.23
	25	0.95	0.22	0.24	0.22
	26	0.13	0.25	0.18	0.14
	27	0.27	0.25	0.20	0.15
WRITING	1	-0.68	0.21	0.11	0.08
	2	-0.38	0.23	0.14	0.10
	3	0.06	0.25	0.18	0.13
	4	0.70	0.24	0.23	0.20
	5	1.19	0.20	0.25	0.23
	6	0.16	0.25	0.19	0.14
	7	-0.74	0.20	0.10	0.07
	8	-0.68	0.21	0.11	0.08
	9	0.76	0.23	0.23	0.20
	10	-0.49	0.22	0.12	0.09
	11	0.08	0.25	0.18	0.14
	12	0.59	0.24	0.22	0.19
	13	0.29	0.25	0.20	0.16
	14	-0.09	0.24	0.16	0.12
	15	0.72	0.23	0.23	0.20
	16	1.04	0.21	0.25	0.22

Table D.13a—Item Information by Cut Point: Listening and Speaking, Grade 12

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
LISTENING	1	-1.80	0.10	0.04	0.03
	2	-1.30	0.14	0.06	0.04
	3	-0.09	0.24	0.15	0.12
	4	-0.36	0.23	0.13	0.09
	5	-0.28	0.23	0.13	0.10
	6	-0.42	0.22	0.12	0.09
	7	-0.46	0.22	0.12	0.09
	8	0.65	0.24	0.22	0.18
	9	-0.05	0.24	0.16	0.12
	10	-1.09	0.17	0.07	0.05
	11	-0.66	0.21	0.10	0.07
	12	0.48	0.25	0.21	0.17
	13	0.62	0.24	0.22	0.18
	14	0.45	0.25	0.20	0.17
	15	0.65	0.24	0.22	0.18
	16	0.45	0.25	0.20	0.17
	17	0.45	0.25	0.20	0.17
	18	-0.41	0.23	0.12	0.09
	19	-0.57	0.21	0.11	0.08
	20	-0.56	0.21	0.11	0.08
	21	-0.61	0.21	0.10	0.08
	22	-0.11	0.24	0.15	0.11
	23	0.31	0.25	0.19	0.15
	24	0.65	0.24	0.22	0.18
	25	0.66	0.24	0.22	0.19
SPEAKING	1	-0.48	0.22	0.12	0.09
	2	0.07	0.25	0.17	0.13
	3	0.03	0.25	0.16	0.13
	4	0.08	0.25	0.17	0.13
	5	-0.68	0.20	0.10	0.07
	6	-0.04	0.25	0.16	0.12
	7	-0.49	0.22	0.12	0.08
	8	0.12	0.25	0.17	0.13
	9	-0.07	0.24	0.15	0.12
	10	-0.58	0.21	0.11	0.08
	11	-0.34	0.23	0.13	0.10
	12	-0.35	0.23	0.13	0.09
	13	-0.57	0.21	0.11	0.08
	14	-0.42	0.22	0.12	0.09
	15	0.20	0.25	0.18	0.14
	16	0.22	0.25	0.18	0.14

Table D.13b—Item Information by Cut Point: Reading and Writing, Grade 12

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
READING	1	0.05	0.25	0.17	0.13
	2	-1.35	0.14	0.06	0.04
	3	-0.24	0.24	0.14	0.10
	4	-0.34	0.23	0.13	0.10
	5	0.66	0.24	0.22	0.19
	6	-0.04	0.24	0.16	0.12
	7	-0.92	0.18	0.08	0.06
	8	-0.17	0.24	0.14	0.11
	9	-0.11	0.24	0.15	0.11
	10	-0.37	0.23	0.13	0.09
	11	1.10	0.21	0.24	0.22
	12	-0.84	0.19	0.09	0.06
	13	-0.57	0.21	0.11	0.08
	14	0.63	0.24	0.22	0.18
	15	1.00	0.22	0.24	0.22
	16	-1.35	0.14	0.06	0.04
	17	1.19	0.20	0.25	0.23
	18	0.31	0.25	0.19	0.15
	19	0.41	0.25	0.20	0.16
	20	0.82	0.23	0.23	0.20
	21	0.48	0.25	0.21	0.17
	22	0.58	0.24	0.21	0.18
	23	0.85	0.23	0.23	0.20
	24	1.06	0.21	0.24	0.22
	25	0.95	0.22	0.24	0.21
	26	0.13	0.25	0.17	0.14
	27	0.27	0.25	0.19	0.15
WRITING	1	-0.68	0.20	0.10	0.07
	2	-0.38	0.23	0.12	0.09
	3	0.06	0.25	0.17	0.13
	4	0.70	0.24	0.22	0.19
	5	1.19	0.20	0.25	0.23
	6	0.16	0.25	0.18	0.14
	7	-0.74	0.20	0.10	0.07
	8	-0.68	0.20	0.10	0.07
	9	0.76	0.23	0.23	0.19
	10	-0.49	0.22	0.11	0.08
	11	0.08	0.25	0.17	0.13
	12	0.59	0.24	0.21	0.18
	13	0.29	0.25	0.19	0.15
	14	-0.09	0.24	0.15	0.12
	15	0.72	0.24	0.22	0.19
	16	1.04	0.21	0.24	0.22

APPENDIX E: SCALE SCORE SUMMARY BY SUBGROUP**Table E.1—Scale Score Summary by Subgroup : Kindergarten**

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
K	Female	12,923	833.13	833	28.80	35
K	Male	14,436	827.99	828	29.11	36
K	American Indian or Alaska Native	97	827.89	830	30.21	32
K	Black or African-American	1,088	830.18	831	30.06	37
K	Asian	6,215	832.42	834	31.10	39
K	Native Hawaiian/Other Pacific Islander	75	831.67	834	32.43	43
K	Hispanic or Latino	17,237	829.10	830	27.47	35
K	White	2,558	834.46	836	32.92	40
K	Multiracial (not of Hispanic origin)	89	833.61	837	32.16	39
K	NYC	16,216	829.71	830	30.44	38
K	Big 4 Cities	1,326	819.90	821	27.79	37
K	High Need Urban/Suburban	3,811	828.61	828	26.50	33
K	High Need Rural	180	829.88	831	22.88	33
K	Average Need	3,127	834.72	834	26.59	33
K	Low Need	1,478	834.71	834	26.27	32
K	Charter Schools	1,221	840.72	841	23.97	30
K	0 Years LEP	17,358	830.43	831	30.18	37
K	1 Years LEP	9,467	830.71	831	26.96	32
K	2 Years LEP	399	829.53	831	25.58	35
K	3 Years LEP	38	811.74	813	29.39	37
K	4 Years LEP	4	782.75	765	40.42	47
K	5 Years LEP	0	NA	NA	NA	NA
K	6 Years LEP or More	0	NA	NA	NA	NA
K	Chinese	3,222	831.45	833	31.59	36
K	English	2,644	837.54	837	27.06	32
K	Haitian-Creole	193	825.16	827	33.86	39
K	Korean	156	843.52	843	26.81	34
K	Russian	538	842.85	845	33.14	44
K	Spanish	15,725	828.42	828	27.54	33
K	Other Language	4,881	830.73	831	31.41	39
K	Students without Disabilities	23,931	832.21	833	28.48	36
K	Students with Disabilities	3,428	817.90	819	30.10	35

Table E.2—Scale Score Summary by Subgroup: Grade 1

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
1	Female	12,693	830.29	830	28.41	36
1	Male	14,182	826.50	826	28.49	37
1	American Indian or Alaska Native	116	824.10	826	26.60	37
1	Black or African-American	1,101	824.61	825	28.76	36
1	Asian	6,261	834.09	836	31.51	40
1	Native Hawaiian/Other Pacific Islander	99	826.98	830	32.45	47
1	Hispanic or Latino	16,886	825.78	826	26.28	34
1	White	2,354	832.56	833	32.27	44
1	Multiracial (not of Hispanic origin)	58	838.40	840	29.94	37
1	NYC	16,446	828.30	829	29.47	38
1	Big 4 Cities	1,341	814.83	814	27.73	33
1	High Need Urban/Suburban	3,756	824.94	825	25.96	34
1	High Need Rural	204	826.72	828	26.77	32
1	Average Need	2,891	832.22	831	26.09	34
1	Low Need	1,367	836.33	836	27.02	36
1	Charter Schools	870	837.89	838	21.56	28
1	0 Years LEP	17,158	828.72	829	29.24	36
1	1 Years LEP	1,992	817.27	818	32.15	44
1	2 Years LEP	6,931	830.74	829	24.86	33
1	3 Years LEP	680	827.26	825	24.14	32
1	4 Years LEP	42	819.19	817	39.52	49
1	5 Years LEP	6	787.33	771	39.53	42
1	6 Years LEP or More	0	NA	NA	NA	NA
1	Chinese	3,437	835.23	838	30.89	38
1	English	1,681	833.99	833	26.01	35
1	Haitian-Creole	198	817.44	819	28.50	40
1	Korean	169	850.47	854	32.68	41
1	Russian	464	840.62	839	32.75	46
1	Spanish	16,008	825.47	826	26.37	34
1	Other Language	4,918	829.16	830	31.70	43
1	Students without Disabilities	22,713	830.70	831	28.24	36
1	Students with Disabilities	4,162	815.15	814	26.34	32

Table E.3—Scale Score Summary by Subgroup: Grade 2

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
2	Female	10,289	848.35	851	30.61	38
2	Male	12,001	844.25	849	31.14	40
2	American Indian or Alaska Native	49	851.96	856	32.71	38
2	Black or African-American	1,040	842.21	847	31.86	43
2	Asian	4,623	849.02	854	33.30	44
2	Native Hawaiian/Other Pacific Islander	101	842.60	849	36.44	49
2	Hispanic or Latino	14,483	845.25	849	29.50	37
2	White	1,958	847.80	854	34.27	45
2	Multiracial (not of Hispanic origin)	36	858.33	859	23.68	34
2	NYC	13,650	845.05	849	31.76	39
2	Big 4 Cities	1,132	832.45	834	31.77	45
2	High Need Urban/Suburban	3,291	844.96	849	28.90	37
2	High Need Rural	168	851.09	851	25.12	27
2	Average Need	2,456	853.59	856	28.53	36
2	Low Need	1,034	855.34	859	28.54	35
2	Charter Schools	559	856.20	856	21.04	26
2	0 Years LEP	13,362	844.83	849	31.77	39
2	1 Years LEP	1,092	823.63	826	40.17	65
2	2 Years LEP	1,969	849.59	851	27.82	38
2	3 Years LEP	5,289	852.82	854	25.00	31
2	4 Years LEP	511	848.26	849	25.45	33
2	5 Years LEP	33	825.21	826	35.99	47
2	6 Years LEP or More	2	845.00	845	8.49	12
2	Chinese	2,376	849.81	854	32.76	41
2	English	1,246	854.68	856	25.73	33
2	Haitian-Creole	225	838.69	841	32.93	45
2	Korean	88	860.43	862	31.49	44
2	Russian	362	852.99	856	32.66	38
2	Spanish	13,836	844.96	849	29.59	37
2	Other Language	4,157	844.93	851	34.58	44
2	Students without Disabilities	17,922	849.15	854	30.60	36
2	Students with Disabilities	4,368	833.77	834	29.31	38

Table E.4—Scale Score Summary by Subgroup: Grade 3

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
3	Female	7,716	822.84	826	26.51	30
3	Male	9,522	820.97	823	26.84	33
3	American Indian or Alaska Native	49	822.67	827	25.78	34
3	Black or African-American	921	817.60	819	25.25	33
3	Asian	3,402	825.54	828	30.28	39
3	Native Hawaiian/Other Pacific Islander	76	810.75	818	38.65	46
3	Hispanic or Latino	11,298	820.92	823	24.99	30
3	White	1,463	822.99	827	29.58	36
3	Multiracial (not of Hispanic origin)	29	832.45	834	27.62	24
3	NYC	10,781	821.02	824	27.39	33
3	Big 4 Cities	1,094	812.10	814	24.66	32
3	High Need Urban/Suburban	2,342	821.79	824	25.04	29
3	High Need Rural	136	820.91	824	26.52	31
3	Average Need	1,760	826.52	828	24.07	28
3	Low Need	755	830.22	833	27.26	37
3	Charter Schools	370	834.28	834	19.59	25
3	0 Years LEP	9,839	820.27	823	27.79	34
3	1 Years LEP	1,042	800.09	799	30.74	48
3	2 Years LEP	1,370	826.01	827	24.43	31
3	3 Years LEP	1,153	827.38	828	22.02	28
3	4 Years LEP	3,394	829.28	828	20.04	25
3	5 Years LEP	385	824.45	824	19.51	26
3	6 Years LEP or More	32	809.06	818	29.99	53
3	Chinese	1,713	828.34	833	30.63	39
3	English	873	828.95	830	23.20	29
3	Haitian-Creole	207	818.27	820	25.17	28
3	Korean	60	832.58	835	28.56	39
3	Russian	268	824.40	828	31.11	41
3	Spanish	10,858	820.52	823	25.02	31
3	Other Language	3,259	820.58	823	29.48	39
3	Students without Disabilities	13,000	824.31	827	27.26	31
3	Students with Disabilities	4,238	814.13	814	23.32	27

Table E.5—Scale Score Summary by Subgroup: Grade 4

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
4	Female	7,990	836.36	841	30.18	35
4	Male	9,581	832.97	838	29.62	35
4	American Indian or Alaska Native	48	829.31	837	33.05	46
4	Black or African-American	1,030	831.30	835	29.40	38
4	Asian	3,355	836.89	841	33.11	43
4	Native Hawaiian/Other Pacific Islander	65	833.72	833	38.32	42
4	Hispanic or Latino	11,611	834.42	838	28.31	35
4	White	1,443	832.32	838	33.92	45
4	Multiracial (not of Hispanic origin)	19	831.53	836	33.81	46
4	NYC	11,147	834.20	838	30.13	36
4	Big 4 Cities	1,220	824.88	827	29.67	42
4	High Need Urban/Suburban	2,246	832.78	838	30.29	35
4	High Need Rural	124	832.69	834	25.60	32
4	Average Need	1,799	839.95	843	27.74	29
4	Low Need	747	842.48	847	29.33	37
4	Charter Schools	288	847.22	847	19.80	27
4	0 Years LEP	9,723	832.58	836	30.48	38
4	1 Years LEP	1,026	806.92	805	36.13	59
4	2 Years LEP	1,261	837.79	839	29.27	41
4	3 Years LEP	1,075	841.88	843	26.13	33
4	4 Years LEP	1,208	842.20	845	24.53	32
4	5 Years LEP	2,753	843.97	845	21.68	26
4	6 Years LEP or More	492	835.80	838	22.94	30
4	Chinese	1,485	838.79	845	33.68	43
4	English	659	840.83	843	26.17	30
4	Haitian-Creole	258	831.37	834	28.21	33
4	Korean	69	847.00	850	31.62	36
4	Russian	277	839.19	845	35.18	43
4	Spanish	11,333	834.14	838	28.44	33
4	Other Language	3,490	832.33	836	32.69	46
4	Students without Disabilities	12,949	837.13	843	30.87	35
4	Students with Disabilities	4,622	827.18	830	25.74	31

Table E.6—Scale Score Summary by Subgroup: Grade 5

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
5	Female	6,621	825.81	830	29.14	34
5	Male	8,150	823.48	827	29.25	37
5	American Indian or Alaska Native	26	822.27	830	30.35	49
5	Black or African-American	1,018	823.63	827	27.77	37
5	Asian	2,723	826.15	831	32.16	44
5	Native Hawaiian/Other Pacific Islander	51	826.02	825	28.76	38
5	Hispanic or Latino	9,823	824.14	829	28.08	34
5	White	1,104	824.72	827	32.48	41
5	Multiracial (not of Hispanic origin)	26	824.35	827	35.42	55
5	NYC	9,481	823.82	827	29.40	37
5	Big 4 Cities	1,058	817.41	821	28.25	38
5	High Need Urban/Suburban	1,917	824.29	829	29.01	35
5	High Need Rural	109	824.01	822	29.22	34
5	Average Need	1,308	829.58	834	28.73	33
5	Low Need	514	833.58	837	30.52	35
5	Charter Schools	384	833.41	833	19.92	25
5	0 Years LEP	8,444	822.27	826	29.54	38
5	1 Years LEP	946	798.26	793	34.22	54
5	2 Years LEP	1,102	826.53	829	28.29	39
5	3 Years LEP	850	833.72	836	25.15	36
5	4 Years LEP	704	834.47	836	24.39	32
5	5 Years LEP	585	833.21	833	20.89	26
5	6 Years LEP or More	2,112	834.93	836	20.65	26
5	Chinese	1,179	826.91	833	33.23	47
5	English	495	831.17	834	26.48	31
5	Haitian-Creole	246	823.83	825	28.04	38
5	Korean	47	825.62	831	40.31	57
5	Russian	196	829.91	833	35.05	46
5	Spanish	9,587	823.94	829	28.10	34
5	Other Language	3,021	824.07	827	30.72	40
5	Students without Disabilities	10,542	826.22	831	30.89	40
5	Students with Disabilities	4,229	820.30	822	24.08	29

Table E.7—Scale Score Summary by Subgroup: Grade 6

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
6	Female	6,490	831.65	837	32.00	43
6	Male	8,071	827.65	833	31.47	42
6	American Indian or Alaska Native	43	826.07	826	28.54	31
6	Black or African-American	1,005	830.02	834	30.01	39
6	Asian	2,554	829.16	834	33.78	47
6	Native Hawaiian/Other Pacific Islander	54	814.63	812	33.82	50
6	Hispanic or Latino	9,780	829.50	834	31.13	40
6	White	1,103	829.81	833	33.93	49
6	Multiracial (not of Hispanic origin)	22	828.59	827	32.20	43
6	NYC	9,600	828.00	833	31.85	43
6	Big 4 Cities	1,049	822.91	827	30.97	45
6	High Need Urban/Suburban	1,677	831.47	836	32.59	44
6	High Need Rural	90	836.82	840	31.24	41
6	Average Need	1,216	833.32	839	31.65	38
6	Low Need	496	842.58	846	30.23	37
6	Charter Schools	433	841.62	843	19.95	23
6	0 Years LEP	8,656	826.85	833	32.15	45
6	1 Years LEP	923	802.23	797	35.73	57
6	2 Years LEP	1,216	830.81	833	29.87	43
6	3 Years LEP	821	838.60	839	25.86	37
6	4 Years LEP	602	840.48	843	26.42	34
6	5 Years LEP	271	839.76	841	24.39	30
6	6 Years LEP or More	2,043	843.59	844	22.13	28
6	Chinese	1,084	829.39	834	34.87	54
6	English	498	840.12	843	27.00	32
6	Haitian-Creole	274	830.46	831	29.96	39
6	Korean	57	834.26	831	29.00	35
6	Russian	225	832.36	837	35.01	48
6	Spanish	9,506	829.09	834	31.22	40
6	Other Language	2,917	828.34	833	32.70	47
6	Students without Disabilities	10,316	829.88	836	33.93	48
6	Students with Disabilities	4,245	828.36	831	25.74	32

Table E.8—Scale Score Summary by Subgroup: Grade 7

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
7	Female	5,476	827.21	832	32.05	44
7	Male	6,948	824.26	828	31.31	44
7	American Indian or Alaska Native	38	818.66	818	34.08	49
7	Black or African-American	977	827.99	832	28.29	39
7	Asian	2,354	826.88	829	31.55	45
7	Native Hawaiian/Other Pacific Islander	46	819.54	820	34.22	50
7	Hispanic or Latino	8,001	824.71	831	31.88	44
7	White	995	827.37	831	32.90	47
7	Multiracial (not of Hispanic origin)	13	829.54	840	31.51	41
7	NYC	8,363	825.11	829	31.71	44
7	Big 4 Cities	1,002	820.67	822	27.93	42
7	High Need Urban/Suburban	1,322	823.23	829	33.20	47
7	High Need Rural	82	828.73	835	33.11	48
7	Average Need	988	829.55	835	32.59	48
7	Low Need	427	833.48	838	31.94	44
7	Charter Schools	240	842.78	843	19.90	25
7	0 Years LEP	7,081	823.44	828	32.43	46
7	1 Years LEP	1,007	801.04	796	33.22	50
7	2 Years LEP	1,291	828.58	831	28.71	43
7	3 Years LEP	882	834.01	837	26.25	37
7	4 Years LEP	498	835.60	837	25.40	36
7	5 Years LEP	238	838.80	842	22.71	27
7	6 Years LEP or More	1,409	839.90	842	21.90	27
7	Chinese	987	823.99	825	32.34	46
7	English	340	835.16	840	29.74	40
7	Haitian-Creole	288	827.85	829	29.13	40
7	Korean	60	838.97	843	35.20	44
7	Russian	208	830.58	832	30.18	42
7	Spanish	7,866	824.45	829	31.93	45
7	Other Language	2,675	827.25	831	30.79	44
7	Students without Disabilities	9,035	825.19	831	33.34	49
7	Students with Disabilities	3,389	826.53	829	26.67	33

Table E.9—Scale Score Summary by Subgroup: Grade 8

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
8	Female	5,240	830.36	835	33.56	48
8	Male	6,908	828.50	832	32.44	44
8	American Indian or Alaska Native	44	825.80	827	34.21	45
8	Black or African-American	970	834.91	838	30.01	41
8	Asian	2,434	829.63	831	32.61	43
8	Native Hawaiian/Other Pacific Islander	65	825.57	818	30.68	53
8	Hispanic or Latino	7,648	828.15	834	33.41	49
8	White	972	832.23	835	32.22	45
8	Multiracial (not of Hispanic origin)	15	838.73	849	35.83	63
8	NYC	8,330	829.51	834	32.20	44
8	Big 4 Cities	985	821.66	824	31.94	46
8	High Need Urban/Suburban	1,243	826.29	832	36.18	57
8	High Need Rural	91	835.68	842	36.86	53
8	Average Need	910	832.67	840	34.05	45
8	Low Need	409	834.50	840	34.26	47
8	Charter Schools	180	849.97	851	22.63	27
8	0 Years LEP	6,656	827.78	832	33.08	47
8	1 Years LEP	1,084	803.24	797	35.65	54
8	2 Years LEP	1,420	830.79	832	30.06	41
8	3 Years LEP	1,021	837.57	840	27.31	38
8	4 Years LEP	552	840.71	842	27.21	36
8	5 Years LEP	205	842.63	845	26.45	34
8	6 Years LEP or More	1,187	845.26	847	23.70	31
8	Chinese	1,068	827.82	828	33.39	46
8	English	308	838.20	843	31.80	41
8	Haitian-Creole	295	839.69	842	27.79	36
8	Korean	52	843.87	844	35.34	47
8	Russian	240	837.19	837	30.53	39
8	Spanish	7,520	827.90	834	33.36	47
8	Other Language	2,665	830.67	834	31.80	44
8	Students without Disabilities	9,259	828.39	832	34.10	51
8	Students with Disabilities	2,889	832.23	837	28.72	35

Table E.10—Scale Score Summary by Subgroup: Grade 9

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
9	Female	6,643	821.79	824	33.38	50
9	Male	9,454	818.64	820	33.73	52
9	American Indian or Alaska Native	53	808.08	803	33.94	44
9	Black or African-American	1,356	823.95	827	29.90	42
9	Asian	2,948	824.17	825	31.74	44
9	Native Hawaiian/Other Pacific Islander	69	816.64	813	25.91	35
9	Hispanic or Latino	10,493	817.66	820	34.30	55
9	White	1,143	825.06	825	33.87	47
9	Multiracial (not of Hispanic origin)	35	850.00	855	41.02	62
9	NYC	10,636	821.72	824	33.09	49
9	Big 4 Cities	1,049	821.09	823	29.71	43
9	High Need Urban/Suburban	2,167	808.69	807	35.06	58
9	High Need Rural	93	820.91	824	31.81	46
9	Average Need	1,250	817.88	820	35.25	57
9	Low Need	579	821.67	825	36.37	57
9	Charter Schools	323	837.53	838	21.01	27
9	0 Years LEP	9,020	819.45	820	33.60	51
9	1 Years LEP	2,089	792.78	787	30.26	39
9	2 Years LEP	1,649	822.49	823	29.85	42
9	3 Years LEP	1,155	833.08	833	27.15	39
9	4 Years LEP	652	838.85	839	25.67	33
9	5 Years LEP	269	839.41	839	21.85	26
9	6 Years LEP or More	1,220	840.31	841	21.59	27
9	Chinese	1,301	824.06	825	32.52	44
9	English	411	827.02	833	34.08	48
9	Haitian-Creole	403	826.87	828	28.31	39
9	Korean	49	846.67	845	28.97	34
9	Russian	228	833.07	830	32.45	46
9	Spanish	10,301	817.53	820	34.26	55
9	Other Language	3,404	822.73	823	31.77	45
9	Students without Disabilities	13,081	817.69	818	34.40	54
9	Students with Disabilities	3,016	829.68	833	28.04	33

Table E.11—Scale Score Summary by Subgroup: Grade 10

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
10	Female	5,833	827.32	829	29.66	41
10	Male	7,184	825.84	828	30.12	40
10	American Indian or Alaska Native	48	825.88	824	33.69	50
10	Black or African-American	1,187	831.22	832	24.33	33
10	Asian	3,162	826.88	828	29.56	38
10	Native Hawaiian/Other Pacific Islander	64	824.77	821	27.15	39
10	Hispanic or Latino	7,522	825.00	828	30.73	45
10	White	1,023	830.92	832	29.80	39
10	Multiracial (not of Hispanic origin)	11	839.64	830	36.33	70
10	NYC	9,118	826.54	828	29.88	42
10	Big 4 Cities	837	826.05	827	26.47	36
10	High Need Urban/Suburban	1,415	821.28	823	31.82	50
10	High Need Rural	69	825.97	828	27.17	38
10	Average Need	919	827.36	829	29.32	38
10	Low Need	466	835.34	838	31.18	40
10	Charter Schools	193	839.83	839	22.05	31
10	0 Years LEP	7,337	825.04	827	30.49	42
10	1 Years LEP	884	809.56	808	33.28	51
10	2 Years LEP	1,814	825.47	824	28.67	40
10	3 Years LEP	1,264	832.10	832	26.31	36
10	4 Years LEP	606	836.12	836	23.45	31
10	5 Years LEP	279	834.46	835	23.65	37
10	6 Years LEP or More	796	842.60	845	21.48	25
10	Chinese	1,588	824.80	825	30.82	40
10	English	310	836.75	839	29.48	37
10	Haitian-Creole	376	832.71	834	25.22	33
10	Korean	45	840.98	841	26.71	32
10	Russian	201	834.83	835	29.72	41
10	Spanish	7,395	824.73	827	30.70	46
10	Other Language	3,102	829.07	829	27.49	37
10	Students without Disabilities	10,883	825.74	827	29.84	41
10	Students with Disabilities	2,134	830.41	835	30.05	35

Table E.12—Scale Score Summary by Subgroup: Grade 11

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
11	Female	4,096	832.98	835	27.72	38
11	Male	4,693	830.67	832	28.65	38
11	American Indian or Alaska Native	29	836.28	845	33.67	26
11	Black or African-American	848	835.68	836	24.24	34
11	Asian	2,318	834.49	833	26.71	36
11	Native Hawaiian/Other Pacific Islander	44	833.14	834	30.24	28
11	Hispanic or Latino	4,952	829.10	832	29.00	40
11	White	588	837.26	841	30.14	37
11	Multiracial (not of Hispanic origin)	10	835.50	844	24.16	45
11	NYC	6,057	832.54	835	28.32	36
11	Big 4 Cities	613	826.68	827	24.81	36
11	High Need Urban/Suburban	940	828.17	829	28.88	42
11	High Need Rural	48	830.19	830	25.04	34
11	Average Need	692	831.04	835	28.70	38
11	Low Need	343	836.89	839	29.45	38
11	Charter Schools	96	837.23	836	23.34	31
11	0 Years LEP	4,376	831.45	833	29.00	37
11	1 Years LEP	623	818.51	818	30.64	44
11	2 Years LEP	1,290	831.05	830	27.70	38
11	3 Years LEP	1,067	835.34	836	26.81	38
11	4 Years LEP	666	834.83	836	24.71	35
11	5 Years LEP	244	836.32	838	23.38	34
11	6 Years LEP or More	507	839.08	843	23.09	28
11	Chinese	1,166	835.00	833	27.15	36
11	English	224	838.16	839	28.07	36
11	Haitian-Creole	285	837.24	838	22.87	31
11	Korean	48	846.77	845	24.56	25
11	Russian	111	845.18	848	35.20	52
11	Spanish	4,849	828.82	832	28.93	41
11	Other Language	2,106	834.22	835	26.59	36
11	Students without Disabilities	7,509	833.02	835	27.30	39
11	Students with Disabilities	1,280	824.31	830	32.24	38

Table E.13—Scale Score Summary by Subgroup: Grade 12

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
12	Female	3,545	832.57	836	30.87	37
12	Male	3,972	831.26	836	31.94	38
12	American Indian or Alaska Native	16	833.75	838	29.36	37
12	Black or African-American	823	836.72	839	26.43	29
12	Asian	2,014	832.73	836	30.22	36
12	Native Hawaiian/Other Pacific Islander	19	827.79	822	35.60	53
12	Hispanic or Latino	4,055	830.49	835	32.33	40
12	White	587	831.78	839	34.89	45
12	Multiracial (not of Hispanic origin)	3	850.33	858	15.04	27
12	NYC	5,445	830.23	835	32.75	40
12	Big 4 Cities	527	832.45	833	24.69	30
12	High Need Urban/Suburban	646	834.56	838	29.07	34
12	High Need Rural	36	833.36	840	23.63	29
12	Average Need	524	838.38	841	27.16	30
12	Low Need	275	842.94	846	28.55	36
12	Charter Schools	64	838.77	839	17.53	28
12	0 Years LEP	3,437	827.90	835	35.59	43
12	1 Years LEP	223	831.02	833	31.23	41
12	2 Years LEP	1,302	834.28	835	26.40	33
12	3 Years LEP	953	835.36	838	27.12	33
12	4 Years LEP	689	837.90	839	26.63	28
12	5 Years LEP	271	839.86	841	24.63	34
12	6 Years LEP or More	620	833.60	838	27.57	34
12	Chinese	1,028	833.25	836	29.95	33
12	English	204	834.76	841	28.87	35
12	Haitian-Creole	306	837.51	841	26.46	28
12	Korean	48	807.38	812	46.03	75
12	Russian	122	840.81	843	29.41	31
12	Spanish	3,990	830.21	835	32.43	40
12	Other Language	1,819	833.54	838	30.21	35
12	Students without Disabilities	5,770	840.03	841	23.59	31
12	Students with Disabilities	1,747	804.97	808	38.38	56

APPENDIX F: PROFICIENCY PERCENTAGES BY SUBGROUP**Table F.1—Proficiency Percentages by Subgroup: Kindergarten Overall**

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
K	Female	12,923	7	27	51	15
K	Male	14,436	10	32	48	11
K	American Indian or Alaska Native	97	10	28	49	12
K	Black or African-American	1,088	10	27	51	12
K	Asian	6,215	9	25	51	15
K	Native Hawaiian/Other Pacific Islander	75	12	24	48	16
K	Hispanic or Latino	17,237	8	32	49	11
K	White	2,558	10	23	49	19
K	Multiracial (not of Hispanic origin)	89	11	20	51	18
K	NYC	16,216	9	30	48	13
K	Big 4 Cities	1,326	15	37	41	6
K	High Need Urban/Suburban	3,811	7	33	49	11
K	High Need Rural	180	5	31	55	9
K	Average Need	3,127	6	25	54	16
K	Low Need	1,478	5	24	56	14
K	Charter Schools	1,221	2	18	63	17
K	0 Years LEP	17,358	9	29	49	13
K	1 Years LEP	9,467	7	30	51	12
K	2 Years LEP	399	6	33	50	11
K	3 Years LEP	38	21	39	37	3
K	4 Years LEP	4	75	0	25	0
K	5 Years LEP	0	NA	NA	NA	NA
K	6 Years LEP or More	0	NA	NA	NA	NA
K	Chinese	3,222	10	24	53	13
K	English	2,644	4	22	57	17
K	Haitian-Creole	193	12	31	43	15
K	Korean	156	3	15	61	21
K	Russian	538	7	19	46	29
K	Spanish	15,725	8	33	48	11
K	Other Language	4,881	11	27	48	15
K	Students without Disabilities	23,931	7	28	51	14
K	Students with Disabilities	3,428	15	40	39	6

Table F.2—Proficiency Percentages by Subgroup: Grade 1 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
1	Female	12,693	7	31	40	21
1	Male	14,182	8	37	37	18
1	American Indian or Alaska Native	116	7	38	41	14
1	Black or African-American	1,101	9	37	37	16
1	Asian	6,261	8	26	40	27
1	Native Hawaiian/Other Pacific Islander	99	14	24	37	24
1	Hispanic or Latino	16,886	7	38	39	16
1	White	2,354	8	29	36	27
1	Multiracial (not of Hispanic origin)	58	5	24	41	29
1	NYC	16,446	8	33	39	19
1	Big 4 Cities	1,341	15	48	27	10
1	High Need Urban/Suburban	3,756	7	41	37	16
1	High Need Rural	204	8	35	41	16
1	Average Need	2,891	4	31	42	22
1	Low Need	1,367	4	27	40	29
1	Charter Schools	870	1	23	50	26
1	0 Years LEP	17,158	8	33	39	20
1	1 Years LEP	1,992	20	35	30	15
1	2 Years LEP	6,931	3	36	40	21
1	3 Years LEP	680	4	41	38	17
1	4 Years LEP	42	21	33	24	21
1	5 Years LEP	6	67	17	0	17
1	6 Years LEP or More	0	NA	NA	NA	NA
1	Chinese	3,437	7	24	42	27
1	English	1,681	3	30	42	25
1	Haitian-Creole	198	14	42	33	11
1	Korean	169	4	12	36	48
1	Russian	464	5	24	35	36
1	Spanish	16,008	7	38	39	15
1	Other Language	4,918	10	31	36	23
1	Students without Disabilities	22,713	7	31	41	22
1	Students with Disabilities	4,162	12	51	29	8

Table F.3—Proficiency Percentages by Subgroup: Grade 2 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
2	Female	10,289	8	18	50	24
2	Male	12,001	9	21	49	20
2	American Indian or Alaska Native	49	10	12	51	27
2	Black or African-American	1,040	10	25	47	18
2	Asian	4,623	10	17	48	26
2	Native Hawaiian/Other Pacific Islander	101	13	21	43	24
2	Hispanic or Latino	14,483	8	21	51	20
2	White	1,958	11	16	46	27
2	Multiracial (not of Hispanic origin)	36	0	14	58	28
2	NYC	13,650	10	20	48	22
2	Big 4 Cities	1,132	16	32	40	12
2	High Need Urban/Suburban	3,291	7	21	54	18
2	High Need Rural	168	3	14	59	24
2	Average Need	2,456	5	14	53	28
2	Low Need	1,034	4	15	50	31
2	Charter Schools	559	1	10	62	28
2	0 Years LEP	13,362	10	20	49	22
2	1 Years LEP	1,092	32	24	32	13
2	2 Years LEP	1,969	5	21	51	24
2	3 Years LEP	5,289	2	17	56	25
2	4 Years LEP	511	3	22	54	21
2	5 Years LEP	33	21	45	24	9
2	6 Years LEP or More	2	0	0	100	0
2	Chinese	2,376	9	15	51	25
2	English	1,246	2	14	58	26
2	Haitian-Creole	225	11	29	40	20
2	Korean	88	5	14	41	41
2	Russian	362	7	14	47	32
2	Spanish	13,836	8	21	51	20
2	Other Language	4,157	12	19	45	24
2	Students without Disabilities	17,922	8	16	51	25
2	Students with Disabilities	4,368	11	35	43	11

Table F.4—Proficiency Percentages by Subgroup: Grade 3 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
3	Female	7,716	16	36	36	12
3	Male	9,522	18	37	33	13
3	American Indian or Alaska Native	49	10	39	41	10
3	Black or African-American	921	22	39	28	10
3	Asian	3,402	19	28	36	18
3	Native Hawaiian/Other Pacific Islander	76	32	33	28	8
3	Hispanic or Latino	11,298	16	39	34	10
3	White	1,463	20	30	34	16
3	Multiracial (not of Hispanic origin)	29	17	21	41	21
3	NYC	10,781	19	36	34	12
3	Big 4 Cities	1,094	28	44	22	5
3	High Need Urban/Suburban	2,342	15	38	35	11
3	High Need Rural	136	15	42	32	11
3	Average Need	1,760	12	35	38	16
3	Low Need	755	12	28	37	23
3	Charter Schools	370	4	29	48	19
3	0 Years LEP	9,839	20	36	33	12
3	1 Years LEP	1,042	50	28	17	5
3	2 Years LEP	1,370	13	35	38	14
3	3 Years LEP	1,153	10	37	40	14
3	4 Years LEP	3,394	6	39	39	16
3	5 Years LEP	385	8	47	35	10
3	6 Years LEP or More	32	31	31	28	9
3	Chinese	1,713	16	26	38	20
3	English	873	9	35	40	17
3	Haitian-Creole	207	19	41	31	9
3	Korean	60	17	20	42	22
3	Russian	268	21	26	35	18
3	Spanish	10,858	17	39	34	10
3	Other Language	3,259	22	32	31	14
3	Students without Disabilities	13,000	16	32	38	15
3	Students with Disabilities	4,238	21	50	22	6

Table F.5—Proficiency Percentages by Subgroup: Grade 4 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
4	Female	7,990	15	20	41	23
4	Male	9,581	17	23	39	21
4	American Indian or Alaska Native	48	21	27	31	21
4	Black or African-American	1,030	18	25	38	18
4	Asian	3,355	18	18	37	27
4	Native Hawaiian/Other Pacific Islander	65	18	26	28	28
4	Hispanic or Latino	11,611	15	23	41	21
4	White	1,443	21	19	37	22
4	Multiracial (not of Hispanic origin)	19	21	11	47	21
4	NYC	11,147	17	22	39	22
4	Big 4 Cities	1,220	27	25	33	14
4	High Need Urban/Suburban	2,246	17	22	41	20
4	High Need Rural	124	15	25	40	20
4	Average Need	1,799	11	18	44	28
4	Low Need	747	11	18	41	31
4	Charter Schools	288	1	17	50	31
4	0 Years LEP	9,723	18	23	39	20
4	1 Years LEP	1,026	52	20	19	10
4	2 Years LEP	1,261	14	24	36	26
4	3 Years LEP	1,075	9	21	43	27
4	4 Years LEP	1,208	8	19	44	28
4	5 Years LEP	2,753	5	19	49	28
4	6 Years LEP or More	492	9	28	45	18
4	Chinese	1,485	17	16	39	28
4	English	659	9	19	44	27
4	Haitian-Creole	258	16	26	40	18
4	Korean	69	13	10	41	36
4	Russian	277	16	19	33	32
4	Spanish	11,333	15	23	41	21
4	Other Language	3,490	21	21	35	22
4	Students without Disabilities	12,949	72	58	76	87
4	Students with Disabilities	4,622	28	42	24	13

Table F.6—Proficiency Percentages by Subgroup: Grade 5 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
5	Female	6,621	17	16	49	17
5	Male	8,150	18	19	46	17
5	American Indian or Alaska Native	26	27	8	50	15
5	Black or African-American	1,018	17	21	48	15
5	Asian	2,723	20	16	42	22
5	Native Hawaiian/Other Pacific Islander	51	14	24	43	20
5	Hispanic or Latino	9,823	17	18	50	15
5	White	1,104	20	17	42	21
5	Multiracial (not of Hispanic origin)	26	23	19	38	19
5	NYC	9,481	18	18	47	16
5	Big 4 Cities	1,058	24	23	43	11
5	High Need Urban/Suburban	1,917	17	17	49	17
5	High Need Rural	109	17	26	45	13
5	Average Need	1,308	15	13	51	22
5	Low Need	514	12	13	47	28
5	Charter Schools	384	5	14	60	21
5	0 Years LEP	8,444	20	18	47	15
5	1 Years LEP	946	55	16	22	8
5	2 Years LEP	1,102	17	20	44	19
5	3 Years LEP	850	7	19	49	25
5	4 Years LEP	704	7	16	51	25
5	5 Years LEP	585	4	18	56	21
5	6 Years LEP or More	2,112	4	15	60	21
5	Chinese	1,179	21	13	42	24
5	English	495	11	17	49	23
5	Haitian-Creole	246	17	23	43	17
5	Korean	47	26	11	38	26
5	Russian	196	17	17	38	28
5	Spanish	9,587	17	18	50	15
5	Other Language	3,021	20	19	43	18
5	Students without Disabilities	10,542	19	14	47	20
5	Students with Disabilities	4,229	14	28	50	8

Table F.7—Proficiency Percentages by Subgroup: Grade 6 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
6	Female	6,490	20	13	43	23
6	Male	8,071	22	16	42	20
6	American Indian or Alaska Native	43	16	28	47	9
6	Black or African-American	1,005	20	17	42	21
6	Asian	2,554	24	14	38	24
6	Native Hawaiian/Other Pacific Islander	54	39	22	28	11
6	Hispanic or Latino	9,780	20	14	45	21
6	White	1,103	23	14	38	24
6	Multiracial (not of Hispanic origin)	22	14	27	32	27
6	NYC	9,600	22	15	43	20
6	Big 4 Cities	1,049	28	18	38	16
6	High Need Urban/Suburban	1,677	21	13	40	26
6	High Need Rural	90	14	11	47	28
6	Average Need	1,216	17	14	44	25
6	Low Need	496	12	8	43	36
6	Charter Schools	433	4	10	59	27
6	0 Years LEP	8,656	24	15	43	19
6	1 Years LEP	923	57	14	19	10
6	2 Years LEP	1,216	21	18	39	22
6	3 Years LEP	821	10	17	47	26
6	4 Years LEP	602	10	15	45	30
6	5 Years LEP	271	8	15	48	29
6	6 Years LEP or More	2,043	5	11	52	32
6	Chinese	1,084	25	14	35	26
6	English	498	9	12	51	27
6	Haitian-Creole	274	19	17	44	20
6	Korean	57	16	12	47	25
6	Russian	225	23	12	39	26
6	Spanish	9,506	21	15	44	20
6	Other Language	2,917	24	16	39	22
6	Students without Disabilities	10,316	24	12	40	25
6	Students with Disabilities	4,245	15	21	50	14

Table F.8—Proficiency Percentages by Subgroup: Grade 7 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
7	Female	5,476	24	24	36	17
7	Male	6,948	26	26	33	15
7	American Indian or Alaska Native	38	37	24	24	16
7	Black or African-American	977	20	28	37	15
7	Asian	2,354	24	26	33	16
7	Native Hawaiian/Other Pacific Islander	46	30	28	28	13
7	Hispanic or Latino	8,001	25	25	35	15
7	White	995	25	25	30	20
7	Multiracial (not of Hispanic origin)	13	23	23	38	15
7	NYC	8,363	25	26	34	15
7	Big 4 Cities	1,002	28	32	31	9
7	High Need Urban/Suburban	1,322	28	23	34	15
7	High Need Rural	82	23	22	35	20
7	Average Need	988	24	20	33	24
7	Low Need	427	16	25	35	23
7	Charter Schools	240	3	21	51	25
7	0 Years LEP	7,081	27	25	33	14
7	1 Years LEP	1,007	57	21	15	6
7	2 Years LEP	1,291	22	28	33	17
7	3 Years LEP	882	14	28	39	20
7	4 Years LEP	498	11	26	41	21
7	5 Years LEP	238	7	24	48	21
7	6 Years LEP or More	1,409	6	25	47	23
7	Chinese	987	27	28	30	15
7	English	340	14	24	35	28
7	Haitian-Creole	288	23	28	34	15
7	Korean	60	18	18	37	27
7	Russian	208	20	28	31	21
7	Spanish	7,866	26	25	35	15
7	Other Language	2,675	24	26	34	16
7	Students without Disabilities	9,035	27	22	33	17
7	Students with Disabilities	3,389	18	33	38	12

Table F.9—Proficiency Percentages by Subgroup: Grade 8 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
8	Female	5,240	26	23	35	15
8	Male	6,908	26	26	36	12
8	American Indian or Alaska Native	44	30	30	30	11
8	Black or African-American	970	19	25	40	16
8	Asian	2,434	25	29	32	14
8	Native Hawaiian/Other Pacific Islander	65	29	31	29	11
8	Hispanic or Latino	7,648	27	23	37	13
8	White	972	23	26	35	16
8	Multiracial (not of Hispanic origin)	15	27	7	40	27
8	NYC	8,330	25	26	36	13
8	Big 4 Cities	985	33	28	31	8
8	High Need Urban/Suburban	1,243	32	21	33	15
8	High Need Rural	91	24	20	35	21
8	Average Need	910	24	21	38	17
8	Low Need	409	21	22	38	19
8	Charter Schools	180	6	13	60	22
8	0 Years LEP	6,656	28	25	35	12
8	1 Years LEP	1,084	60	19	15	6
8	2 Years LEP	1,420	24	29	33	14
8	3 Years LEP	1,021	14	29	42	15
8	4 Years LEP	552	12	24	45	18
8	5 Years LEP	205	11	22	44	22
8	6 Years LEP or More	1,187	6	22	51	20
8	Chinese	1,068	27	30	27	16
8	English	308	18	20	42	21
8	Haitian-Creole	295	13	25	43	19
8	Korean	52	19	19	35	27
8	Russian	240	15	33	33	20
8	Spanish	7,520	28	24	37	12
8	Other Language	2,665	24	27	35	14
8	Students without Disabilities	9,259	28	24	34	14
8	Students with Disabilities	2,889	18	28	42	11

Table F.10—Proficiency Percentages by Subgroup: Grade 9 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
9	Female	6,643	24	27	31	18
9	Male	9,454	27	28	27	18
9	American Indian or Alaska Native	53	43	28	15	13
9	Black or African-American	1,356	19	31	32	18
9	Asian	2,948	19	32	30	18
9	Native Hawaiian/Other Pacific Islander	69	20	46	23	10
9	Hispanic or Latino	10,493	29	26	28	17
9	White	1,143	20	30	28	21
9	Multiracial (not of Hispanic origin)	35	11	14	29	46
9	NYC	10,636	24	29	29	19
9	Big 4 Cities	1,049	21	33	32	15
9	High Need Urban/Suburban	2,167	41	25	22	13
9	High Need Rural	93	25	27	28	20
9	Average Need	1,250	30	25	26	19
9	Low Need	579	29	22	30	20
9	Charter Schools	323	2	28	46	24
9	0 Years LEP	9,020	26	29	27	18
9	1 Years LEP	2,089	62	23	11	5
9	2 Years LEP	1,649	19	36	29	16
9	3 Years LEP	1,155	9	30	37	24
9	4 Years LEP	652	4	23	41	31
9	5 Years LEP	269	1	29	42	29
9	6 Years LEP or More	1,220	3	19	49	29
9	Chinese	1,301	20	31	30	19
9	English	411	19	23	33	25
9	Haitian-Creole	403	14	33	34	18
9	Korean	49	4	12	51	33
9	Russian	228	11	32	29	27
9	Spanish	10,301	29	26	28	17
9	Other Language	3,404	21	32	29	18
9	Students without Disabilities	13,081	29	28	25	17
9	Students with Disabilities	3,016	11	28	41	20

Table F.11—Proficiency Percentages by Subgroup: Grade 10 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
10	Female	5,833	21	29	30	20
10	Male	7,184	22	29	29	19
10	American Indian or Alaska Native	48	25	38	15	23
10	Black or African-American	1,187	12	33	34	21
10	Asian	3,162	20	32	30	18
10	Native Hawaiian/Other Pacific Islander	64	22	36	23	19
10	Hispanic or Latino	7,522	25	27	29	20
10	White	1,023	17	29	31	23
10	Multiracial (not of Hispanic origin)	11	18	27	18	36
10	NYC	9,118	22	30	29	20
10	Big 4 Cities	837	19	33	31	17
10	High Need Urban/Suburban	1,415	30	25	27	19
10	High Need Rural	69	22	29	33	16
10	Average Need	919	20	28	32	19
10	Low Need	466	15	21	35	28
10	Charter Schools	193	6	23	40	31
10	0 Years LEP	7,337	24	29	28	19
10	1 Years LEP	884	46	26	19	10
10	2 Years LEP	1,814	22	33	27	18
10	3 Years LEP	1,264	13	31	34	22
10	4 Years LEP	606	8	27	41	24
10	5 Years LEP	279	9	33	33	25
10	6 Years LEP or More	796	4	18	45	34
10	Chinese	1,588	23	31	30	16
10	English	310	10	29	29	31
10	Haitian-Creole	376	11	31	34	23
10	Korean	45	4	27	44	24
10	Russian	201	13	28	30	29
10	Spanish	7,395	25	27	29	20
10	Other Language	3,102	16	32	31	20
10	Students without Disabilities	10,883	23	30	28	19
10	Students with Disabilities	2,134	16	24	37	23

Table F.12—Proficiency Percentages by Subgroup: Grade 11 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
11	Female	4,096	15	29	36	20
11	Male	4,693	17	29	36	18
11	American Indian or Alaska Native	29	7	28	48	17
11	Black or African-American	848	9	32	37	22
11	Asian	2,318	11	33	36	20
11	Native Hawaiian/Other Pacific Islander	44	7	34	41	18
11	Hispanic or Latino	4,952	20	27	35	18
11	White	588	14	22	41	23
11	Multiracial (not of Hispanic origin)	10	20	20	10	50
11	NYC	6,057	15	29	36	19
11	Big 4 Cities	613	18	37	34	11
11	High Need Urban/Suburban	940	22	29	31	18
11	High Need Rural	48	17	31	38	15
11	Average Need	692	18	26	36	20
11	Low Need	343	15	17	43	24
11	Charter Schools	96	8	29	35	27
11	0 Years LEP	4,376	17	29	36	19
11	1 Years LEP	623	33	29	27	11
11	2 Years LEP	1,290	17	32	34	17
11	3 Years LEP	1,067	13	30	36	21
11	4 Years LEP	666	12	28	39	22
11	5 Years LEP	244	7	30	37	25
11	6 Years LEP or More	507	7	22	48	23
11	Chinese	1,166	12	31	37	19
11	English	224	13	20	44	23
11	Haitian-Creole	285	6	31	40	23
11	Korean	48	2	19	54	25
11	Russian	111	14	17	32	37
11	Spanish	4,849	20	27	35	17
11	Other Language	2,106	11	32	36	20
11	Students without Disabilities	7,509	15	29	36	20
11	Students with Disabilities	1,280	23	26	38	14

Table F.13—Proficiency Percentages by Subgroup: Grade 12 Overall

Grade	Subgroup	N-Count	Proficiency Levels			
			1	2	3	4
12	Female	3,545	15	30	39	17
12	Male	3,972	17	28	39	16
12	American Indian or Alaska Native	16	13	25	50	13
12	Black or African-American	823	10	27	44	18
12	Asian	2,014	13	32	39	16
12	Native Hawaiian/Other Pacific Islander	19	21	32	26	21
12	Hispanic or Latino	4,055	19	28	38	15
12	White	587	20	22	38	20
12	Multiracial (not of Hispanic origin)	3	0	0	67	33
12	NYC	5,445	18	28	38	15
12	Big 4 Cities	527	10	39	37	14
12	High Need Urban/Suburban	646	15	27	40	18
12	High Need Rural	36	11	28	50	11
12	Average Need	524	11	24	44	20
12	Low Need	275	9	22	41	28
12	Charter Schools	64	2	36	45	17
12	0 Years LEP	3,437	22	26	36	16
12	1 Years LEP	223	18	32	33	17
12	2 Years LEP	1,302	12	34	40	15
12	3 Years LEP	953	11	30	43	15
12	4 Years LEP	689	9	29	44	18
12	5 Years LEP	271	7	31	38	24
12	6 Years LEP or More	620	14	29	42	16
12	Chinese	1,028	13	30	42	14
12	English	204	17	25	43	16
12	Haitian-Creole	306	11	25	46	18
12	Korean	48	48	17	21	15
12	Russian	122	11	19	50	20
12	Spanish	3,990	19	28	38	15
12	Other Language	1,819	13	30	38	19
12	Students without Disabilities	5,770	7	30	44	19
12	Students with Disabilities	1,747	48	25	22	6

APPENDIX G: EXIT RATE BY SUBGROUP**Table G.1: Exit Rate by Subgroup—Kindergarten**

Grade	Subgroup	N-Count	Percent
K	Female	1,935	54.78
K	Male	1,597	45.22
K	American Indian or Alaska Native	12	0.34
K	Black or African-American	130	3.68
K	Asian	918	25.99
K	Native Hawaiian/Other Pacific Islander	12	0.34
K	Hispanic or Latino	1,959	55.46
K	White	485	13.73
K	Multiracial (not of Hispanic origin)	16	0.45
K	NYC	2,137	60.50
K	Big 4 Cities	80	2.27
K	High Need Urban/Suburban	406	11.49
K	High Need Rural	17	0.48
K	Average Need	486	13.76
K	Low Need	204	5.78
K	Charter Schools	202	5.72
K	0 Years LEP	2,322	65.82
K	1 Years LEP	1,162	32.94
K	2 Years LEP	43	1.22
K	3 Years LEP	1	0.03
K	4 Years LEP	0	0.00
K	5 Years LEP	0	NA
K	6 Years LEP or More	0	NA
K	Chinese	421	11.92
K	English	448	12.68
K	Haitian-Creole	28	0.79
K	Korean	32	0.91
K	Russian	154	4.36
K	Spanish	1,730	48.98
K	Other Language	719	20.36
K	Students without Disabilities	3,334	94.39
K	Students with Disabilities	198	5.61

Table G.2: Exit Rate by Subgroup–Grade 1

Grade	Subgroup	N-Count	Percent
1	Female	2,659	50.88
1	Male	2,567	49.12
1	American Indian or Alaska Native	16	0.31
1	Black or African-American	177	3.39
1	Asian	1,679	32.13
1	Native Hawaiian/Other Pacific Islander	24	0.46
1	Hispanic or Latino	2,667	51.03
1	White	646	12.36
1	Multiracial (not of Hispanic origin)	17	0.33
1	NYC	3,186	60.96
1	Big 4 Cities	137	2.62
1	High Need Urban/Suburban	599	11.46
1	High Need Rural	33	0.63
1	Average Need	646	12.36
1	Low Need	397	7.60
1	Charter Schools	228	4.36
1	0 Years LEP	3,375	64.63
1	1 Years LEP	294	5.63
1	2 Years LEP	1,426	27.31
1	3 Years LEP	117	2.24
1	4 Years LEP	9	0.17
1	5 Years LEP	1	0.02
1	6 Years LEP or More	0	NA
1	Chinese	916	17.53
1	English	428	8.19
1	Haitian-Creole	22	0.42
1	Korean	81	1.55
1	Russian	167	3.20
1	Spanish	2,480	47.46
1	Other Language	1,132	21.66
1	Students without Disabilities	4,904	93.84
1	Students with Disabilities	322	6.16

Table G.3: Exit Rate by Subgroup–Grade 2

Grade	Subgroup	N-Count	Percent
2	Female	2,488	50.62
2	Male	2,427	49.38
2	American Indian or Alaska Native	13	0.26
2	Black or African-American	192	3.91
2	Asian	1,201	24.44
2	Native Hawaiian/Other Pacific Islander	24	0.49
2	Hispanic or Latino	2,945	59.92
2	White	530	10.78
2	Multiracial (not of Hispanic origin)	10	0.20
2	NYC	2,974	60.51
2	Big 4 Cities	138	2.81
2	High Need Urban/Suburban	601	12.23
2	High Need Rural	40	0.81
2	Average Need	686	13.96
2	Low Need	322	6.55
2	Charter Schools	154	3.13
2	0 Years LEP	2,873	58.56
2	1 Years LEP	142	2.89
2	2 Years LEP	468	9.54
2	3 Years LEP	1,311	26.72
2	4 Years LEP	109	2.22
2	5 Years LEP	3	0.06
2	6 Years LEP or More	0	0.00
2	Chinese	588	11.96
2	English	320	6.51
2	Haitian-Creole	44	0.90
2	Korean	36	0.73
2	Russian	115	2.34
2	Spanish	2,815	57.27
2	Other Language	997	20.28
2	Students without Disabilities	4,450	90.54
2	Students with Disabilities	465	9.46

Table G.4: Exit Rate by Subgroup–Grade 3

Grade	Subgroup	N-Count	Percent
3	Female	943	44.15
3	Male	1,193	55.85
3	American Indian or Alaska Native	5	0.23
3	Black or African-American	95	4.45
3	Asian	606	28.37
3	Native Hawaiian/Other Pacific Islander	6	0.28
3	Hispanic or Latino	1,177	55.10
3	White	241	11.28
3	Multiracial (not of Hispanic origin)	6	0.28
3	NYC	1,281	59.97
3	Big 4 Cities	60	2.81
3	High Need Urban/Suburban	261	12.22
3	High Need Rural	15	0.70
3	Average Need	277	12.97
3	Low Need	171	8.01
3	Charter Schools	71	3.32
3	0 Years LEP	1,146	53.65
3	1 Years LEP	49	2.29
3	2 Years LEP	187	8.75
3	3 Years LEP	158	7.40
3	4 Years LEP	553	25.89
3	5 Years LEP	40	1.87
3	6 Years LEP or More	3	0.14
3	Chinese	338	15.82
3	English	147	6.88
3	Haitian-Creole	19	0.89
3	Korean	13	0.61
3	Russian	47	2.20
3	Spanish	1,104	51.69
3	Other Language	468	21.91
3	Students without Disabilities	1,891	88.53
3	Students with Disabilities	245	11.47

Table G.5: Exit Rate by Subgroup—Grade 4

Grade	Subgroup	N-Count	Percent
4	Female	1,863	48.07
4	Male	2,013	51.93
4	American Indian or Alaska Native	10	0.26
4	Black or African-American	189	4.88
4	Asian	908	23.43
4	Native Hawaiian/Other Pacific Islander	18	0.46
4	Hispanic or Latino	2,426	62.59
4	White	321	8.28
4	Multiracial (not of Hispanic origin)	4	0.10
4	NYC	2,410	62.18
4	Big 4 Cities	172	4.44
4	High Need Urban/Suburban	448	11.56
4	High Need Rural	25	0.64
4	Average Need	501	12.93
4	Low Need	230	5.93
4	Charter Schools	90	2.32
4	0 Years LEP	1,956	50.52
4	1 Years LEP	104	2.69
4	2 Years LEP	330	8.52
4	3 Years LEP	291	7.52
4	4 Years LEP	341	8.81
4	5 Years LEP	761	19.65
4	6 Years LEP or More	89	2.30
4	Chinese	409	10.55
4	English	180	4.64
4	Haitian-Creole	47	1.21
4	Korean	25	0.64
4	Russian	89	2.30
4	Spanish	2,342	60.42
4	Other Language	784	20.23
4	Students without Disabilities	3,357	86.61
4	Students with Disabilities	519	13.39

Table G.6: Exit Rate by Subgroup–Grade 5

Grade	Subgroup	N-Count	Percent
5	Female	1,156	46.20
5	Male	1,346	53.80
5	American Indian or Alaska Native	4	0.16
5	Black or African-American	149	5.96
5	Asian	593	23.70
5	Native Hawaiian/Other Pacific Islander	10	0.40
5	Hispanic or Latino	1,508	60.27
5	White	233	9.31
5	Multiracial (not of Hispanic origin)	5	0.20
5	NYC	1,547	61.83
5	Big 4 Cities	112	4.48
5	High Need Urban/Suburban	319	12.75
5	High Need Rural	14	0.56
5	Average Need	285	11.39
5	Low Need	143	5.72
5	Charter Schools	82	3.28
5	0 Years LEP	1,259	50.44
5	1 Years LEP	71	2.84
5	2 Years LEP	210	8.41
5	3 Years LEP	211	8.45
5	4 Years LEP	178	7.13
5	5 Years LEP	123	4.93
5	6 Years LEP or More	444	17.79
5	Chinese	282	11.27
5	English	116	4.64
5	Haitian-Creole	42	1.68
5	Korean	12	0.48
5	Russian	55	2.20
5	Spanish	1,449	57.91
5	Other Language	546	21.82
5	Students without Disabilities	2,157	86.21
5	Students with Disabilities	345	13.79

Table G.7: Exit Rate by Subgroup–Grade 6

Grade	Subgroup	N-Count	Percent
6	Female	1,515	48.48
6	Male	1,610	51.52
6	American Indian or Alaska Native	4	0.13
6	Black or African-American	215	6.88
6	Asian	608	19.46
6	Native Hawaiian/Other Pacific Islander	6	0.19
6	Hispanic or Latino	2,017	64.54
6	White	269	8.61
6	Multiracial (not of Hispanic origin)	6	0.19
6	NYC	1,895	60.64
6	Big 4 Cities	164	5.25
6	High Need Urban/Suburban	437	13.98
6	High Need Rural	25	0.80
6	Average Need	307	9.82
6	Low Need	180	5.76
6	Charter Schools	117	3.74
6	0 Years LEP	1,628	52.20
6	1 Years LEP	94	3.01
6	2 Years LEP	271	8.69
6	3 Years LEP	214	6.86
6	4 Years LEP	181	5.80
6	5 Years LEP	78	2.50
6	6 Years LEP or More	653	20.94
6	Chinese	286	9.15
6	English	136	4.35
6	Haitian-Creole	56	1.79
6	Korean	14	0.45
6	Russian	59	1.89
6	Spanish	1,935	61.92
6	Other Language	639	20.45
6	Students without Disabilities	2,543	81.38
6	Students with Disabilities	582	18.62

Table G.8: Exit Rate by Subgroup–Grade 7

Grade	Subgroup	N-Count	Percent
7	Female	924	47.43
7	Male	1,024	52.57
7	American Indian or Alaska Native	6	0.31
7	Black or African-American	142	7.29
7	Asian	388	19.92
7	Native Hawaiian/Other Pacific Islander	6	0.31
7	Hispanic or Latino	1,206	61.91
7	White	198	10.16
7	Multiracial (not of Hispanic origin)	2	0.10
7	NYC	1,244	63.86
7	Big 4 Cities	91	4.67
7	High Need Urban/Suburban	203	10.42
7	High Need Rural	16	0.82
7	Average Need	234	12.01
7	Low Need	99	5.08
7	Charter Schools	61	3.13
7	0 Years LEP	1,002	51.49
7	1 Years LEP	61	3.13
7	2 Years LEP	225	11.56
7	3 Years LEP	177	9.10
7	4 Years LEP	105	5.40
7	5 Years LEP	50	2.57
7	6 Years LEP or More	326	16.75
7	Chinese	148	7.60
7	English	94	4.83
7	Haitian-Creole	44	2.26
7	Korean	16	0.82
7	Russian	44	2.26
7	Spanish	1,166	59.86
7	Other Language	436	22.38
7	Students without Disabilities	1,551	79.62
7	Students with Disabilities	397	20.38

Table G.9: Exit Rate by Subgroup–Grade 8

Grade	Subgroup	N-Count	Percent
8	Female	809	49.39
8	Male	829	50.61
8	American Indian or Alaska Native	5	0.31
8	Black or African-American	153	9.34
8	Asian	352	21.49
8	Native Hawaiian/Other Pacific Islander	7	0.43
8	Hispanic or Latino	962	58.73
8	White	155	9.46
8	Multiracial (not of Hispanic origin)	4	0.24
8	NYC	1,086	66.30
8	Big 4 Cities	79	4.82
8	High Need Urban/Suburban	184	11.23
8	High Need Rural	19	1.16
8	Average Need	154	9.40
8	Low Need	77	4.70
8	Charter Schools	39	2.38
8	0 Years LEP	827	50.55
8	1 Years LEP	66	4.03
8	2 Years LEP	204	12.47
8	3 Years LEP	153	9.35
8	4 Years LEP	101	6.17
8	5 Years LEP	46	2.81
8	6 Years LEP or More	239	14.61
8	Chinese	170	10.38
8	English	64	3.91
8	Haitian-Creole	56	3.42
8	Korean	14	0.85
8	Russian	48	2.93
8	Spanish	922	56.29
8	Other Language	364	22.22
8	Students without Disabilities	1,319	80.53
8	Students with Disabilities	319	19.47

Table G.10: Exit Rate by Subgroup–Grade 9

Grade	Subgroup	N-Count	Percent
9	Female	1,202	42.04
9	Male	1,657	57.96
9	American Indian or Alaska Native	7	0.24
9	Black or African-American	247	8.64
9	Asian	540	18.89
9	Native Hawaiian/Other Pacific Islander	7	0.24
9	Hispanic or Latino	1,797	62.85
9	White	245	8.57
9	Multiracial (not of Hispanic origin)	16	0.56
9	NYC	1,975	69.08
9	Big 4 Cities	154	5.39
9	High Need Urban/Suburban	278	9.72
9	High Need Rural	19	0.66
9	Average Need	239	8.36
9	Low Need	116	4.06
9	Charter Schools	78	2.73
9	0 Years LEP	1,579	55.29
9	1 Years LEP	100	3.50
9	2 Years LEP	262	9.17
9	3 Years LEP	279	9.77
9	4 Years LEP	202	7.07
9	5 Years LEP	77	2.70
9	6 Years LEP or More	357	12.50
9	Chinese	248	8.67
9	English	104	3.64
9	Haitian-Creole	74	2.59
9	Korean	16	0.56
9	Russian	62	2.17
9	Spanish	1,745	61.04
9	Other Language	610	21.34
9	Students without Disabilities	2,263	79.15
9	Students with Disabilities	596	20.85

Table G.11: Exit Rate by Subgroup—Grade 10

Grade	Subgroup	N-Count	Percent
10	Female	1,183	45.83
10	Male	1,398	54.17
10	American Indian or Alaska Native	11	0.43
10	Black or African-American	249	9.65
10	Asian	574	22.24
10	Native Hawaiian/Other Pacific Islander	12	0.46
10	Hispanic or Latino	1,492	57.81
10	White	239	9.26
10	Multiracial (not of Hispanic origin)	4	0.15
10	NYC	1,797	69.62
10	Big 4 Cities	139	5.39
10	High Need Urban/Suburban	267	10.34
10	High Need Rural	11	0.43
10	Average Need	178	6.90
10	Low Need	129	5.00
10	Charter Schools	60	2.32
10	0 Years LEP	1,387	53.93
10	1 Years LEP	88	3.42
10	2 Years LEP	334	12.99
10	3 Years LEP	278	10.81
10	4 Years LEP	146	5.68
10	5 Years LEP	71	2.76
10	6 Years LEP or More	268	10.42
10	Chinese	255	9.88
10	English	97	3.76
10	Haitian-Creole	88	3.41
10	Korean	11	0.43
10	Russian	58	2.25
10	Spanish	1,448	56.10
10	Other Language	624	24.18
10	Students without Disabilities	2,100	81.36
10	Students with Disabilities	481	18.64

Table G.12: Exit Rate by Subgroup–Grade 11

Grade	Subgroup	N-Count	Percent
11	Female	814	48.74
11	Male	856	51.26
11	American Indian or Alaska Native	5	0.30
11	Black or African-American	183	10.96
11	Asian	461	27.60
11	Native Hawaiian/Other Pacific Islander	8	0.48
11	Hispanic or Latino	872	52.22
11	White	136	8.14
11	Multiracial (not of Hispanic origin)	5	0.30
11	NYC	1,174	70.30
11	Big 4 Cities	70	4.19
11	High Need Urban/Suburban	172	10.30
11	High Need Rural	7	0.42
11	Average Need	137	8.20
11	Low Need	84	5.03
11	Charter Schools	26	1.56
11	0 Years LEP	829	49.67
11	1 Years LEP	67	4.01
11	2 Years LEP	221	13.24
11	3 Years LEP	229	13.72
11	4 Years LEP	146	8.75
11	5 Years LEP	62	3.71
11	6 Years LEP or More	115	6.89
11	Chinese	227	13.59
11	English	52	3.11
11	Haitian-Creole	65	3.89
11	Korean	12	0.72
11	Russian	41	2.46
11	Spanish	846	50.66
11	Other Language	427	25.57
11	Students without Disabilities	1,496	89.58
11	Students with Disabilities	174	10.42

Table G.13: Exit Rate by Subgroup—Grade 12

Grade	Subgroup	N-Count	Percent
12	Female	593	48.81
12	Male	622	51.19
12	American Indian or Alaska Native	2	0.16
12	Black or African-American	150	12.35
12	Asian	320	26.34
12	Native Hawaiian/Other Pacific Islander	4	0.33
12	Hispanic or Latino	622	51.19
12	White	116	9.55
12	Multiracial (not of Hispanic origin)	1	0.08
12	NYC	828	68.15
12	Big 4 Cities	72	5.93
12	High Need Urban/Suburban	118	9.71
12	High Need Rural	4	0.33
12	Average Need	105	8.64
12	Low Need	77	6.34
12	Charter Schools	11	0.91
12	0 Years LEP	546	45.05
12	1 Years LEP	39	3.22
12	2 Years LEP	193	15.92
12	3 Years LEP	147	12.13
12	4 Years LEP	124	10.23
12	5 Years LEP	64	5.28
12	6 Years LEP or More	99	8.17
12	Chinese	149	12.26
12	English	32	2.63
12	Haitian-Creole	56	4.61
12	Korean	7	0.58
12	Russian	25	2.06
12	Spanish	609	50.12
12	Other Language	337	27.74
12	Students without Disabilities	1,118	92.02
12	Students with Disabilities	97	7.98

APPENDIX H: DIF STATISTICS

Table H.1—Results of DIF Analyses

Grade Band	Modality	Item Seq. Number	DIF				
			Male/Female	Asian/Other	Hispanic/Other	White/Other	
K	Speaking	3	A	B-	B+	A	
		4	A	B-	A	A	
		5	A	B-	B+	A	
		6	A	B-	A	A	
		7	A	C-	B+	A	
		8	A	B-	A	A	
		9	A	C-	B+	A	
		10	A	C-	B+	A	
		11	A	B-	A	A	
		12	A	B-	A	A	
		13	A	C-	B+	A	
		14	A	B-	A	A	
		15	A	B-	A	A	
		Listening	8	A	C-	C+	A
			12	A	B-	A	A
	14		A	B-	B+	A	
	Reading	2	A	B+	A	A	
		6	A	B+	A	A	
		11	A	C+	A	A	
		12	A	B+	A	A	
		13	A	C+	B-	A	
		14	A	C+	B-	A	
		15	A	B+	A	A	
		17	A	B+	A	A	
		19	A	C+	B-	A	
		24	A	B+	A	A	
	Writing	3	A	B+	A	A	
		4	A	B+	A	A	
		8	A	C+	B-	A	
		9	A	C+	B-	A	
10		A	C+	B-	A		

Table H.1 (continued)—Results of DIF Analyses

Grade Band	Modality	Item Seq. Number	DIF			
			Male/Female	Asian/Other	Hispanic/Other	White/Other
1-2	Speaking	1	A	B-	A	A
		2	A	B-	B+	A
		6	A	C-	C+	A
		7	A	B-	A	A
		8	A	C-	C+	A
		9	A	B-	B+	A
		10	A	B-	A	A
		11	A	C-	B+	A
		12	A	B-	B+	A
		13	A	B-	A	A
		14	A	B-	A	A
		1	A	A	B+	C
		2	A	A	A	B
		4	A	A	A	B
10	A	B-	B+	A		
11	A	B+	B-	A		
13	A	B+	A	A		
24	B	A	A	A		
1-2	Reading	5	A	B+	A	A
		8	A	B+	A	A
		9	A	B+	B-	A
		20	A	B+	A	A
		21	A	B+	A	A
1-2	Writing	1	A	B+	A	A
		3	A	B+	A	A
		5	A	B+	A	A
		6	A	C+	B-	A
		10	A	B+	A	A
		11	A	B+	A	A
		12	A	C+	B-	A
3-4	Speaking	1	A	B-	A	A
		5	A	B-	A	A
		6	A	C-	B+	A
		7	A	B-	A	A
		8	A	C-	C+	A
		9	A	B-	A	A
		12	A	B-	A	A
13	A	B-	A	A		

Table H.1 (continued)—Results of DIF Analyses

Grade Band	Modality	Item Seq. Number	DIF			
			Male/Female	Asian/Other	Hispanic/Other	White/Other
3-4	Listening	1	A	B-	B+	B
		3	B	A	A	A
		4	A	C-	C+	A
		14	A	B+	A	A
	Reading	4	A	C+	B-	A
		12	A	B+	A	A
	Writing	5	A	B+	B-	A
		8	A	B+	A	A
		9	A	B+	A	A
		12	A	B+	A	A
		13	B	A	A	A
	Speaking	9	A	B-	A	A
	Listening	5	A	B-	A	A
7		B	A	A	A	
5-6	Reading	4	A	B+	A	A
		6	A	B+	A	A
		10	A	B+	A	A
		12	A	B+	A	A
		14	B	A	A	A
		20	A	B+	A	A
	Writing	9	A	B-	A	A
		10	A	B+	B-	A
		13	A	B-	A	A
		14	A	B-	A	A
15	B	A	A	A		
7-8	Speaking	2	A	B-	A	A
		8	A	B-	A	A
	Listening	1	A	C-	C+	C
		2	B	A	A	A
		4	A	A	B+	A
		5	B	C-	C+	B
		14	A	B+	A	A
	24	A	B+	B-	A	
Reading	5	A	B+	A	A	
	7	A	B+	B-	A	
	13	A	B+	A	A	
	17	A	B-	B+	A	
	19	A	B+	A	A	
	20	A	B+	A	A	
24	A	B+	A	A		

Table H.1 (continued)—Results of DIF Analyses

Grade Band	Modality	Item Seq. Number	DIF			
			Male/Female	Asian/Other	Hispanic/Other	White/Other
7–8	Reading	26	A	B+	A	A
		27	B	A	A	A
	Writing	3	A	C+	C-	C
		4	A	B-	A	A
		5	A	B+	A	A
		9	A	A	A	B
		15	B	B+	A	A
		16	B	B+	A	A
	Speaking	9	A	B-	A	A
		3	B	A	B-	B
Listening	5	A	C-	C+	A	
	6	A	A	A	B	
	17	A	A	B+	A	
	2	A	B+	A	A	
9–12	Reading	3	A	B+	B-	A
		7	A	B+	A	A
		8	A	B+	A	A
		10	A	C+	B-	A
		15	A	B+	A	A
		20	A	B+	A	A
		21	A	B+	A	A
		26	A	B-	C+	B
	Writing	2	A	B+	A	A
		5	A	B-	B+	A
6		A	B+	B-	A	
8		A	B+	B-	A	
9		A	B-	B+	A	
11		A	B-	A	A	
13	A	A	B-	A		
14	A	C+	B-	A		
16	B	B+	A	A		

Note: “+” indicates in favor of Males or Other groups, and “-” indicates in favor of the focal group—i.e., Female, Asian, Hispanic, and White.

APPENDIX I: REFERENCES

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